**Katelyn Kasmier, Correlation Between work and Stress**

**Proposal:** Ms. Kasmier wishes to conduct a study where she will examine the relationship between work and stress. She plans to use a model called, “Job Demand – Resources Model” to find out more about work induced stress and how it affects mental and physical health. The model looks to: identify job demands, address job demands, identify possible job resources/positives and address job positives. Ms. Kasmier’s purpose of this study is to expand on the knowledge from previous work with this model and adding the component of health to her findings. She plans to gather participants by sending out an email to give people the option to participate. Whoever agrees gets a description of what the study is about and what is expected of them as a participant. Participants will be asked to complete self-report questionnaires. These questionnaires are; The Work-Life Balance Assessment focuses on job satisfaction, work engagement, and work-related tension and strain. The Leader –Member Exchange Scale focuses on the employee’s relationship with their boss (job resources). Cohen Perceived Stress Scale focuses on an individual’s thoughts, feelings, and stress (job demands). The Lifestyle Profile II Questionnaire focuses on people’s health, way of life, and personal habits. She plans to analyze the data using regression analyses in SPSS (Statistical Package for the Social Sciences). In addition, she plans to use $100 of her stipend to buy and amazon gift card, giving participants and incentive to stay in the study. This grant will contribute to Ms. Kasmier’s future plans of graduate school, and a career in Industrial and Organizational Psychology. She also hopes that this research will allow her to present in the annual Eastern Psychological Association Conference and Undergraduate Research Symposium poster Presentation.

**Outcome (s):** Kasmier had her participants complete a series of questionnaires via SurveyMonkey consisting of questions relating to the effect that stress at work has on the mental and physical health of an individual. Her findings explain that individuals want fewer job demands, while also wanting more job resources. When they are given intensive job demands with few resources, her study found that these individuals feel this is when they become more stressed, leading to overall health problems. Ms. Kasmier concluded that when individuals have a better balance between their work lives and life at home, as well as a good relationship with their boss, they report being better able to take responsibility for their health.

**Maureen Elliott, Investigating the Difference between Novice & Experienced Teachers**

**Proposal:** Ms. Elliot has noticed that teachers, who have more experience, move fluently around the classroom compared to novice teachers. This gave her an idea to examine what experienced teachers know and how can this information be valuable to pre-service teachers. Her plan for this study is to collect qualitative data from 10 teachers with at least one to three years’ experience through demographic interview questions with option of Skype, face time, or in-person. Aside from the questions she will ask the participants how they would handle certain classroom situations. She will try to identify differences between the teachers depending on the amount of years; experience through his or her answers. She plans to record the conversation and take filed notes. She then will analyze the data to determine what patterns can be found in the responses. She states that all of these questions have been approved by the IRB. Ms. Elliot hopes she discovers some valuable information as a pre-service teacher. She also wants to use this knowledge to create a curriculum that better prepares aspiring teachers so they can move through the stages of development more fluently.

**Outcome (s):** Ms. Elliott conducted research addressing how teachers with more experience act differently in a classroom compared to teachers who do not have much experience, i.e. student teachers. Ms. Elliott interviewed 9 teachers, 5 pre-service and 4 teachers with 1-3 years of teaching experience. Through a course of case-study scenarios ranging from how to deal with the “difficult child” to a change in course curriculum, Ms. Elliott was able to find that student teachers lack the confidence, experience and holistic views that the novice teachers have gained in only their first few years of teaching.

**Arika Prevost, BFA Studio Art & Art Education – Painting & Drawing Concentration**

**Proposal:** Arika Prevost enjoys creating unique paintings with odd shapes and blocks of color. During her research she came across artists like, Franz Kline, Louise Belcourt and Logan Grider. She feels influenced by their work to experiment and challenge herself with texture, shape and color. Ms. Prevost expects to gain a better understanding of the connections between color and the configuration of shapes within her paintings. If awarded this grant, during the program she will create 10 to 12 paintings; these will challenge her to experiment with color, shape, form and texture. Also, it will allow Ms. Prevost to reach her full potential when working and creating abstract pieces. She will continue her research of artists to form a better understanding of abstract art and think more creatively. She plan to further explore new methods and advancements in manipulating shapes and gain a greater understanding of color, and she will create newly advanced, visually stimulating paintings, with the support of the grant. She has a thorough 6 week timeline to complete this program.

**Outcome (s):** Ms. Prevost piloted a research with the goal of better understanding the connections between color and configuration with the aid of further research on artists of different backgrounds and styles. In the course of her research, Ms. Prevost created 10-12 paintings making each a little different as she went along, and received critique from her mentor. Across her first few weeks, she overcame the come struggle of being able to utilize different colors and shapes and she had hoped. With further research and critique she was better able to understand that the research helped her paint through the problems she was facing. Through her research, as well as trial and error, Ms. Prevost found that there is an importance of being a part of the art world and doing research on the specific style of art.

**Rosemarie Lenz, The Effects of Malnourishment**

**Proposal:** Rosemarie Lenz has done some research on malnourishment and how it affects the brain. She read that malnourishment particularly affects the hippocampus, which is where spatial learning and memory are functioned. Providing evidence of this issue could bring up more discoveries about how improper diets affect the human brain. Ms. Lenz plans to further this research by conducting a study on rats. She will have a sample size of 30 male wistar rats all aged 21 days. She plans to evenly separate the rats into three groups. The low protein group will be fed pellets containing 6% protein, the control 14%, and the high protein group 40%. She will do some behavioral testing after the rats are on their special diets for five weeks. The first test to be run will be the elevated plus maze, followed by open field testing, then object recognition, and the final test will be the Morris water maze. Ms. Lenz is currently running a study about examining the effects of stress on memory and attention in college students. She hopes this grant will allow her to add to existing research including her own personal research experience. She also plans to eventually obtain her PhD with a focus on memory. She hopes the grant will give her the opportunity to shine in application process for grad school.

**Outcome (s):**  Ms. Lenz directed her research on the effects of malnourishment by conducting a study on 30 male wistar rats, all aged 21 days. After completing four different field tests on the mice in each of the three groups, Ms. Lenz found that there were a significant amount of differences between each group and their water consumption following the tests, as well as their overall body weight. While there was no significant protein affects following the first three tests, she did find statistically significant effects between the three protein groups. The conclusion of Ms. Lenz’s research was that although her results did not match with past research, she found that dietary protein had a significant effect on the memory and functioning of the rats.

**Zackary Petker, Students’ Performance Affected by Anticipation Guides and Social Setting**

**Proposal:**  Mr. Petker is an education major who wishes to conduct a qualitative study on the Common Core Standards for literacy. He states that not only are literacy standards affecting students who are taking English and Social Studies, they are now affecting students who are taking mathematics, science, and technical subjects. These standards are designed to make students more college and career ready. For his study he will be working with high school students. During the study he will interview teachers and students. He also will be giving students a benchmark assessment about the themes surrounding Harper Lee’s To Kill a Mockingbird and/or Markus Zusak’s The Book Thief, which are based out of the Common Core Standards: Appendix B. The research will examine: how does before-reading literacy strategies affect students’ performance and motivation in ninth grade high school students and how does the school setting, either urban, rural, and suburban settings, affect each students’ performance. Mr. Petker hopes this research will allow him to have the knowledge of what it will take to work in rural, urban and suburban districts. He also hopes to use this experience as an aid in his application into grad school.

**Outcome (s):** Mr. Petker conducted a research on how Common Core Standards, in all subjects, as well as the environment is affecting students and their ability to learn. By working with high school students from one nearby high school, as well as interviewing teachers, Mr. Petker was able to find that there were differences between participation of the two different English classes. His findings suggest that participation does increase when the students know more about the topic being taught. Mr. Petker also found that gender played a role in classroom participation, whereas more females participated in one of his class studies.