

# *Graduate Research Symposium*



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

## *Thank You*

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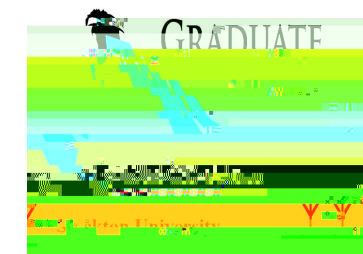
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*The Spring 2024 Graduate Research  
Symposium is proud to be Part of the  
University's Scholarly, Teaching, and Research  
Symposium (STARS) Celebration Week*



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

The Spring 2024 Symposium presenters include students from many programs: Two Doctorate programs, in Nursing Practice and Physical Therapy; two Master of Arts programs, American Studies and Holocaust & Genocide Studies; four Master of Science programs in Communication Disorders, Data Science & Strategic Analytics, Nursing, and Occupational Therapy; the Master of Social Work program; and the Professional Science Master in Environmental Science. The students' projects signify their commitments to academic excellence, either through practitioner-based research or archival research, and they are achieved through the oral and poster presentations listed within this booklet. We celebrate the diversity and innovativeness of the research presented this evening and promote interdisciplinary research conversations among the campus community. We honor Stockton University's commitment to the research projects presented here tonight.

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

Dr. Barbara Amendolia & Dr. Mary Padden |  
The Impact of Self-Care Education on the Perceived Stress of Nursing Students

**Introduction:** Students pursuing nursing degrees experience increased stress levels due to didactic and clinical coursework. Prolonged exposure to elevated stress results in both physical and psychological manifestations. Research indicates self-care activities are clinically proven to decrease overall perceived stress.

**Objective:** To investigate the impact of self-care education on the perceived stress of undergraduate, accelerated, and graduate university nursing students.

**Methods:** An evidence-based initiative. The 10-question Perceived Stress Scale (PSS-10) was used to evaluate perceived stress immediately prior to self-care education and 30-days post-education. Statistical analyses were conducted using SPSS.





NMES,







Dr. Monika Pawlowska |

## Exploring the Different Types of Service Delivery Methods for Language-Based Learning Disabilities

**Background Information:** Speech-language pathologists (SLPs) can choose from a variety of service delivery methods to provide in-school services to students. These service delivery methods consist of pull-out and push-in services that include co-teaching, general education classrooms, and special education resource rooms. Our research explores each method by examining its advantages and disadvantages for students with language-based learning disabilities.

**Objective:** To answer the research question: In school-aged students with language-based learning disabilities, is the push-in or pull-out method more effective?

**Methods:** Keywords included in the search criteria include: RTI service delivery methods SLP language learning disabilities push-in pull-out school-aged adolescents students etc. The Stockton FlashFind research engine was utilized to find relevant articles. The use of this research engine allowed databases such as EBSCOHost, PubMed, CINAHL, Linguistics and Language Behavior Abstracts (LLBA), etc. to be searched. This search also utilized Google Scholar. Most of the articles selected were published in peer-reviewed journals. However, some resources are a Master s thesis or a dissertation. In addition, there is one source that provides student perspectives on this matter. The date of publication was not stressed as most of the available articles were from around 10 years ago, but the information remains pertinent.

**Findings:** Schools currently utilize the push-in and pull-





Rebecca Mannel MOT, OTD, OTR |  
Perceived Stress Levels and Life Balance of MSOT Students

Dr. Guia Calicdan-Apostle |  
Long-Term Effects of Adolescents who Experience Domestic Violence

Several studies focused on the long-term effects adolescents experience after witnessing domestic violence. Witnessing domestic violence has shown to cause many negative effects on adolescents that last well beyond into adulthood. A high percentage of youth having witnessed domestic violence correlate with building relationships, an increase in behavioral issues, and criminal activities. Additionally, trauma caused by witnessing or experiencing domestic violence, has been linked to physical and mental health concerns. Cognitive behavioral therapy (CBT), and its effectiveness on decreasing negative effects on youth has been proven to be effective, with positive results when implemented. With the high success rate of CBT, we suggest advocacy in high schools. Implementation of CBT focused support groups in high schools, for youth ages 13-18 that have experienced or witnessed domestic violence.

Dr. Guia Calicdan-Apostle |  
Barriers to Early Intervention & Delayed Diagnosis Amongst Black and Brown Male with Autism

Autism is a complex diagnosis. There are barriers that Black and Brown male children with autism face, and its causes are immeasurable e.g. racial disparities, lack of access, lack of knowledge, and misdiagnosis, and delayed diagnoses, and lack of institutional and financial support for improving overall service delivery. Some parents and/or guardians of children with autism usually do not have enough information to make the best decisions for their children. This shows that children may develop negative coping skills or a more chronic diagnosis when they are misdiagnosed and/or obtained late diagnosis at an early age. Findings show how psychoeducational group-work as an intervention proves to be beneficial to parents and/or guardians in understanding Black and Brown

weeks. The guide also provides teachers with four formative and two summative assessments to track student progress and understanding throughout the unit.

The post-survey showed that students were more engaged and motivated to learn about developmental psychology when they were leading the research. The summative assessment showed that students understood key concepts that were taught throughout the unit. The student engagement tracker showed that some students could work well within the assigned groups, but many of the students needed teacher guidance to reach the higher levels of thinking required for the IBL model. Future research on this topic would include students choosing their own question of inquiry to answer when given a unit of study.

The Graduate Student Council (GSC) is an organization of "graduate students who are diverse individuals with unique skills, experiences, and talents. We value this diversity as it enriches our lives and educational experiences. We are committed to our education, our professions, and the advancement of graduate students at the