THE ONLINE UNIVERSITY RESEARCH SYMPOSIUM

University-wide showcase of students’ research, scholarship, and creative endeavor. Projects may be completed or in progress. Entries may be individual or group. Each participant will present either a poster or power point presentation unless their individual discipline offers an oral presentation option. Presentations will be organized by department on ISU ReD. Open to the campus community and the public for viewing.

Online University Research Symposium opens on ISU ReD
https://ir.library.illinoisstate.edu/
April 9, 2021

WHO’S ELIGIBLE TO PARTICIPATE?

The Symposium is open to all students currently enrolled at the university and engaged in research, scholarship and creative endeavor under the direction of a faculty mentor.

Contact the Graduate School (309) 438-2583 Symposium@IllinoisState.
HOW TO REGISTER

YOU MUST HAVE:

- Faculty mentor approval
- Met IRB/IACUC/IBC requirements, if applicable to your research
- An abstract approved by your faculty mentor (see page 7 - Abstract)
- Groups must have chosen a primary group member who will register the entire group (See page 6 - Group Requirements for further information)

TO REGISTER AS A PART OF A CLASS:

- Consult with your faculty mentor regarding which session to register
- Provide full and accurate class information

TO CONFIRM REGISTRATION:

- Email confirmations will be sent immediately after the online registration is completed.
- Registration is not complete until it has been approved by your faculty mentor. Check the confirmation list posted on the symposium website beginning on February 12th.

REGISTRATION OPENS JANUARY 11, 2021
ONLINE CONFIRMATION LIST (UPDATED WEEKLY) FEBRUARY 12, 2021
REGISTRATION CLOSES MARCH 3, 2021
POSTER VS. ALTERNATE FORMATS

POSTERS:

Your poster tells the story of your research, scholarship, or creative endeavor. It tells the symposium guests what you did, why you did it, and what you discovered. Posters will be displayed online on ISU ReD. ISU ReD is the research and eData digital repository of the work of faculty, staff, and students at Illinois State University. This online archive preserves, promotes, and provides open access to the scholarly and creative output of the University. Access ISU ReD at http://ir.library.illinoisstate.edu.

ALTERNATE FORMATS:

Participants may have the opportunity to present at oral events to be held in conjunction with the University Research Symposium. Each participant should consult with their department/school or faculty mentor to see if their discipline is holding such an event. If their department/school is not planning to host an oral event, the participant is required to present a poster online.

ALTERNATE EVENTS

Some disciplines may host their own oral events. Please contact your faculty mentor regarding such an event taking place in your department.

Contact the Graduate School
(309) 438-2583 Symposium@IllinoisState.
POSTER REQUIREMENTS

All Posters must include the following information at the top of their poster:
- Abstract Title
- Name of Student Presenter(s)
- Education Level of Presenter(s)
- Faculty Mentor
- Mentor’s Department/School

**ALL POSTERS SHOULD BE WELL ORGANIZED, CLEAR AND ACCURATE.**
A copy of the abstract must also be included within the poster.

**RESEARCH-ORIENTED POSTERS** should include the following information:
- Introduction (hypothesis, reasoning, etc.)
- Objectives (significance of research to the field)
- Method (research parameters, design, etc.)
- Results (full, partial, or expected achieved from research)
- Conclusion (analysis of full, partial, or expected results)

**CREATIVE POSTERS** should include the following information:
- Introduction (how/why did you choose the topic)

**GROUP POSTERS:**
Group posters have additional guidelines. see page 6 - group requirements.

**OPTIONAL**

If you are interested in including an audio/video file with your poster or power point to effectively explain your research, scholarship, or creative endeavor, please see the section, Instructions for Creating an Audio File.
GROUP REQUIREMENTS

One designated group member will be responsible for registering the ENTIRE GROUP for the Symposium.

GROUPS:
More than one person collaborating and presenting research is a group. Groups work together throughout the research process, prepare one poster, and present their project.

PRIMARY GROUP MEMBERS:
Groups must designate a “primary group member.” The primary group member is responsible for registering the group and will be the main contact for the group. When registering, the primary group member will submit the title, abstract, group information, and compliance requirements.

POSTER:
Each group member must prepare part of the poster. Each member of the group should incorporate into their section of the poster the area to which they most contributed. Each member should be named along with their contribution on the poster or on a paper attached to the poster.

GROUP INFORMATION:
To register a group, the primary group member will need the following:

- Each Group Member’s
  - Full name
  - Email Address
  - Department/School
  - Education Level

- Each Faculty Mentor’s
  - Full name
  - Email Address
  - Department/School

- The Faculty Mentor Must Approve
  - Online Registration
  - Abstract
ABSTRACT

An abstract is a brief summary of your work. The abstract must be no longer than 400 words, single spaced. Double space between paragraphs, but do not indent.

You will be asked to upload a copy of your abstract in your online registration form. A copy of your abstract must also be included on your poster display. This will allow viewers to quickly understand your project.

A good abstract is:
Accurate: Ensure that the abstract correctly reflects the purpose and content of your presentation. Do not include any additional information that does not appear in the body of your presentation.
Self-contained: Define all abbreviations and acronyms. Spell out names of tests, drugs, etc. Define unique terms. Paraphrase rather than quote.
Concise & Specific: Make it maximally informative; especially the lead sentence. Be as brief as possible.
Coherent & Readable: Write in clear and vigorous prose. Use an active voice, rather than a passive voice. Use the present tense to describe results continuing applicability.

Your abstract MUST be proofread and approved by your faculty mentor BEFORE registration.

RESEARCH COMPLIANCE

Illinois State University is committed to promoting the responsible conduct of research on our campus. Responsible research involves more than just sound science. It involves the awareness and practice of ethical principles, and adherence to regulations developed to protect research subjects. In addition to general policies pertaining to research integrity, ISU has established specific policies pertaining to the use of human subjects, live vertebrate animals, and bio hazardous materials, which are overseen by

- the Institutional Review Board (IRB)
- the Institutional Animal Care and Use Committee (IACUC)
- the Institutional Biosafety Committee (IBC)

Projects involving one of these policies may require approval of the appropriate committee prior to initiating any data collection. For information on whether your project may be subject to these policies, please consult your faculty mentor or visit the Research Ethics and Compliance website http://Research.IllinoisState.edu/Ethics/.

Contact the Graduate School (309) 438-2583 Symposium@IllinoisState.
**Abstract**

The "vaping epidemic" has incured at least 12 deaths and 805 injuries so far. Overall, research on vaping has been substantially limited, primarily in the context of vaping and delinquency. This study's purpose is to investigate the connection between vaping and delinquency and the various kinds of delinquent acts. Using secondary data from Monitoring the Future: A Continuing Study of the Lifefoh and Values of Youth conducted in 2017, with a sample size of 21,186 participants, we find that youth "vapers" are associated with less delinquency than non-vapers and that current "vapers" report higher levels of media rumination and psychological distress. Youths who vape were more likely to engage in media rumination and psychological distress.

**Introduction**

The vaping industry has increasingly expanded in presence through popular media with marketing strategies (Lucherini, Measham, & Vielkind, 2015; Murphy & Scardino, 2015; Parker, 2018). Recent events have prompted increased FDA to establish regulations and harm risks to various states in the United States (McGinnis, 2019; Marks & Porrilla, 2019). Vaping share social rituals of cigarette users (Ehrlich, Stange & Stange, 2016). This has led to reports of "vapers" adopting higher-risk behavior such as smoking (Kaplan, 2018, p. A12). This research's importance stems from the implications vaping has on health, politics, and culture. Vaping has been linked to increased health issues due to the nicotine. Current research has focused on the context of flavors, nicotine, and medical issues, peer groups, and socialization (Lucherini, Bozka, & Annes, 2018; Vail & Teusen, 2017; Chen, Hawkins, & Kerdil, 2019; McKeeley et al. 2018). This research expands on current literature of vaping and delinquency by analyzing varying levels of delinquency between various substances (vaping, alcohol, cigarettes).

**Hypotheses**

- Youths that vape have lower delinquency than cigarette smokers.
- Youths that vape have lower delinquency than those that drink alcohol.
- Youths that vape were more likely to utilize substances such as alcohol and cigarettes than those who do not vape.

**Methods**

This research examined secondary data from Monitoring the Future: A Continuing Study of the Lifefoh and Values of Youth conducted in 2017, with a sample size of 21,186 participants to predict an outcome of frequencies, cross-tabulations with the model. Results suggest that youth "vapers" are associated with less delinquency than non-vapers and that current "vapers" report higher levels of media rumination and psychological distress. Youths who vape were more likely to engage in media rumination and psychological distress.

**Results**

Sixty percent of youth identified as African American (β =.12***, p < .001) and 30.1% of youth identified as Hispanic (β = .10***, p < .001). Vaping literature has focused primarily on substances such as alcohol and cigarettes, confirmed current substance use literature. These substances were identified as being associated with greater psychological distress than vaping. These substances were associated with media rumination and psychological distress. The model explained 12% of the variance in psychological distress.

**Discussion**

Youths that vaped were more likely to utilize substances such as alcohol and cigarettes, confirmed current substance use literature. These substances were identified as being associated with greater psychological distress than vaping. These substances were associated with media rumination and psychological distress. The model explained 12% of the variance in psychological distress.
CHECKLIST

- Read and follow the 2021 Guidelines.
- Contact your faculty mentor to ensure your project meets the IRB/IACUC/IBC requirements and begin preparing your work.
- Finalize your abstract (up to 400 words) and have your faculty mentor approve it along with the authorship listing order.
- Register online between January 11, 2021 - March 3, 2021.
- Follow steps within the online registration guidelines to have your faculty mentor approve your registration.
- Check the Registration Confirmation List at Grad.IllinoisState.edu/Symposium/ beginning February 12, 2021.
- Presenter(s) names will appear on the confirmation list after the faculty mentor has approved the online registration. The confirmation list will be updated weekly.
- Prepare your poster or power point presentation.
- Consider presenting at a professional conference/exhibit.

IMPORTANT

Register online between January 11, 2021 - March 3, 2021

Be sure your faculty mentor approves your registration.
POSTERS:
A poster lets you summarize your research, scholarship, or creative endeavor in an engaging visual format. Space on a poster is limited, so pick what to present wisely. Your display should be self-explanatory and have a logical flow – viewers should be able to follow the order. Start with a rough draft of your design on paper, using graph paper or Post-it notes to simulate sections. Add photographs/graphics to make the poster visually appealing to the audience.

**Keep the following questions in mind while designing your poster:**

**IS THE LAYOUT EASY TO FOLLOW?**
Most people read from top to bottom, then left to right.

**IS THE TEXT EASY TO READ?**
Headings should be at least 36 point text and easily readable. All other text should be at least 18 point and legible.

**IS THE POSTER CLUTTERED BY TOO MANY FONTS?**
Do not use more than two typefaces. Instead use bold, italics, and size to set type differently. Arial, Calibri and Verdana are suggested typefaces.

**ARE THE COLORS DISTRACTING?**
Stick to a simple color scheme.

**ARE THE GRAPHICS CLEAR AND EASY TO UNDERSTAND?**
Avoid elements that do not add useful information. Explanations should be within or next to figures, not referenced from elsewhere.
Evaluating MIKE & PIKE: The Relationship Trend Between Elephant Carcasses & The Illegal Trade in Endangered Elephants
Jacqueline Privett & Jacqueline Schneider

Abstract

Species and Subspecies of Elephants
- African elephant (Loxodonta africana) – The world’s largest land mammal
- Asian elephant (Elephas maximus) – Found in Asia
- Sumatran elephant (Elephas maximus sumatrensis) – Only found on the island of Sumatra
- African forest elephant (Loxodonta cyclotis) – Limited to west-central Africa
- Loxodonta africana – Also known as the African mainland elephant
- Some others are: Loxodonta cyclotis, Loxodonta africana

Stage 1: Poaching, harvesting, and breeding of species
- First, find and shoot (elephant(s) with guns or arrows
- Carcasses and their parts are taken, and then traded or exchanged
- Threats to Elephants
- Poaching
- Deforestation
- Human-elephant interactions
- Habitat destruction

Stage 2: Trafficking
- Poached elephants are sold to wholesalers and craftsmen
- The movements of the species are then tracked

Stage 3: Trade
- Raw ivory is shipped to transit hubs, such as Thailand, Vietnam, and U.S. via international cargo
- Traffic to markets
- Although international traffic is coordinated by CITES, very few parties abide to it

Stage 4: Human Consumption
- Black markets are illegal and online markets in which consumers purchase ivory

Stage 5: Market
- Due to the 2010-2015 price dips, ivory is being traded in China due to lower elephant population and more ivory banning (though in 2011, a possible reversal for a smaller1 quantity in Europe could be observed)

Stage 6: Directly related to trafficking activity
- Programs created by CITES for the protection of elephants

Threats to Elephants
- Poaching
- Deforestation
- Climate change
- Human-elephant interactions
- Habitat destruction

Methods

- Each experimental unit (plot) is 20 ft in length by 15 ft width, with random replication and organization throughout
- Each plot will be different based on management practice
- Both crops will be planted simultaneously on the same date in a no-till setting
- No previous or future application of pesticides
- Plants and crops will be grown throughout growing season
- Notes will be taken based on growth stages
- Total harvested material will be weighed prior to shelling, shelled, then weighed without extra plant material
- Weights will be converted to yield and then calculated profitability based on total inputs costs

Objectives

- Help identify impacts from over-plied nutrition
- Highlight changes in production practices
- Examine the changes in the marketability within the grain markets

Research Question –

Profitability of Different Agronomic Management Techniques

Factors Limiting Profitability
- Weather, insects, and other factors out of human control
- No applications of chemicals that would cost money
- Weeds, disease, fungi present within field

Current Research Present within Literature Review

Additions

- Row Spacing
- Corn and soybean row spacing
- Recommendations based on yield
- Soil texture, soil drainage, and amount of light penetration

- Row Orientation
- Comparing North/South planted rows to East/West planted

- Plant Population
- Recommendations based on length of growing season, kernel size and weight
- stalk diameter, root lodging, and stalk slenderness
- Soil type factor

- Intercropping Techniques
- Studies present in the Northern hemisphere in Minnesota
- Corn and soybean planted simultaneously in small plots within China
- No current research present in the Midwest

What’s Next

Data collection for this experiment will take place during summer of 2020. Project funding for the experiment is anticipated to be ready by January 2021.
INSTRUCTIONS FOR CREATING AN AUDIO FILE

1. Create your poster in PowerPoint If you’ve never created a poster before, review these instructions.
2. Write a script to accompany your poster and save it as a text file (.txt). The file will be used to create closed captions, so it should match your video presentation verbatim.
3. Download Screencast-O-Matic at https://screencast-o-matic.com/. a. In the middle of the screen, click Start recording for free. b. Click Launch Free Recorder. This will prompt the download. If the application does not open automatically, check the “downloads” list in your browser to open.
4. The recorder will open on your machine and provide the following prompts:
   - You may choose to record just your screen or webcam or both your screen and webcam. If you choose Both, the video will include a small webcam recording superimposed over the poster.
   - Please select Screen (voice recording only) or Both
   - Screencast-O-Matic will allow you to record up to 15 minutes, but poster presentations should be a maximum of five (5) minutes.
   - For Size, choose “Fullscreen.” Before you begin recording, open your PowerPoint in presentation mode.
   - For Narration, select the microphone you want to use. Use a headset or external microphone for the best audio.
   - For Computer Audio, do not record computer sounds.

5. When you’re ready and your PowerPoint is in presentation mode, click the Rec button. Read your script while recording your poster. You’ll be able to trim the beginning and end of your video, so do not worry about initial mistakes.
6. When you’ve finished your presentation, hit the pause button. If you’re unhappy with the recording, you can select the “trash bin” icon and start again; otherwise, select “Done” and choose “Edit Video”: [Instructions for creating an audio file]
7. This will open the Editor, shown below. You may be prompted to upgrade Screen-cast-O-Matic; select “No, thanks” to continue using the free version.

8. Next, add captions. Next to the playback bar, click on the “CC” icon. Select “Captions from File” and upload the text file of your script.
INSTRUCTIONS FOR CREATING AN AUDIO FILE - CONT.

9. Watch your video for one final proof, and when you’re ready, select “Save as Video File.” This will open the following menu:

   • For Type, select MP4.
   • For Filename, enter your file name.
   • For Folder, choose where you’d like to save the file on your computer.
   • For Cursor, select “No Cursor.”
   • For Open Captions, select “English.”
   • Then click Publish.

10. Once published, Screencast-O-Matic will direct you to a website, but you do not need to purchase a subscription to access your video. It is saved in the directory you indicated, and ready to be submitted.

IMPORTANT

Reminder: An audio/video file is optional.
RESEARCH POSTER LAYOUTS

Below are two possible layouts for research-oriented posters.

1. **Title, Student Presenter, Faculty Mentor, Mentor’s Department/School**
2. **Introduction and Objectives**
3. **Methods**
4. **Research finding in plain English. Emphasize key words**
5. **Results**
6. **Conclusion**

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1. **Abstract Title, Name of Student Presenter, Faculty Mentor, Mentor’s Department/School**
2. **Introduction and Objectives**
3. **Method**
4. **Abstract**
5. **Results**
6. **Conclusion**
CREATIVE POSTER LAYOUTS

Below are two possible layouts for creative posters. Remember to include how or why you chose the topic, the objective, the process you used, and the final results.
Hospital Acquired Complications
April Post and Hannah Birchfield
Mentor: Jennifer Peterson
Health Information Management

Introduction
Hospital acquired complications continue to cause serious healthcare spending and result in decreased healthcare quality. These complications affect the health of patients as they spend more time in the hospital. The American Medical Association’s Journal of Internal Medicine reported that hospital acquired complications result in $17.4 Billion annually in the costs of healthcare. Though the overall rate declined 5% from 2013 to 2014, they are still prevalent. This audit compares the data on hospital acquired complications for four hospitals in Illinois (listed below). The research team selected four hospitals expanding throughout Illinois to identify the top complications and compare the data between these hospitals. The categories that were selected were surgical wounds split open, C. Diff infections, dangerous bed sores, infection in urinary tract, and collapsed lung. The hospitals that were selected from Leapfrog Hospital Safety Grade website. The nation’s leading source for hospital safety grades identified the hospitals. To audit these hospitals, five different hospital acquired complications were selected from the worst hospital score and the best hospital score in the United States and averaged them to determine the standard rate for the audited hospital. It was found that two hospitals fell below the standard rate in at least one category. The team then means to ways improve the score for all audited areas to ensure that the patient safety and procedures were in place to protect patients.

Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Hospital 1</th>
<th>Hospital 2</th>
<th>Hospital 3</th>
<th>Hospital 4</th>
<th>National Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surgical wound split open</td>
<td>2.48</td>
<td>2.28</td>
<td>2.65</td>
<td>2.83</td>
<td>3.00</td>
</tr>
<tr>
<td>C. Diff infections</td>
<td>1.24</td>
<td>1.30</td>
<td>1.42</td>
<td>1.55</td>
<td>1.50</td>
</tr>
<tr>
<td>Dangerous bed sores</td>
<td>1.42</td>
<td>1.55</td>
<td>1.65</td>
<td>1.83</td>
<td>2.00</td>
</tr>
<tr>
<td>Infection in urinary tract</td>
<td>1.42</td>
<td>1.55</td>
<td>1.65</td>
<td>1.83</td>
<td>2.00</td>
</tr>
<tr>
<td>Collapsed lung</td>
<td>2.48</td>
<td>2.65</td>
<td>2.83</td>
<td>3.00</td>
<td>3.20</td>
</tr>
</tbody>
</table>

Recommendations

1. Surgical wound split open (infection)
   - To reduce dehiscence:
     - Proper patient care. Maintaining appropriate tissue on the wound is vital to healing, as loose tissue may lead to easier infections.
   - C. Diff infections
     - Proper patient care. Proper hydration and nutrition are vital to the patient and maintaining a strong immune system.
   - Dangerous bed sores
     - Incontinent patients
   - Infection in urinary tract
     - Proper patient care. Hydration is crucial to healthy kidneys.
   - Collapsed lung
     - Proper patient care. Proper nutrition is vital to healthy lungs.

C. Diff infections

- Proper patient care. Proper hydration and nutrition are vital to the patient and maintaining a strong immune system.
- Infection in urinary tract
  - Proper patient care. Hydration is crucial to healthy kidneys.
- Collapsed lung
  - Proper patient care. Proper nutrition is vital to healthy lungs.

Methodology

- Measures:
  - Created 16-item scale with items aligned with the NRCM.
- Procedures:
  - Independent sample t-tests
  - One-way ANOVA
- Thematic analysis of qualitative responses

Results and Conclusion

- Teachers rated SEL as extremely important compared to parents.
- Teachers were more likely to support their beliefs by saying that SEL supports academic achievement (43.2% of teachers surveyed) compared to parents (28.5%).
- In the rank order paradigm, 60.3% of teachers prioritized SEL compared to only 16.5% of parents. Conversely, 60.3% of parents prioritized academics, compared to only 8.5% of teachers.
- There were no significant differences in how teachers or parents rated the importance of SEL based on student ability status.
- There were no significant differences in how parents rated the importance of SEL based on gender.

Discussion

- Further research should be conducted to examine perceptions of SEL across the United States, including states with and without SEL mandates/practices.
- Further research should be conducted to determine the evidence-based strategies that are being implemented within the schools.
- Consideration should be given to how SEL is presented to parents and teachers to enhance positive perceptions of SEL and its impact on social, emotional, and academic success.

Abstract

This study compares the data on hospital acquired complications for four hospitals in Illinois (listed below). The research team selected four hospital acquired complications that were reported by the Leapfrog Hospital Safety Grade website and compared the data between these hospitals. The categories that were selected were surgical wounds split open, C. Diff infections, dangerous bed sores, infection in urinary tract, and collapsed lung. The American Medical Association’s Journal of Internal Medicine reported that hospital acquired complications result in $17.4 Billion annually in the costs of healthcare. Though the overall rate declined 5% from 2013 to 2014, they are still prevalent. This audit compares the data on hospital acquired complications for four hospitals in Illinois (listed below). The research team selected four hospitals expanding throughout Illinois to identify the top complications and compare the data between these hospitals. The categories that were selected were surgical wounds split open, C. Diff infections, dangerous bed sores, infection in urinary tract, and collapsed lung. The hospitals that were selected from Leapfrog Hospital Safety Grade website. The nation’s leading source for hospital safety grades identified the hospitals. To audit these hospitals, five different hospital acquired complications were selected from the worst hospital score and the best hospital score in the United States and averaged them to determine the standard rate for the audited hospital. It was found that two hospitals fell below the standard rate in at least one category. The team then means to ways improve the score for all audited areas to ensure that the patient safety and procedures were in place to protect patients.

Hospitals

- Advocate Bloomingdale Medical Center Normal, Illinois
- OSF St. Joseph Medical Center Bloomington, Illinois
- Rush University Medical Center Chicago, Illinois
- Herrin Hospital Herrin, Illinois

References

- https://www.hospitalsafetygrade.org/2015/05/5
- https://www.hospitalsafetygrade.org/h/advocate
-https://www.hospitalsafetygrade.org/h/herrin
- https://www.hospitalsafetygrade.org/h/ostjmed
- https://www.hospitalsafetygrade.org/h/rush
- https://www.hospitalsafetygrade.org/h/stjoseph
- https://www.hospitalsafetygrade.org/h/herrinhospital
- https://www.hospitalsafetygrade.org/h/ostjmed
- https://www.hospitalsafetygrade.org/h/rush
- https://www.hospitalsafetygrade.org/h/stjoseph
- https://www.hospitalsafetygrade.org/h/herrinhospital
MOTHERS’ HAND PREFERENCE DURING DYADIC PLAY EXPERIENCE WITH INFANTS

**Introduction**
- Infants and mothers
- Infants had the opportunity to engage in play sessions with their infant when presented with a set of toys.
- Mothers, who have been shown to influence handedness in their infants through their own
gestation.
- Left-handed mothers have more influence than left-handed fathers with developing a baby’s handedness.
- Aim: To investigate empirically which hand mothers use more while engaging with their infant
in a play session, and to investigate whether there is a correlation between mother hand preference
during play with objects and infant hand preference for construction.

**Results**

**Discussion**
- Observations revealed that mothers performed more right-handed actions than left-handed actions across all play types and visits while engaging with their infant. This may result in the mother’s play experience affecting their infants’ handedness.
- For frequency by visit, infants engaged in more right-handed actions across all visits. Research presented by Carlson and Harris (2014) supported a left-handed parent demonstrated strong left-hand use. In our study, we see a strong right-hand use among mothers and we would predict that their infants will be more likely right-handed.
- Our correlation was not significant, this could be due to using different handedness assessments for mother and infant. As a result the assessments how different kinds of handedness for mothers compared to infants. However, in previous research it is expected that the mothers’ handedness influences the handedness of the baby.

**Methods**

- Participants:
  - 31 infants and mothers
  - Infants had to be 4-6 months of age at baseline and were followed until 12 months after the baseline
  - Parent-Child Interaction Procedure
  - Mothers were given 6 toys to interact with their infant. (Figure 6)...
  - Object Play, Construction and Non-Construction
    - Object Play was defined as dyadic interactions in which a toy was played, tipped, etc. (Fig. 1 & Fig. 2)...
    - Construction/Deconstruction play was defined as actions in which mothers constructed or separated the
      chain link toy (Figure 3).
    - Non-Construction play was defined as actions in which mothers utilized the objects as a tool.

- **Participants**
  - 31 healthy, college students from Illinois State University
  - Subjects laid prone on a treatment table; the researcher
    - The NIRS Portamon device was placed over the treatment
      area for 2 minutes to measure local hemodynamics.

- **Methods**
  - Single-blinded, randomized crossover
  - Participants
    - 31 healthy, college students from Illinois State University
    - Inclusion criteria: non-specific neck pain
  - Procedures
    - Subjects laid prone on a treatment table; the researcher
      measured the mid point of the upper trapezius on the
      dominant side.
    - The NIRS Portamon device was placed over the treatment
      area for 2 minutes to measure local hemodynamics.

- **Results**
  - Subject were randomly assigned to three interventions: 5, 7.5, and 10 minutes.
  - Following testing, a separate clinician applied a single cup to the
    subject’s skin for the allotted time with three pumps.
  - Once the treatment expired, the researcher measured local
    hemodynamics for 10 continuous minutes.
  - The participants returned the same day/time one week later
    for the second treatment time, and so on for the third.

- **Discussion**
  - Cupping therapy has a short-term effect on increasing local
    hemodynamics of the upper trapezius.
  - Clinicians can apply cupping therapy for a shorter period
    of time and maintain the same results.
  - An increase in blood flow may be able to decrease pain
    and inflammation, and increase function.
  - Minimal adverse effects shown.
  - Future research should focus on long-term effects and
    investigate the effects of cupping therapy on RMD and pain.

**References**

   therapy on pain in the upper extremity. Journal of Biomechanics,
   41(1), 98–103.
   biomechanical perspective. Journal of Traditional and
   Complementary Medicine, 10(6), 141–147.
   handedness assessment. Early Human Development, 90(8),
   775–777.

**Contact the Graduate School**
(309) 438-2583
Symposium@IllinoisState.
ALTERNATE EVENT TIPS

Although each department will have its own requirements (consult with your faculty mentor for details), the following tips apply to most oral presentations.

ORGANIZE YOUR THOUGHTS
Start with an outline and develop good transitions between sections. You need to be able to convey all the key information. It is a good idea to have a written version of your oral presentation. As a guideline, two pages double spaced takes about five minutes to read.

- Imagine this as a news story about your project. It may help to capture the right tone to communicate orally with the public.

HAVE A STRONG OPENING
Why should the audience listen to you?

DEFINE TERMS EARLY
If you are using terms that may be new to the audience, introduce them early in your presentation. Once an audience gets lost in unfamiliar terminology, it is extremely difficult to get them back on track.

TIME YOURSELF
Do not wait until the last minute to time your presentation. You probably only have a certain amount of time to speak, so you want to know, as soon as possible, if you are close to that limit.

PRACTICE, PRACTICE, PRACTICE
The more you practice a presentation, the more comfortable you will be in front of an audience. Practice in front of a friend or two and ask for their feedback. Record yourself and listen to it critically. Make it better and do it again.
RESEARCH BASED ORAL PRESENTATIONS typically include:

- Identification (title, your name, education level, faculty mentor)
- Introduction (hypothesis, reasoning, etc.)
- Method
- Results (partial or full)
- Conclusion

**RESULTS**

Avoidant help seeking styles—help seeking that is characterized by low self-efficacy and high anxiety about seeking help—predicted help seeking attitudes. Avoidant help seeking styles and readiness to change on help seeking attitudes would predict help seeking attitudes and that readiness to change would buffer the negative effect of an avoidant help seeking style.

**DISCUSSION**

- Autonomous help seekers tend to view seeking professional help positively, while avoidant help seekers view it negatively.
- Avoidant help seekers—who typically view help-seeking negatively—may view help-seeking more positively if they are more ready to change.
- An important aspect of encouraging appropriate help-seeking may be to help individuals reflect on their important values and goals, and consider behaviors that are in alignment (Miller & Rollnick, 2012).

**METHODS**

1. Distressed university students completed online assessments
   - avoidant, autonomous, and dependent help-seeking styles
   - readiness to change
   - help-seeking attitudes
2. N = 842; Age, M = 11.54, SD = 2.19

**SCHOLARSHIP/CREATIVE ENDEAVOR BASED ORAL PRESENTATIONS** typically include:

- Identifications (Title, Your Name, Education Level, Faculty Mentor)
- Introductions (How/Why you chose the topic?)
- Objective (What did you hope to achieve? What inspired you? What did you want to have as a final work?)
- Process (How did you create or develop your work? What methods did you use?)
- Results (Did the work turn out as you planned, why or why not?)
SYMPOSIUM PROJECT/PRESENTATION ASSISTANCE GRANT

This grant assists students with the costs associated with carrying out and presenting research, scholarship, or a creative endeavor for presentation at either the 2020 or 2021 Online University-wide Research Symposium or for costs associated with presenting the Symposium project at other refereed conferences or juried exhibitions in your field. These expenses must be incurred between July 1, 2020 and June 30, 2021.

IMPORTANT

The grant application is an online form and can be found at University Research Symposium webpage:

Grad.illinoisstate.edu/Symposium

Completed applications must be submitted by May 31, 2021.

REQUIREMENTS

- You must be a student enrolled at Illinois State University and engaged in research, scholarship, or a creative endeavor under the direction of a faculty mentor.
- You must participate in the 2020 or 2021 Online University-wide Research Symposium. If you fail to participate in the Online University Research Symposium you will have to repay any funds you receive from this grant.
- You must request funds from your department/school, college, or from other sources as available. You must report all funding provided or pledged for the project.
SYMPOSIUM ASSISTANCE GRANT -Continued

REIMBURSEMENT GUIDELINES

- The total maximum reimbursement that will be awarded to an individual is $300 if you are a graduate student and $200 if you are an undergraduate student. Reimbursements are subject to availability of funding.
- Costs you incur must be related to work done for presentation at the 2020 or 2021 University-wide Research Symposium. Funds may be used, for instance, to pay costs of necessary materials, postage, printing, or copying. Funds may also be used toward travel costs of presenting your University-wide Symposium presentation at a refereed conference or juried exhibition in your field, either before or after participating in the Symposium.
- Your request for funding may be made either before or after incurring the expense. Expenses will be reimbursed only after incurred and/or your conference has been attended. All receipts required for reimbursement must be submitted to the Graduate School Office no later than 60 days after incurring the expense.
- In order for your expenses to be reimbursed, an original receipt must be submitted to the Graduate School Office in your name. If an expense is shared on one receipt by several students, a “Shared Expense Memo” must accompany your request for reimbursement. A link to instructions for Shared Expense Memo submissions is located on the Symposium webpage, just below the grant application.
- As required by the IRS, receipts submitted for reimbursement more that 60 days after the date on the receipt may be reported as taxable income and may be subject to withholding of taxes from the reimbursement.
- Stipends, salaries, or other forms of compensation for services to you or to other individuals will not be reimbursed. Expenses charged to a grant or to a department/school or other university unit will not be reimbursed.
- You are not eligible to apply for this grant, or be reimbursed from it, if you have graduated. The only exception, May 2021 graduates may apply and be reimbursed for expenses to attend conferences occurring prior to June 30, 2021. Receipts must be received in the Graduate School no later than July 5, 2021.
- Requests up to $300 if you are a graduate student or up to $200 if you are an undergraduate student will be considered until funds are exhausted or until May 31, 2021.
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If you need special accommodations to fully participate in this event, please contact the Graduate School. Please allow sufficient time to arrange the accommodation.