

# AANAPISI & LSAMP Spring Semester Research Experience

## Program Handbook



**University of Nevada, Las Vegas  
Center for Academic Enrichment & Outreach**

**4505 S. Maryland Parkway,  
Box 452006, Las Vegas, NV 89154-2006  
Campus Location: SSC-A 301**

**UNLV**

# Spring Semester Research Experience (SSRE)

## Program Overview

Administered through UNLV's Center for Academic Enrichment and Outreach (CAEO), the AANAPISI and LSAMP Spring Semester Research Experience (SSRE) offers eligible undergraduates in CAEO's AANAPISI, AANAPISI STEM, and LSAMP projects the opportunity to conduct research under the guidance of a faculty mentor. The SSRE program, lasting the duration of the entire Spring semester, provides students with a series of training activities and assignments designed to help students gain insight into research at UNLV. By participating in undergraduate research, students are exposed to the process of scholarly inquiry and develop a host of skills related to critical thinking, academic writing, and presenting research.

## Program Guidelines

1. There are no set hourly requirements for student-faculty research—each academic discipline lends itself to unique research hours. Hourly commitments are established through student-faculty agreements. However, if a SSRE student has concerns about the hours he or she is asked to commit to research work, the student should discuss the matter with Dr. Matthew Della Sala, CAEO's Assistant Director for Undergraduate Research.
2. Each SSRE student will receive a stipend of \$2,000 to support research activities during the Spring semester. Disbursement of the stipend occurs through a series of equal payments rather than as a lump sum. These payments are issued on the first working day of each month, with the total amount of the payments being \$2,000. For example, a SSRE student who completes all necessary employment paperwork by established January 2018 deadlines would receive payments of \$500 on 3/1/19, \$500 on 4/2/19, \$500 on 5/1/19, and \$500 on 6/1/19.
3. Each SSRE mentor will receive an incentive funds totaling \$750. Note: Only persons currently employed by the Nevada System of Higher Education (NSHE) are eligible to receive incentive funds for serving as a SSRE faculty mentor. While a SSRE student can be mentored by a non-NSHE faculty member, that faculty member will not receive incentive funds.

## SSRE Student Expectations

1. Each student must prepare a **research poster** to be presented at a future UNLV undergraduate research symposium.
2. Each student must submit a one-page, **structured abstract** detailing the research conducted during the Spring semester. The structured abstract must be approved by the student's faculty mentor.
3. Each student must attend the **training activities** and complete the **assignments** specified in the *Program Syllabus*.

## SSRE Faculty Mentor Expectations


1. Faculty mentors are expected to meet regularly with their mentee students to discuss their research projects.
2. Faculty mentors are expected to ensure that their mentee students receive proper guidance and supervision to successfully meet the outcomes described in the students' application/project descriptions.

## Program Support

In addition to faculty mentors, the following staff are available to provide support for students involved in research:

CAEO Undergraduate Research	AANAPISI	LSAMP
<p><b>Matthew Della Sala, Ph.D.</b>  <i>Assistant Director for Undergraduate Research</i>  <b>Contact:</b> matthew.dellasala@unlv.edu  <b>Hours:</b> Weekly drop-in hours on Thursdays from 9am-11am in SSC-A 301</p>	<p><b>Mary Valdez, Academic Coordinator</b>  <b>Contact:</b> mary.valdez@unlv.edu  <b>Hours:</b> Available by appointment</p> <p><b>Yodit Hagos, Academic Coordinator</b>  <b>Contact:</b> yodit.hagos@unlv.edu  <b>Hours:</b> Available by appointment</p>	<p><b>Jennifer Czajkowski</b>  <i>Academic Coordinator</i>  <b>Contact:</b> jennifer.czajkowski@unlv.edu  <b>Hours:</b> Available by appointment</p>

## Example of a Structured Abstract\*\*

 PubMed  [RSS](#) [Save search](#) [Advanced](#)

US National Library of Medicine  
National Institutes of Health

[Display Settings:](#)  Abstract [Send to:](#)

[Clin Toxicol \(Phila\)](#), 2014 Jun;52(5):525-30. doi: 10.3109/15563650.2014.913175. Epub 2014 May 5.

**Evaluation of dexmedetomidine therapy for sedation in patients with toxicological events at an academic medical center.**

[Mohorn PL](#)<sup>1</sup>, [Vakkalanka JP](#), [Rushton W](#), [Hardison L](#), [Woloszyn A](#), [Holstege C](#), [Corbett SM](#).

**Author information**

**Abstract**

**INTRODUCTION:** Although clinical use of dexmedetomidine (DEX), an alpha2-adrenergic receptor agonist, has increased, its role in patients admitted to intensive care units secondary to toxicological sequelae has not been well established.

**OBJECTIVES:** The primary objective of this study was to describe clinical and adverse effects observed in poisoned patients receiving DEX for sedation.

**METHODS:** This was an observational case series with retrospective chart review of poisoned patients who received DEX for sedation at an academic medical center. The primary endpoint was incidence of adverse effects of DEX therapy including bradycardia, hypotension, seizures, and arrhythmias. For comparison, vital signs were collected hourly for the 5 h preceding the DEX therapy and every hour during DEX therapy until the therapy ended. Additional endpoints included therapy duration; time within target Richmond Agitation Sedation Score (RASS); and concomitant sedation, analgesia, and vasopressor requirements.


**RESULTS:** Twenty-two patients were included. Median initial and median DEX infusion rates were similar to the commonly used rates for sedation. Median heart rate was lower during the therapy (82 vs. 93 beats/minute,  $p < 0.05$ ). Median systolic blood pressure before and during therapy was similar (111 vs. 109 mmHg,  $p = 0.745$ ). Five patients experienced an adverse effect per study definitions during therapy. No additional adverse effects were noted. Median time within target RASS and duration of therapy was 6.5 and 44.5 h, respectively. Seventeen patients (77%) had concomitant use of other sedation and/or analgesia with four (23%) of these patients requiring additional agents after DEX initiation. Seven patients (32%) had concomitant vasopressor support with four (57%) of these patients requiring vasopressor support after DEX initiation.

**CONCLUSION:** Common adverse effects of DEX were noted in this study. The requirement for vasopressor support during therapy warrants further investigation into the safety of DEX in poisoned patients. Larger, comparative studies need to be performed before the use of DEX can be routinely recommended in poisoned patients.


PMID: 24792780 [PubMed - indexed for MEDLINE]

\*\*Note: Your structured abstract does not have to strictly follow this example. Consult with your professor to determine the most appropriate structured abstract.

# Examples of Research Posters



**Native American Identity: A review of Twenty-first Century Research**  
 Bridgett G. Giordano, McNair Scholar, Anthropology Major  
 Dr. Carolee Dodge Francis, Faculty Mentor, Environmental & Occupational Health



**Abstract**

The purpose of this poster is to review the literature on Native American identity in the United States. The poster will focus on the research that has been done in the last twenty years, with a particular emphasis on the research that has been done in the last five years. The poster will also discuss the implications of this research for the future of Native American identity in the United States.

**Data Analysis**

The data analysis for this poster was conducted using the following methods: content analysis, thematic analysis, and grounded theory. The data was analyzed using the following software: NVivo 12. The data analysis revealed that the most common themes in the research on Native American identity in the United States are: (1) the importance of Native American identity in the United States, (2) the challenges of Native American identity in the United States, and (3) the role of Native American identity in the United States.

**Conclusion**

The research on Native American identity in the United States has shown that Native American identity is an important and complex issue. The research has shown that Native American identity is not just a matter of race or ethnicity, but it is also a matter of culture and identity. The research has also shown that Native American identity is an issue that affects the lives of many people in the United States.

**Introduction**

In the United States, Native American identity is a complex and multifaceted issue. It is an issue that has been the subject of much research in the last twenty years. This poster will review the research on Native American identity in the United States, with a particular emphasis on the research that has been done in the last five years.

**Results**

The research on Native American identity in the United States has shown that Native American identity is an important and complex issue. The research has shown that Native American identity is not just a matter of race or ethnicity, but it is also a matter of culture and identity. The research has also shown that Native American identity is an issue that affects the lives of many people in the United States.

**References**

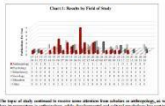
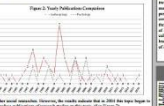
1. Smith, J. (2018). Native American identity in the United States: A review of the literature. *Journal of American Studies*, 52(1), 1-15.

2. Jones, K. (2017). The challenges of Native American identity in the United States. *Journal of American Studies*, 51(2), 23-35.

3. Brown, L. (2016). The role of Native American identity in the United States. *Journal of American Studies*, 50(3), 45-55.

**Methods**

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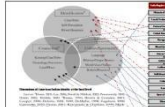

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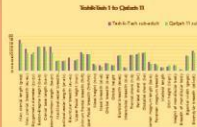
**THE TESHKASHI CHILD: EVOLUTIONARY MONTAGE DURING THE MIDDLE PALEOLITHIC**  
 Nirali Moodley & Aneha Patel  
 Department of Anthropology & Ethnic Studies, University of Nevada-Las Vegas

**Background**

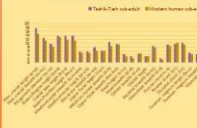
The Teshkashi child is a Middle Paleolithic hominid skeleton discovered in the Teshkashi site, Kazakhstan. The skeleton is estimated to be between 40,000 and 50,000 years old. The skeleton is of a young individual, possibly a child or adolescent. The skeleton is of a modern human, but it has several features that are not typically found in modern humans. These features include a large brain, a prominent brow ridge, and a thick skull. The skeleton is of a modern human, but it has several features that are not typically found in modern humans.




**Table 1: Cranial 11**



**Table 2: Broad Modern Human Skulls**



**Table 3: La Chapelle 100k (adult)**



**Results**

- Mosaic cranial features
- Close affinity to Cranial 11, La Chapelle 100k (adult)
- Larger than modern human skull
- Close affinity to adult modern human
- Dental eruption is same as modern human

**Conclusions**

- Clear example of mixed traits
- Statistical variability in Late Pleistocene hominid range
- Cannot be termed wholly Neanderthal or wholly modern human

**Implications**

- Challenging for concepts of stasis of Central Asian finds
- More research necessary to draw further conclusions
- Valuable study for phylogenetic tree

**Methods**

- 3D reconstruction of the skull
- Statistical analysis of the skull measurements
- Comparison of the skull measurements to other hominid skulls

**References**

1. Smith, J. (2018). Native American identity in the United States: A review of the literature. *Journal of American Studies*, 52(1), 1-15.

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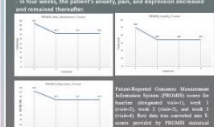
**Cancer-Related Fatigue Trajectory and Biological Correlates of Acute Lymphoblastic Leukemia Patients During Chemotherapy**  
 Timothy D. Ogburn, Nada Lakkahat

**Abstract**

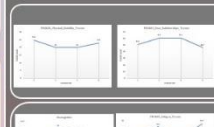
Relative recruitment included a patient with acute lymphocytic leukemia. Blood chemistry and blood counts were analyzed and the patient reported physical, mental, and emotional distress. In a recent retrospective analysis, we found that patients with acute lymphocytic leukemia who were recruited into this study were more likely to report fatigue and depression. The results of this study suggest that fatigue and depression are common in patients with acute lymphocytic leukemia.

**Results**


**Correlation in Pain, Depression, and Anxiety**



**Table 1: Blood Chemistry**



**Table 2: Blood Counts**



**Conclusions**

- Correlation in pain, depression, and anxiety
- Blood chemistry and blood counts may have influenced fatigue
- Anxiety and blood chemistry are not likely to cause fatigue in patients
- Links between fatigue, blood counts, and blood chemistry may be disrupted
- No hard conclusions because of low data
- Further investigation required

**Background**

Acute lymphocytic leukemia is a blood cancer in which the bone marrow produces too many lymphocytes (B or T cells). This can affect the production of red blood cells, platelets, and other blood proteins. Patients with acute lymphocytic leukemia often experience fatigue and depression. The results of this study suggest that fatigue and depression are common in patients with acute lymphocytic leukemia.

**Methods & Materials**

The study is a preliminary report of an initial 28-week, phase II, randomized, controlled trial comparing two different chemotherapy regimens for acute lymphocytic leukemia. The study included 100 patients who were recruited into the study. The patients were followed up for 28 weeks. The results of this study suggest that fatigue and depression are common in patients with acute lymphocytic leukemia.

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