

15th ANNUAL
CSURF
2018

SATURDAY
APRIL 28, 2018
9 A.M. – 4:15 P.M.

COLORADO SPRINGS UNDERGRADUATE RESEARCH FORUM

HOSTED AT COLORADO COLLEGE





ARMSTRONG HALL

14
RECEPTION CENTER



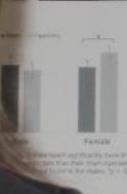


From Left: Alec Sheffield, Camille Ginsburg, Kelly Culshaw, Sarah Barker, Caleigh Cassidy, Katharine Teigen, Allysa Warling, Robert Welch, Paige Anton

Supplementation with *Bifidobacterium infantis* Reduces Social Anxiety but Does Not Affect Compulsive Behavior in Adolescent Rats

K. A. Teigen & L. L. Driscoll
Colorado College, Colorado Springs, CO

Social Interaction Test



Marble Burying Task

Measures:
of marbles buried vs # of marbles buried
of trials completed measure of anxiety

Initial Apparatus Set-Up: Example of a Finished Task:



There were no significant differences between the number of marbles buried across all groups.

Chlorophyll Test:
The chlorophyll test was used to determine if there was any difference in brain density due to the amount of food consumed. There was no difference in brain density due to the amount of food consumed.

Group	Brain Weight (g)
Sham	~0.15
Vigabatrin	~0.15



Discussion

Social Anxiety:
of trials completed were significantly lower in adolescent rats compared to adults in both sexes, but significantly so in males.

Given that the CCA is an increased amount of anxiety in adolescent rats, it is possible that the increase in anxiety may be due to the CCA causing increased anxiety in adolescent rats.

Compulsive Behavior:

There was no effect of CCA on the amount of time spent in social interaction, which suggests that CCA did not affect the compulsive behavior measured by the CBT.

It is possible that the increase in anxiety seen in adolescent rats may increase the amount of time spent in social interaction.

Vegetative Completion:

Teenagers who received rats did not have better memory than those who did not receive rats. This indicates an effect of the CCA on memory.

We thus conclude that the vegetative completion task is not sensitive to the CCA in adolescent rats.

Future Directions:

Evaluate the effect of CCA on anxiety in adolescents and adults.

Determine if CCA affects anxiety in adolescents with other conditions such as OCD.

Given a moderate effect of CCA on anxiety, it is possible that CCA may have an effect on other mental health conditions.



April 13

Poster 38

Selenium infantis 35624 Supplementation in Eubiotic Adolescent Subjects Does Not Influence Anxious or Compulsive Behaviors

Paige E. Anton & Lori L. Driscoll
Laboratory of Behavioral Neurotoxicology
The Colorado College, Colorado Springs, CO

Method

Subjects

Male and female Long Evans rats (21-30 g) were used.

Surgery

Rats received a unilateral adrenalectomy ($n=40$ rats).

Sham surgery ($n=40$) or 400 mg/kg selenium supplement (selenite) ($n=20$ and $n=20$).



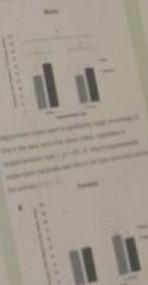
B. Infrared Induction

One day after surgery, half of the rats ($n=20$) received 100 µg/day Selenite. Infra-red lasers with 1.5 W of diode output were used to induce any thermal heating. Thermometer measured body fat 30 minutes post-induction to determine if any thermal damage had occurred. All rats were placed in a climate-controlled chamber at 25°C and 50% humidity for 24 hours post-induction. All rats were tested in a climate-controlled chamber at 25°C and 50% humidity for 24 hours post-induction by the "Infrared Test" (IR) or anxiety compulsive behavior task (ABC) test.

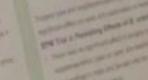
Anxious Behavior: Elevated Plus Maze



EPM Trial 1: Anxiety Effects of Selenite



Compulsive Behavior: Marble-Burying Task



Long-term dendritic and spine changes following repetitive traumatic brain injury

Allysa P. Warling¹, Madeleine E. Garcia¹, Noah Beckett Shea-Shumsky¹, and Bob Jacobs¹

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Abstract

Repetitive brain injury (RTBI) is a risk factor for progressive chronic traumatic TE. We examined potential long-term systems of synaptic and cytoskeletal changes following RTBI. In cases with and without CTE, tissue from six men were compared to tissue from 12 neurologically healthy controls (Jacobs et al., 1998). Tissue was stained using Golgi technique, and neurons were reconstructed using computer-assisted image analysis. Most quantitative dendrite and spine measures decreased in both ventral neurons and interneurons in comparison to control tissue with CTE diagnosis. The cytoskeletal tissue was affected more than the visual system. Such decreases following RTBI may have ramifications for cognitive function, with or without a neurodegenerative diagnosis.

Introduction

Repetitive brain injury (RTBI) may have long-term consequences, including influencing the course of a later prion-related neurodegenerative disease (Kane et al., 2013). Characteristics of cortical and subcortical neurons, which are vital for memory and learning systems, have been tested (Cantillon et al., 2004). However, previous studies on the enduring effects of TBI and CTE have focused on the visual system and white matter tracts (Warling et al., 2009). To this end, we studied the long-term anatomical and physiological changes associated with RTBI in cases with CTE and those without, in the fronto- and occipital regions of the human neocortex.

The prefrontal cortex, involved in the executive of cortical networks, and the occipital pole, which are primarily involved with visual stimuli, are critical for vital cognitive functions. Membrane damage to the receptor layer is a severe insult to the visual system. However, both regions are vulnerable to secondary damage set off by the initial impact, including edema, hemorrhage, contusion, apoptosis, and axonal damage (Jacobs et al., 1998).

The prefrontal cortex is greatly impacted by the disease process, likely due to its relatively large size and the course of the disease. Motives of the disease process include the release of neurotrophins and neurotrophin receptors following TBI (Jacobs et al., 2004), and serotonergic changes in most cases of CTE (Jacobs et al., 1998). In contrast, disease progression in the prefrontal cortex is considerably more incomplete than that seen in the visual cortex (Jacobs et al., 1998).



Allysa Warling
M.S. Neuroscience
The Colorado College

RE
So You Think You're a Creep
Tomi-Ann Roberts, Kelly Culshaw, C
The Colorado College, C

Study 1: Developing a Behavior Coding System for Juvenile Crime

A investigation was conducted to examine the relationship between the behavior of juvenile offenders and their likelihood of committing future crimes. Data from 100 juvenile offenders were collected and analyzed. The results showed that there was a significant positive correlation between the number of previous offenses and the likelihood of committing future crimes. This study provides valuable insights into the behavior of juvenile offenders and can help law enforcement agencies better predict and prevent future crimes.

Methodology

The methodology used in this study involved collecting data from 100 juvenile offenders. The data was collected through interviews and observations. The interviews were conducted by trained interviewers who asked questions about the juvenile offenders' behavior and history of crime. The observations were made by trained observers who recorded the juvenile offenders' behavior in various settings.

Findings

The findings of this study indicate that there is a significant positive correlation between the number of previous offenses and the likelihood of committing future crimes. This suggests that juvenile offenders who have committed more previous offenses are more likely to commit future crimes. The findings also suggest that there is a significant negative correlation between the age of the juvenile offender and the likelihood of committing future crimes.

Conclusion

This study provides valuable insights into the behavior of juvenile offenders and can help law enforcement agencies better predict and prevent future crimes. The findings suggest that juvenile offenders who have committed more previous offenses are more likely to commit future crimes. The findings also suggest that there is a significant negative correlation between the age of the juvenile offender and the likelihood of committing future crimes.

Study 2: The Impact of Early Childhood Education on Academic Performance

A study was conducted to examine the impact of early childhood education on academic performance. Data from 500 children were collected and analyzed. The results showed that there was a significant positive correlation between the number of years spent in early childhood education and the academic performance of the children. This study provides valuable insights into the impact of early childhood education on academic performance.

Methodology

The methodology used in this study involved collecting data from 500 children. The data was collected through interviews and observations. The interviews were conducted by trained interviewers who asked questions about the children's academic performance and their experiences in early childhood education. The observations were made by trained observers who recorded the children's academic performance in various settings.

Findings

The findings of this study indicate that there is a significant positive correlation between the number of years spent in early childhood education and the academic performance of the children. This suggests that children who spend more years in early childhood education are more likely to perform well academically. The findings also suggest that there is a significant negative correlation between the age of the child and the academic performance.

Poster 16

The Difficulty Principle:

Language's Effect on Perceptual Discrimination Depends on Difficulty
Robert E. Welch and Kevin J. Holmes
The Colorado College, Colorado Springs, CO

Introduction

Given the language you speak, effect how you think? Researchers have shown differences in language cause differences in perception (Mitterer et al., 2007). However, the meaning of differences in language do not affect any meaningful differences in perception (Gibson & Postlethwait, 2010).

Everyone has been influenced by their speech. Language affects perception. Language's effects on perception are modulated by difficulty. The more difficult the discrimination, the more they language affects perception (Lee & Parsons, 1994).

Language Affects Color Perception (CP) - internal discrimination of colors increases.

For example, Chinese English does not

discriminate colors as well as English speakers, but not English

speakers learning Chinese

Difficulty of the language spoken was only found to

affect the difficulty principle (Mitterer et al., 2007).

We propose that the Difficulty Principle may apply more broadly than the perception of language's effect on perception. We propose that the difficulty principle is composed of two parts: the effect of the perceptual discrimination and the effect of the language's influence on category boundaries.

Our Approach

1. Assess if the difficulty principle includes the effects of language on perception.

2. Assess if the difficulty principle is composed of two parts: the effect of the perceptual discrimination and the effect of the language's influence on category boundaries.

Experiment 1a - Outline

• Subjects: 10 Colorado College undergraduates

• Age range: 18-22 years old

• Sex: 5 female, 5 male

• Materials: Used identical green-blue color spectrum as Experiment 1a

Experiment 1b - Outline

• Tests for lateralization of Difficulty Principle

Motivation

• Preferential involvement of the left hemisphere has been observed for language tasks

• Given the computational nature of visual projections

• to the brain, perhaps the Difficulty Principle is enhanced in right visual field

• Participants: 10 Colorado College undergraduates

Design

• Participants completed a visual search task

• Visual search task: circle composed of 8 color

• squares. Five of the 8 colors were identical while

the sixth was different

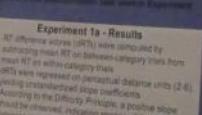
• Participants indicated on which side of the circle

left or right, the target was located

Figure 1. Stimuli used in Experiment 1a



Figure 2. Error discrimination task used in Experiment 1b



Experiment 1b - Results

- Difficulty Principle supported in accuracy data but not in reaction time data
- Possible explanation lies in Accuracy/speed tradeoff: participants made twice as many errors in Experiment 1a (0.3% vs. 3.2%), consistent with the greater perceptual similarity of the blue-purple stimuli
- Regression analysis revealed a significant effect on between-category minus across category within-category. In other words, perceptual distance units (2-6) produced a mean negative slope ($M = -2.2\%$, $\text{SD} = 2.1$) that differed significantly from zero: $t(17) = -4.50, p < .001$

Figure 3. Mean accuracy by perceptual distance and difficulty principle for Experiment 1b, in the order of the difficulty principle (between-category, within-category)



Experiment 1a - Results

- RT differences between CP and within-category trials from mean RT on within-category trials
- RTs were regressed on perceptual distance units (2-6).
- Regression indicated slope coefficients.
- According to the Difficulty Principle, a positive slope should be observed, meaning stronger CP at smaller perceptual distances (i.e., more difficult discriminations).
- The hypothesis was supported: the regression was positive ($M = 17$ perceptual distance, $SD = 2.73, \mu = 0.1$) and differed significantly from zero: $t(17) = 2.73, p < .01$

Figure 4. Mean accuracy by perceptual distance and difficulty principle for Experiment 1a, in the order of the difficulty principle (between-category, within-category)



Experiment 2 - Outline

Motivation

• Preferential involvement of the left hemisphere has been observed for language tasks

• Given the computational nature of visual projections

• to the brain, perhaps the Difficulty Principle is enhanced in right visual field

• Participants: 10 Colorado College undergraduates

Materials

• Used identical green-blue color spectrum as Experiment 1a

Design

• Participants completed a visual search task

• Visual search task: circle composed of 8 color

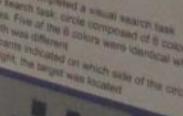
• squares. Five of the 8 colors were identical while

the sixth was different

• Participants indicated on which side of the circle

left or right, the target was located

Figure 5. Luminance Task used in Experiment 1b



- A repeated-measures data, with visual field (within-between-category, between-within-category) as factors
- Supporting the Difficulty Principle interaction between perceptual distance and difficulty principle.
- There was no interaction categorical relationship indicating that the Categorical

- Participants were faster for between-category discriminations than within-category discriminations, criticality, consistent with magnitude of this effect.
- Difficulties in a graded manner
- Previous studies that may have found important moderating variables
- These findings highlight providing a potential reason for discrepancies in the literature

• Perception research should involve more than English

Selected References

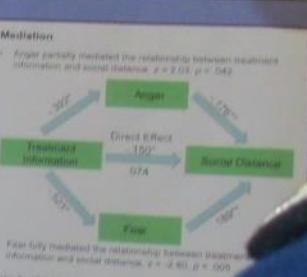
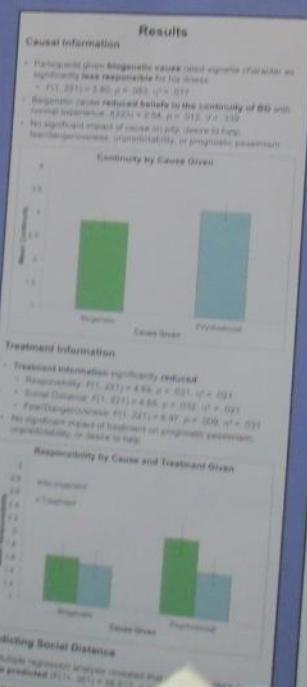
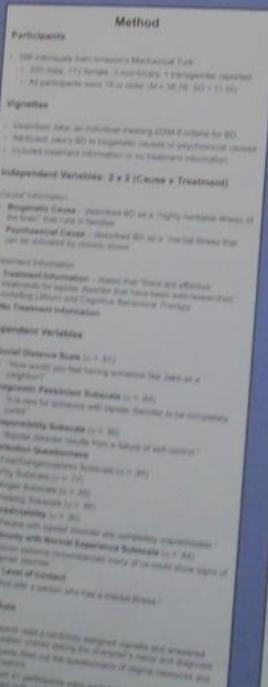
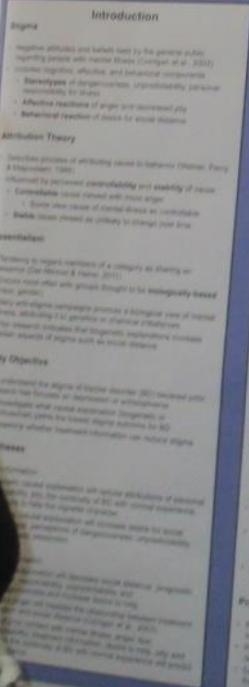
Kay, P. & W. Kammerer

Welch, R. E. & Holmes, K. J.



Stigma in Bipolar Disorder: The Impact of Cause and Treatment Information

Caleigh Cassidy and Kristi Erdal
The Colorado College, Colorado Springs, CO



Discussion

- Case 1 and 2 were partially explained by genetic cause reduced risk for coronary predictors, but also reduced risk for non-coronary predictors.

Case 3 was partially explained by environmental information reduced risk for coronary predictors, personality, and smoking.

Case 4 was unexplained by environmental information and smoking.

Case 5 was partially explained by smoking and alcohol intake.

Case 6 was unexplained by smoking and alcohol intake.

Case 7 was partially explained by smoking and alcohol intake.

Case 8 was partially explained by smoking and alcohol intake.

Case 9 was partially explained by smoking and alcohol intake.

Case 10 was partially explained by smoking and alcohol intake.

Other topics

- of the Royal Society
of Medicine

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- 10-10

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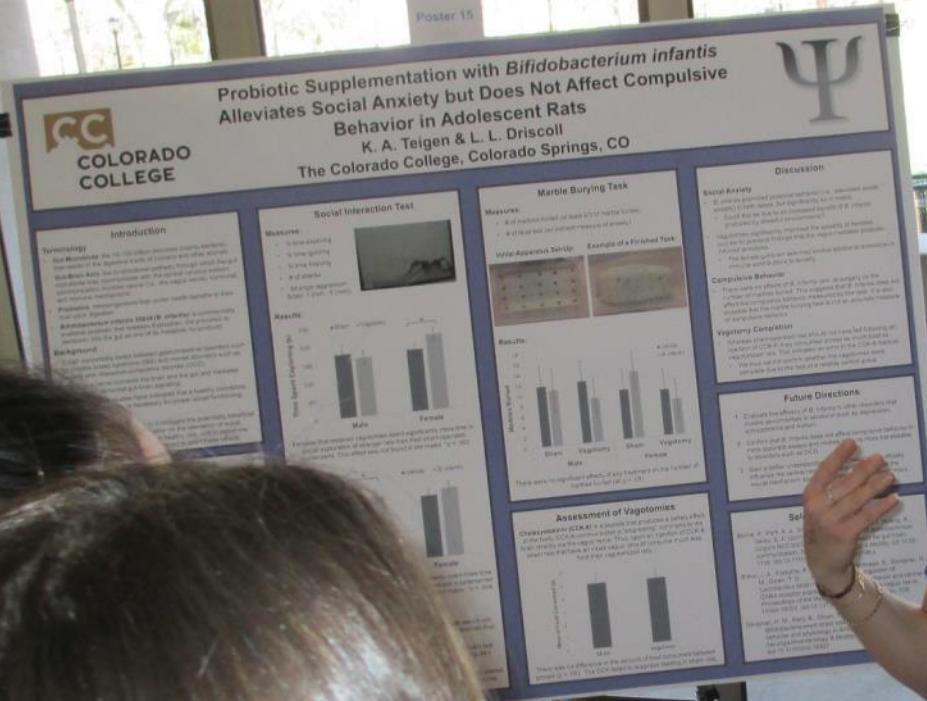
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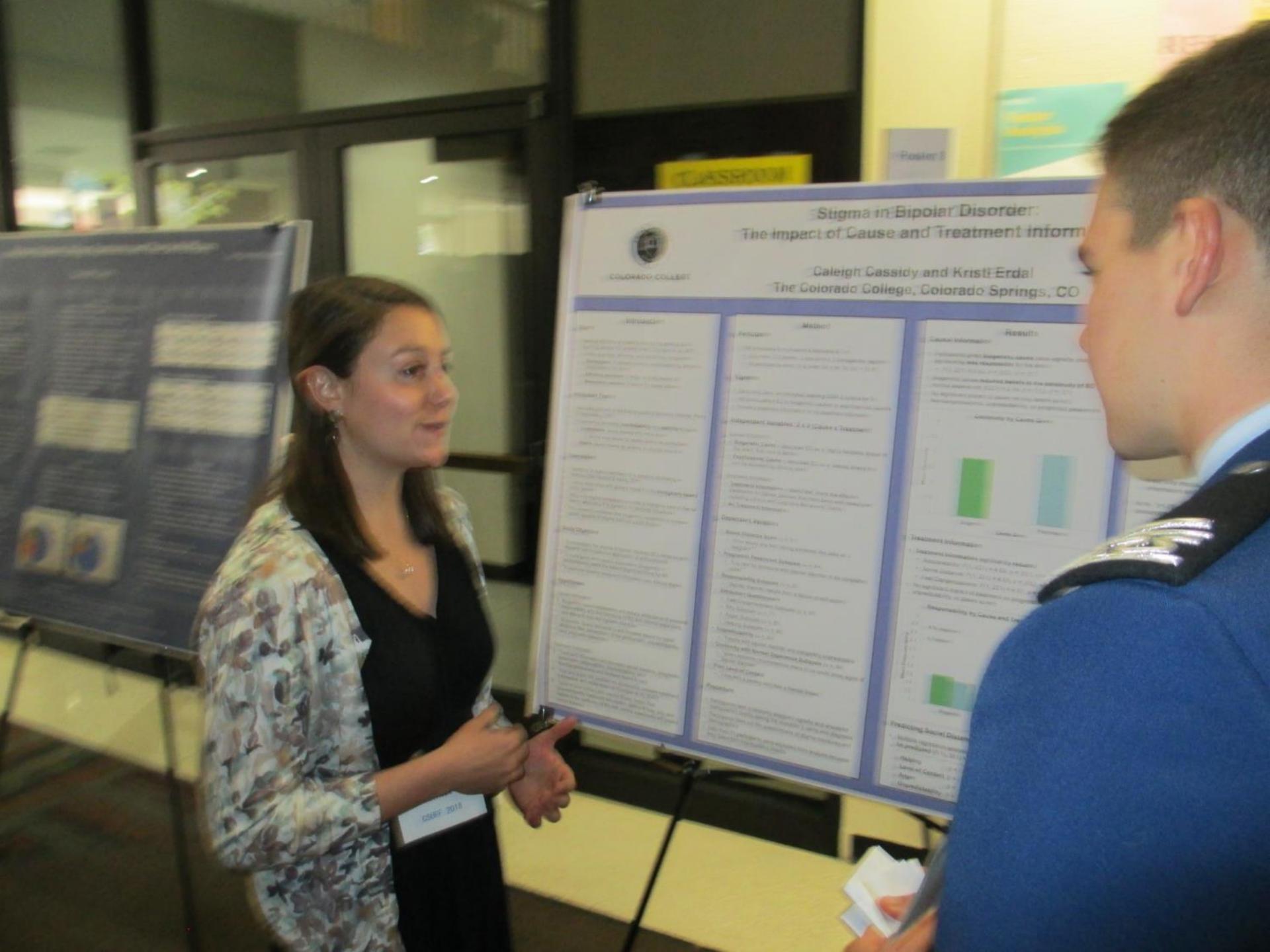
? Sexualization in Youth Dance

w. Camille C.
age



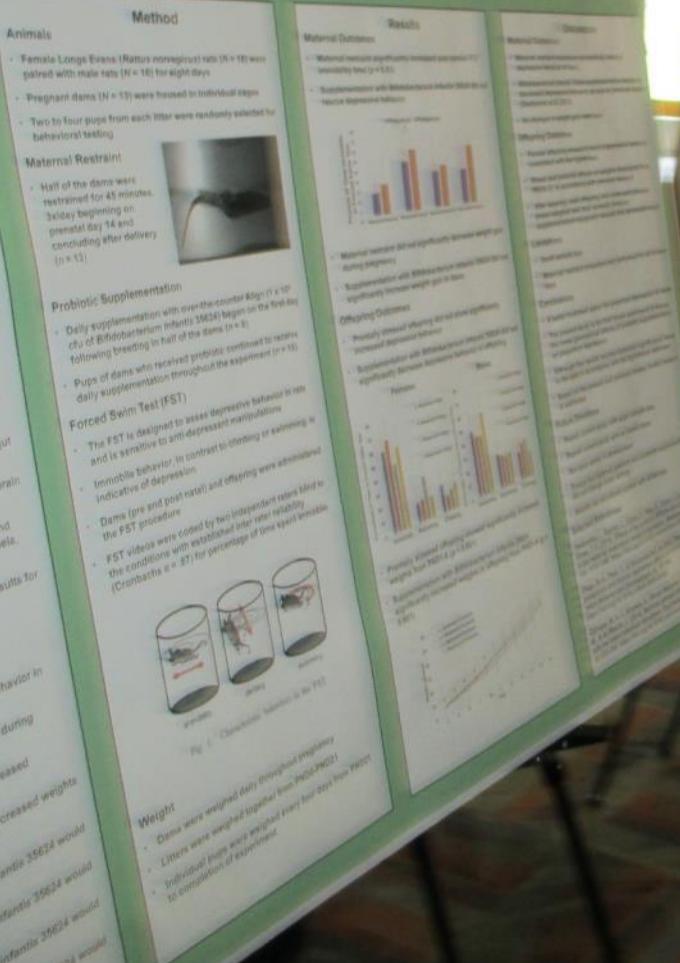
A medium shot of a woman from the waist up. She has blonde hair pulled back in a bun. She is wearing a blue denim-style dress with a visible zipper on the left side. In her right hand, she holds a dark purple water bottle with a white fleur-de-lis logo on it. Her left hand is partially visible, holding a dark mug. She is looking slightly to her left.

A close-up, vertical photograph of a person's hair and shoulder. The person has long, dark brown hair with subtle highlights and is wearing a blue denim jacket over a red strap. A pair of black-rimmed glasses rests on their head. The background shows a window with a view of a building.



Cross Generational Effects of *Bifidobacterium infantis* 35624 on the Maternal Restraint Model of Depression

Sarah Barker and Lori Driscoll
The Colorado College, Colorado Springs, CO



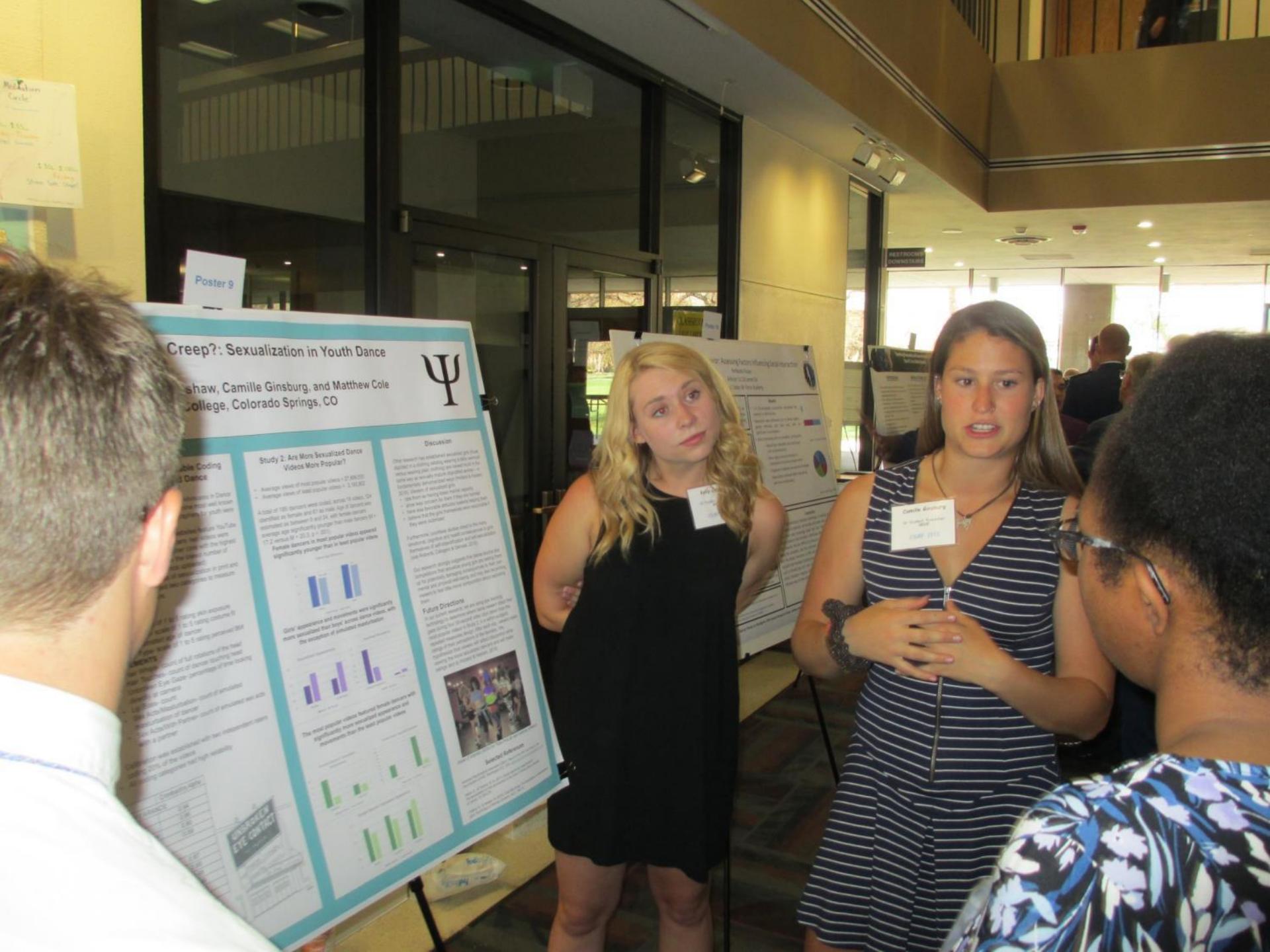
Escherichia coli 35624 Supplementation Reduces Aggression
Rats Does Not Influence Aggression Computer Game
Paige E. Arnett, L. J. Trisch
Laboratory of Behavioral Neuroscience
The Colorado College Social Group

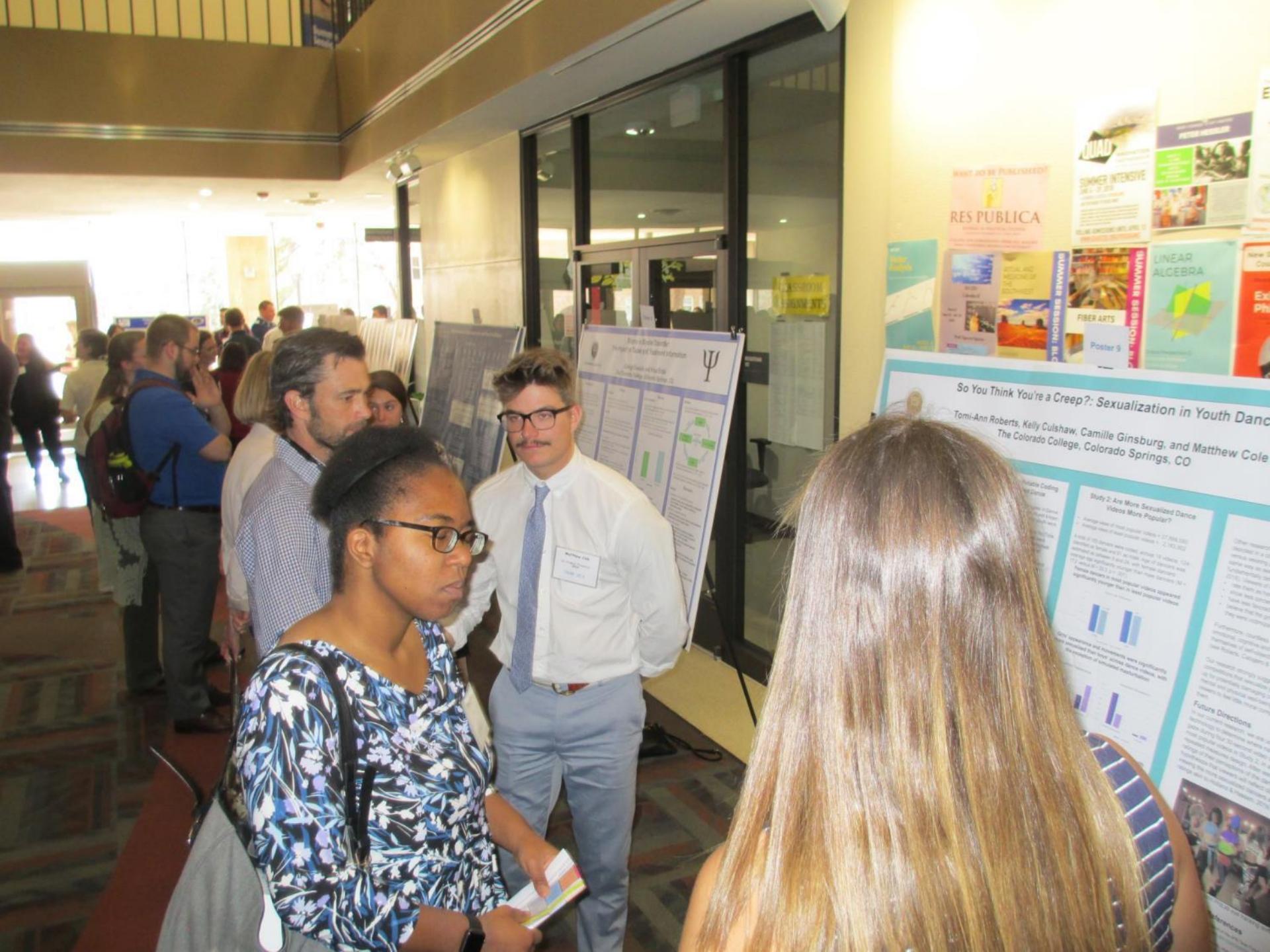
PHILOSOPHY RELIGION
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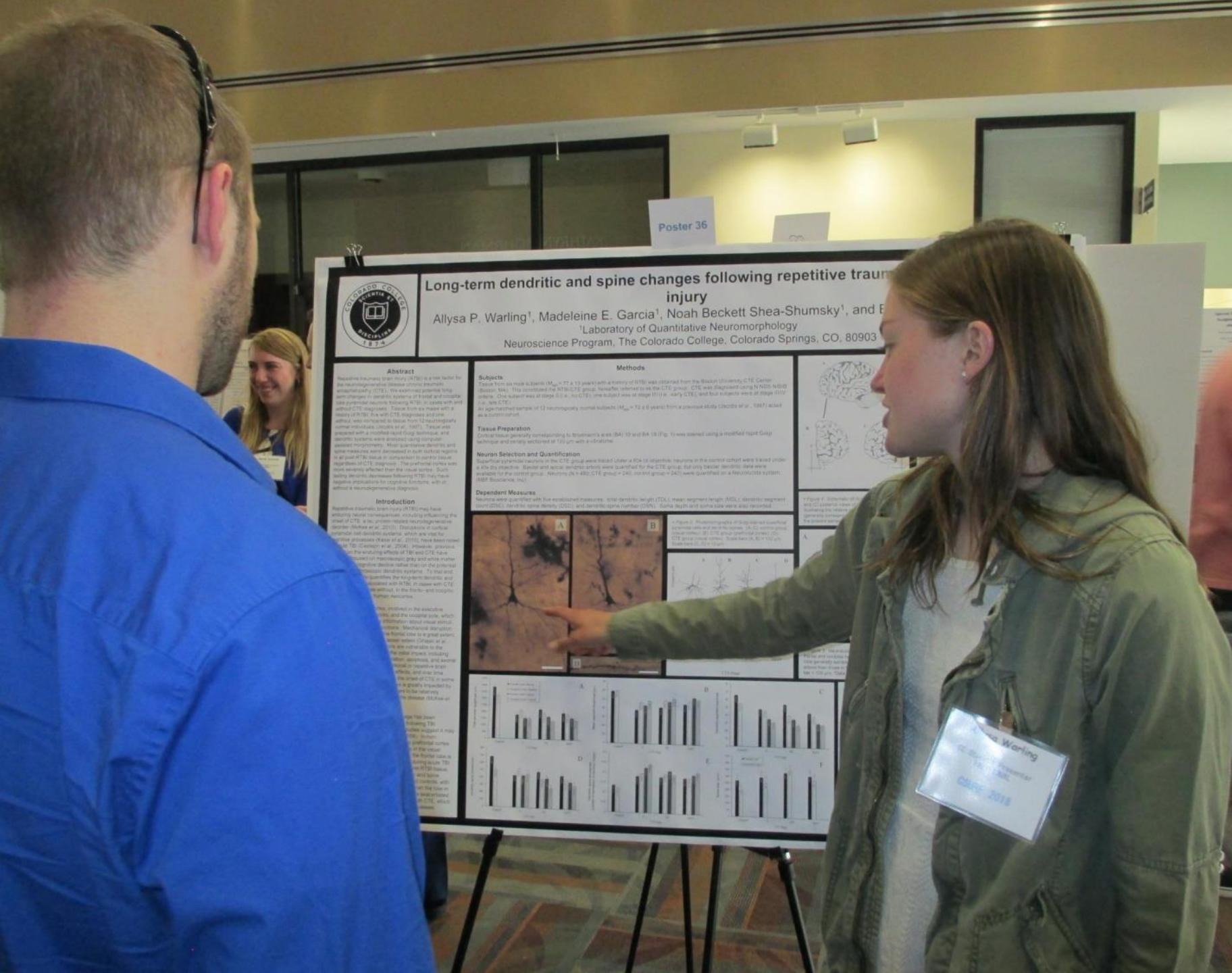
FROM GUT TO BRAIN: THE INFLUENCE OF THE GUT MICROBIOME ON HUMAN BEHAVIOR
Ananda R. Sivaprasadarao, Kristen L. Dingle, B. Jason White, Zachary L. Johnson, Peter J. Hotez

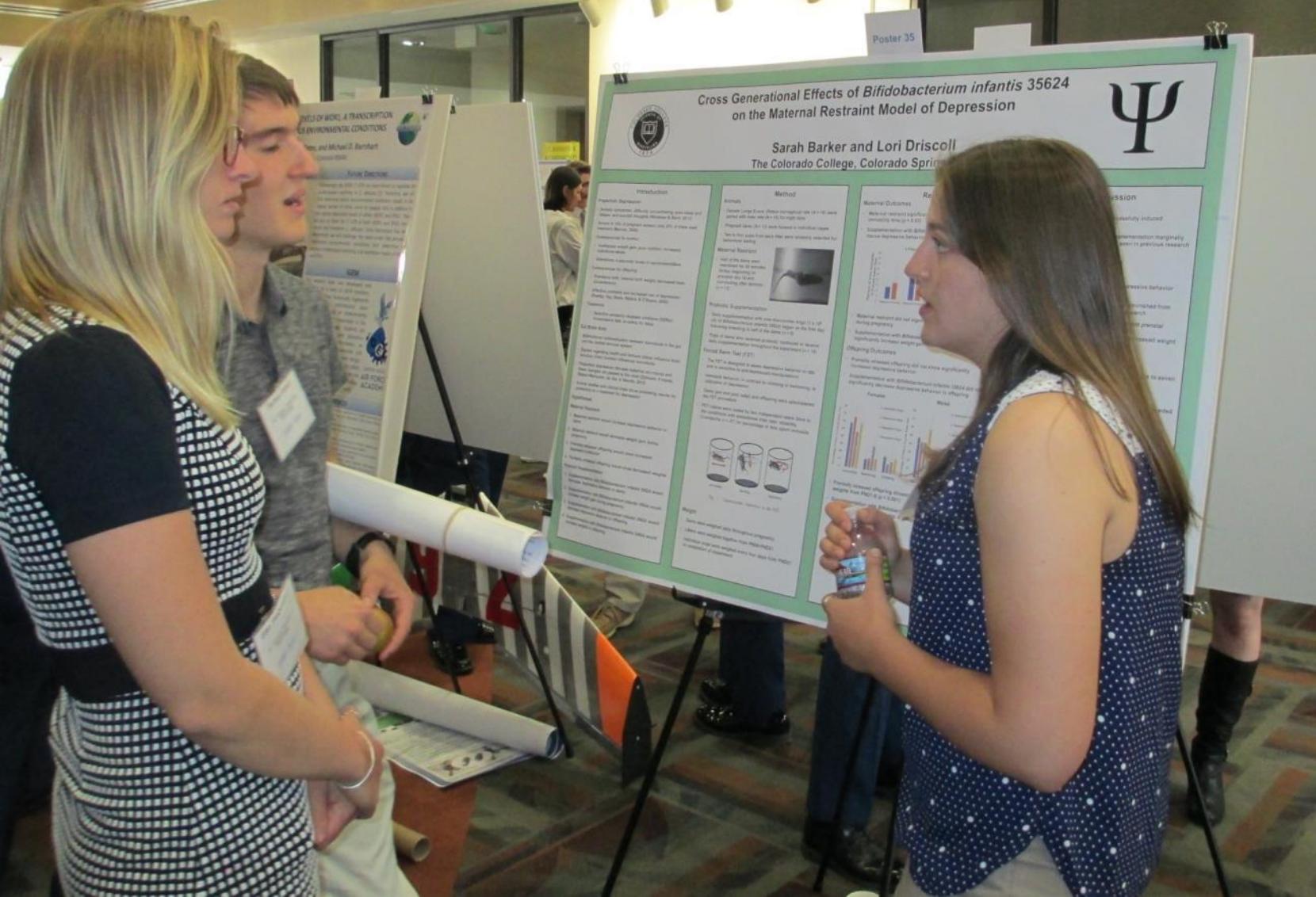
Microbiome
Gut
Brain
Behavior
Inflammation
Neurotransmitters
Hormones
Genes
Epigenetics
Microbiome
Gut
Brain
Behavior
Inflammation
Neurotransmitters
Hormones
Genes
Epigenetics

Paige Arnett
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2018 CSEB





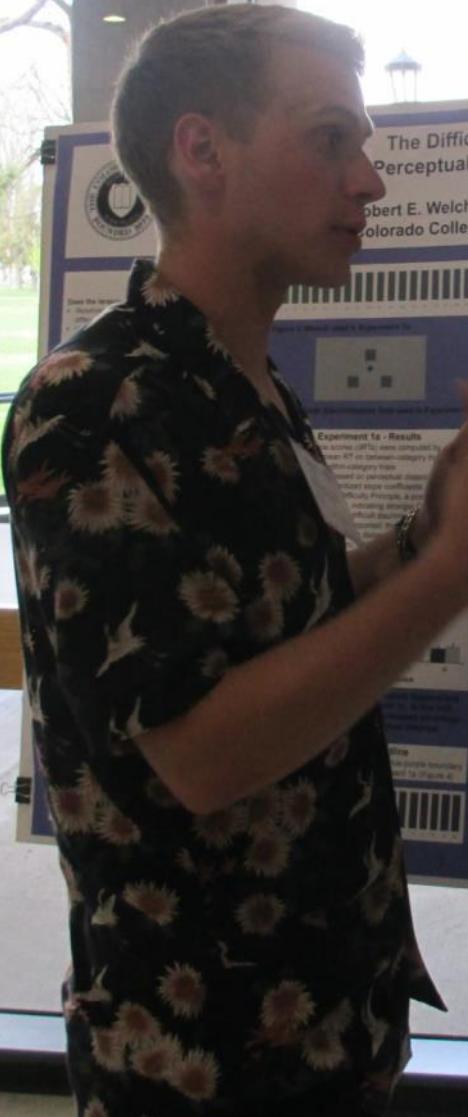
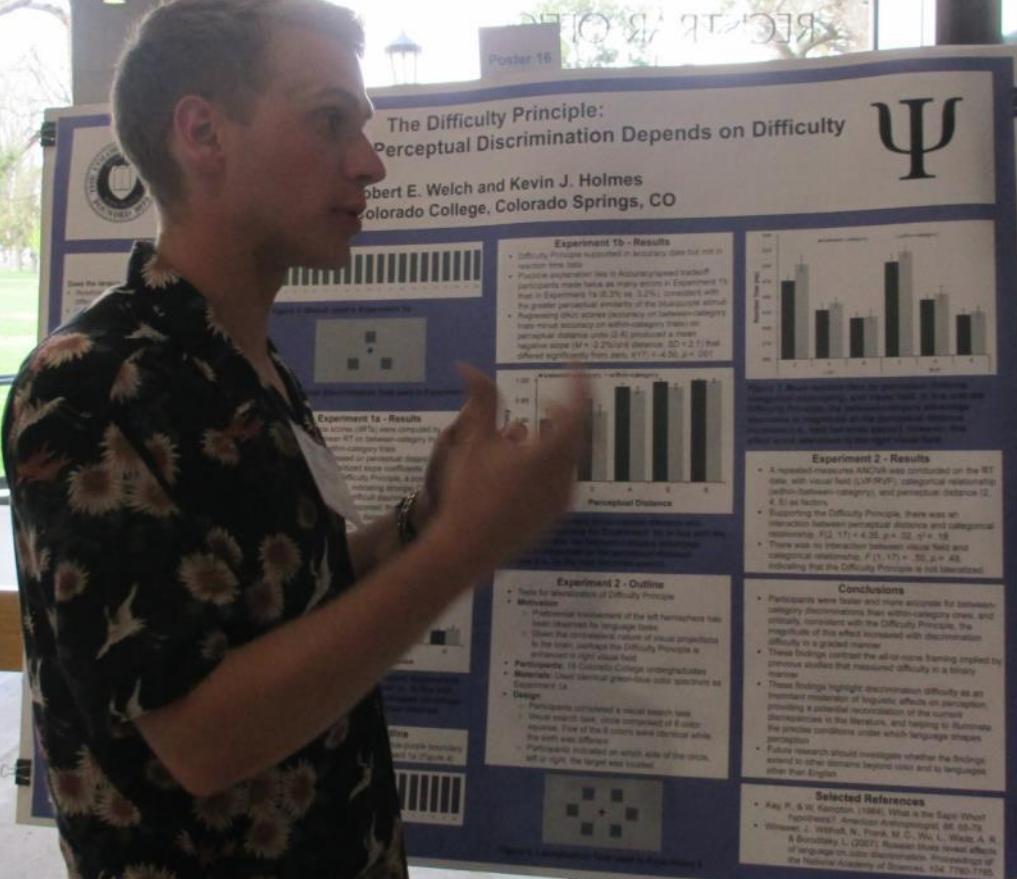


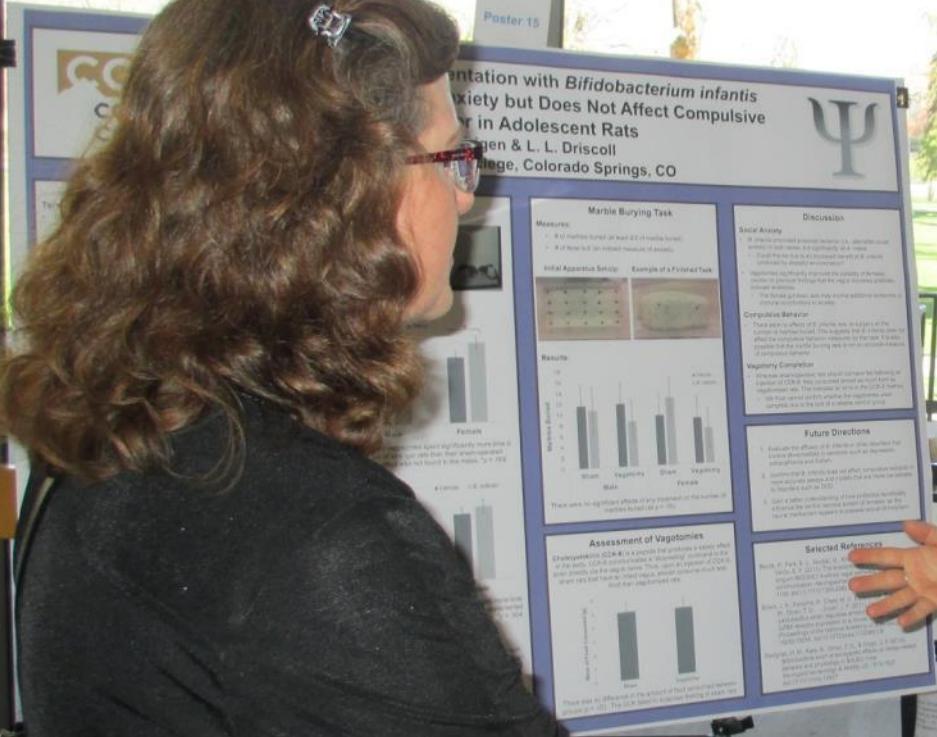


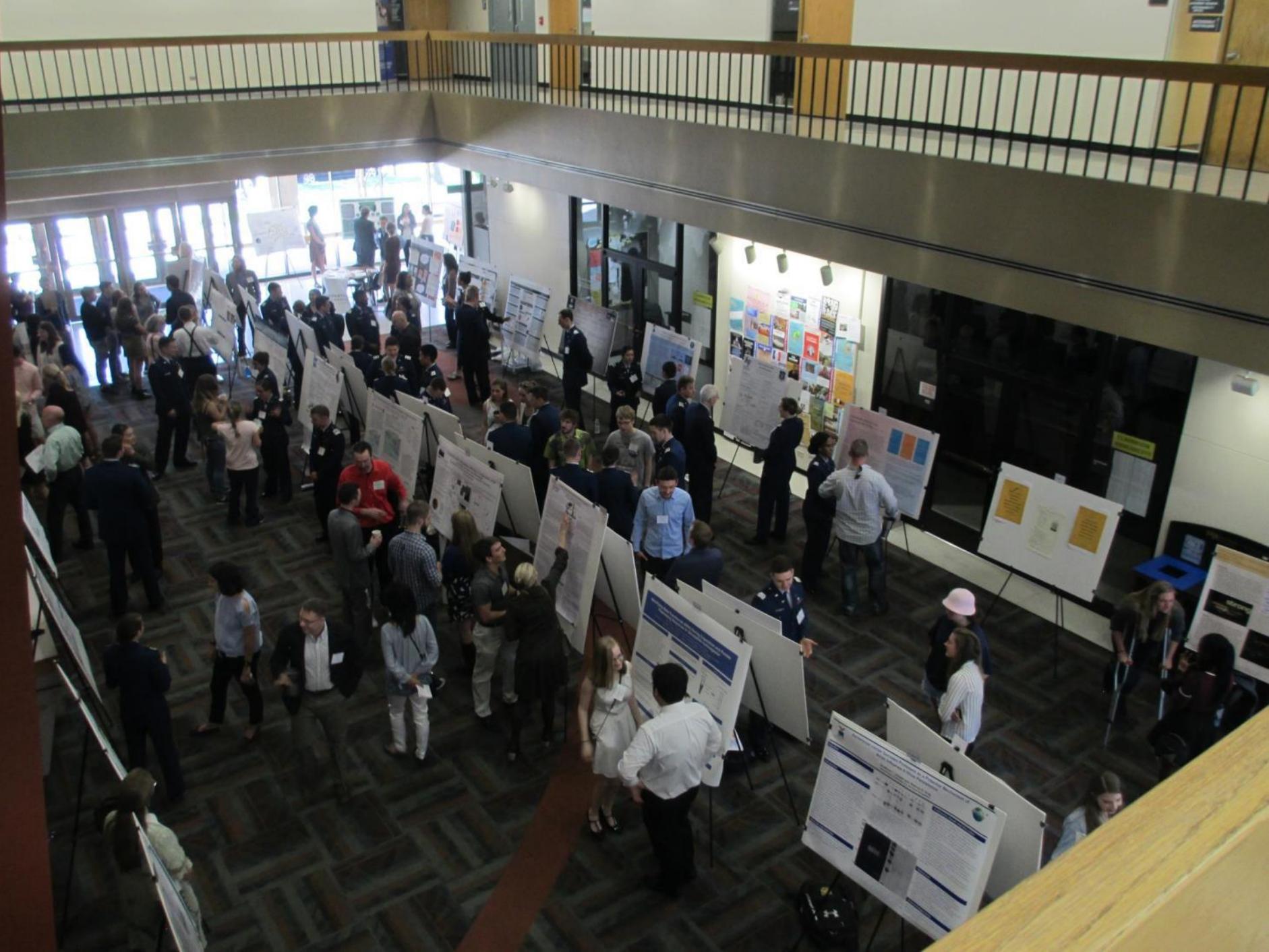
Stigma in Bipolar
The Impact of Cause and
College Causality 2013
The Graduate College, CU-Boulder

Abstract
Bipolar disorder is a mental health condition that has been stigmatized by society. This study examined the impact of cause and college causality on the stigma experienced by individuals with bipolar disorder. Participants were recruited from the National Alliance for Mental Illness (NAMI) and the Colorado Bipolar Support Group. A survey was used to collect data on participants' symptoms, medication, and stigma. Results showed that participants who believed their bipolar disorder was caused by environmental factors experienced more stigma than those who believed it was caused by genetic factors. Participants who believed their bipolar disorder was caused by environmental factors also experienced more stigma than those who believed it was caused by both environmental and genetic factors. Participants who believed their bipolar disorder was caused by genetic factors experienced less stigma than those who believed it was caused by both environmental and genetic factors. Participants who believed their bipolar disorder was caused by both environmental and genetic factors experienced the most stigma. These findings suggest that the way in which individuals perceive their bipolar disorder can have an impact on the stigma they experience.

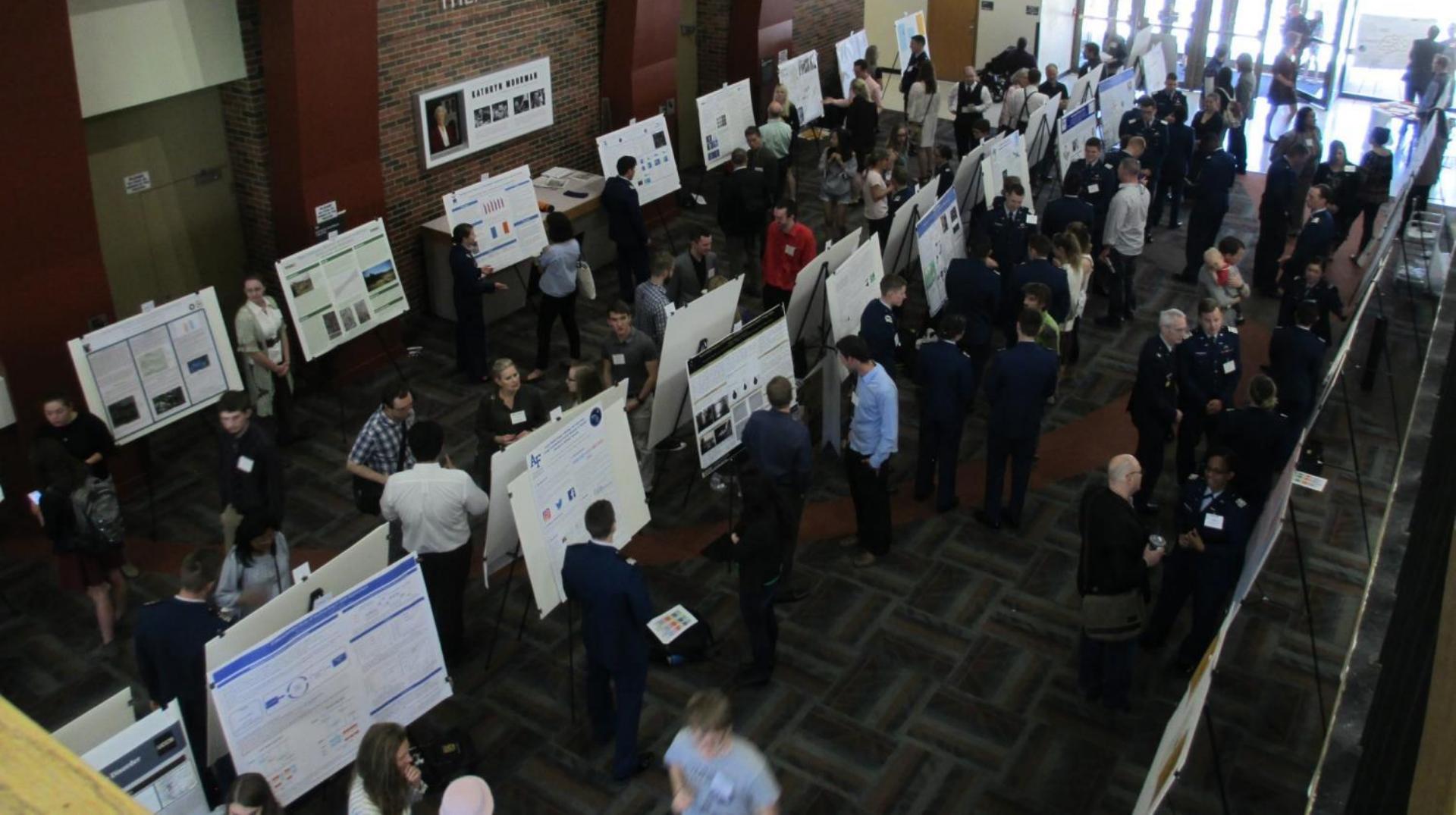








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