

Presenters & Posters



from theory
to action:

**MSVU 150th Anniversary
Student Research Symposium**

Friday November 24 2023

from 9:00am to 2:00pm

in McCain 105/106



Presenters

Ellen Smith

Graduate Student, MA in Child and Youth Study

The Relationship between the Cadet Program and Residential Schools in Canada

This paper explores the Canadian Military and specifically the Cadet program in residential schools. The Cadet program had a direct impact on the residential school system in Canada influencing and instilling the interconnected values of religion, the British Empire, whiteness, heterosexuality and colonialism in Indigenous youth through a militarized setting. The militarization of youth through the cadet program in a school setting still exists today with the example of King's Edgehill School in Windsor, Nova Scotia. Throughout this paper, the Cadet program is examined in its many forms including the after-school version, in-school version, residential school Cadet programs, and a combination of the Cadet program and other youth programs to create a single youth community program. Reviewing the involvement of the Government of Canada and the Canadian Armed Forces in this forceful militarization of youth highlights how many different departments of the Government of Canada were deeply involved in this truly horrendous genocide against Indigenous people and their culture.



Nahal Fakhari

Interdisciplinary PhD student

Child Immigrant Post-Migration Mental Health: A Qualitative Inquiry into Caregivers' Perspectives

Introduction: Immigrant families and their children experience isolation and loneliness after migration to Canada. The goal of this research was to understand how Middle Eastern immigrant caregivers perceive their children's mental health after migration to Canada.

Methods: This study qualitatively explored the perceptions of six Middle Eastern immigrant caregivers about their children's post-migration mental health. This research was situated in the constructivist paradigm, and qualitative descriptive design was used to describe participants' experiences. Six interviews were conducted with three Farsi-speaking and three Arabic-speaking caregivers, and to respond to the research questions, reflexive thematic analysis was performed.

Results: Three themes that were developed through the analysis include "parents feel their children are isolated and lonely," "caregivers' limited access to resources contributes to children's mental health," and "connections with other immigrants enhance families' mental health." Results suggest that children's experiences with family separation, exposure to racism at school, and parents' change in marital status contributed to children's loneliness. In addition, children's isolation and loneliness were magnified when caregivers had limited access to resources like income to support their children's transition into Canada. Nonetheless, caregivers identified social support as an asset to their families' mental health.

Conclusions: This research highlights the importance of culturally responsive programs and policies in health, employment, and education systems that provide resources for immigrant families to support their children's mental health after migration.





Wilson Mora

Graduate Student, MA in Child and Youth Study

Parent's perceptions of their involvement in the specialized support their autistic children receive in Nova Scotia, Canada

Background: The Public Health Agency of Canada (2022) reported the prevalence rate of autism is around 1 in 50 Canadians under 18, which means 2% of Canadian children and adolescents are autistic, while the autism prevalence is approximately 1.5% in the same age group living in the province of Nova Scotia. In addition, the Canadian Academy of Health Sciences (2022) published the results of a collaborative assessment of the reality of autistic people across Canada, which reported the relevance of parents' involvement in early support services received by their autistic children following a neurodiversity paradigm and social model of disability. Thus, this study explores how parents of autistic children describe their role and participation in the current specialized support of their child and what characteristics of this specialized service they would like to keep or update. The results of this study will allow us to comprehend the reality of specialized services related to the autism field in Nova Scotia from parents' narratives and perspectives.

Methodology/Method: A qualitative research, allowing in-depth answers from participants. Information will be collected considering a cross-sectional timeframe, implementing one-on-one semi-structured interviews with parents or caregivers of autistic children under age 6, living at least one year in Nova Scotia, Canada.

Yingyi Chen

Graduate Student, MA in Child and Youth Study

Characters of Colour as Depicted in Canadian Children's Picture Books

Picture Books designed for children have the potential to facilitate their learning about themselves and others. While an increasing number of children's picture books are labeled racially/ethnically diverse or multicultural, and characters of colour (CoC) in these books might have increased over time, their content does not necessarily advocate for the promotion of social justice and diversity. This research uses Critical Race Theory and Critical Content Analysis to discuss the continued presence and operation of racism and oppression in contemporary Canadian picture books as revealed through their text and imagery. More specifically, this research discusses the racialized and oppressive content of six picture books intended for children from 3 to 8 years old that have one or more CoC and that have been cataloged by the Social Justice and Diversity Book Bank of the Canadian Children's Book Centre as having central themes of racial/ethnic diversity and/or multiculturalism. While the representations are mostly without overt racism towards CoC, the books lack explicit statements of the race/ethnicity of CoC, lack culturally authentic details, maintain racial/ethnic stereotypes or cultural deficit discourses, and fail to overtly address racism through counter-storytelling. By scrutinizing the depictions of CoC in these books, this research provides insights into how contemporary Canadian children's picture books still fail to reflect authentic/stereotypical representations of persons of colour (PoC), and continue to reproduce dominant ideologies that reinforce the marginalization of PoC.



Yue Li

Graduate Student, MSc in Applied Human Nutrition

Exploring the Meaning of Acculturation Experiences Among International Students Through a Canadian University Food-Based Society with Digital Storytelling

Background: International students (IS) struggle with many challenges during their acculturation process in Canadian higher education institutions. The Inter-Cultural Food Bridging Society (ICFBS) is an innovative university-based student society that bridges Canadian and international food cultures. The current research aims to explore the impacts of food and the ICFBS food-related activities as IS acculturate.

Research Question: How does participation in a food-based society shape the meaning of acculturation experiences among IS?

Methods: The research was approached qualitatively using Interpretive Phenomenological Analysis as a theoretical perspective. Digital storytelling enabled participants to communicate their experiences through digital stories which were discussed during focus groups or individual interviews. Data were generated from focus group and interview transcripts which were coded and thematically organized. Field notes provided context.

Results: Seven digital stories were produced. Two focus group discussions and two individual interviews were conducted. Preliminary data were coded into four main themes: 1) changing mindsets; 2) increased openness to connect with others; 3) increased confidence to proudly share cultural identity with others; and 4) increased sense of belonging. Participants appeared to adopt an integration acculturation strategy during food-related activities.

Discussion: ICFBS food-related activities provide safe environments where participants can engage in new cultural learning while maintaining and sharing aspects of their own culture. This reflects an integration acculturation strategy, which has been found as the most adaptive strategy with improved psychological and sociocultural adaptation. In this research, food acted as a catalyst for connection and a universal language to connect people from different cultures.



Posters

Alexia Major

Undergraduate Student, English

Constructions of Black Spirituality and Black Hope: How Secondary White Narratives Obscure Primary Black Accounts of Black Experiences

Calls for transformative social advocacy can be made when the first voices of an experience can be prioritized and amplified. Through first voices, critical connections are made to understand these experiences and how the social policies that perpetuate harm and inequity can be eradicated. In this thesis, the selected works of Phyllis Wheatley and Olaudah Equiano reveal significant features of black experiences— personal interactions with faith and hope. A closer look at Wheatley’s employment of faith and spirituality throughout her poetry and Equiano’s construction of hope throughout his autobiographical narrative demonstrates that something as intimate as spirituality or hope cannot be related to by one not interlaced with the realities of the black experience, especially during a time when slavery was still legal for these authors. This thesis uses a theoretical framework proposed by Saidiya Hartman to interrogate the motives of white secondary voices. Hartman raises a series of questions about empathy from white authors, especially those who stand as supporters of abolition. A precarious obstacle arises as some accounts of empathy from white authors overshadow black voices and withhold a full picture of the reality of black experiences. An overlay of Hartman’s analysis of selected works from William Blake and Mary Darby Robinson affirms why the first voices from black authors Phyllis Wheatley and Olaudah Equiano are critical for a connection to or understanding of black perspectives.





Amber Duynisveld

Graduate Student, MA in Gerontology

A Workforce Needing Support: Mental Health and Quality of Work Life among Staff in Nova Scotia's Long-term Care Homes

Long-term care (LTC) staff are vital in Canada's health system yet are under-researched. Existing findings show a workforce in danger of collapse, heightened by the COVID-19 pandemic. There has been little research examining the wellbeing and quality of work life Nova Scotia's LTC. Data was collected in December 2021 with direct care staff in a convenience sample of 10 LTC homes in rural and urban Nova Scotia. The TREC Survey was administered with care aides (n=266), and as an on-line questionnaire with nurses (n=144) and managers (n=45). Cross-role analysis showed that care aides (CAs) typically fared worse than nurses and managers in measures of wellbeing and quality of work life, such as anxiety and mental health. Wellbeing variables showed high levels of cynicism and emotional exhaustion for all three roles, indicating high risk for burnout, with CAs reporting worse scores. Job satisfaction was acceptable and consistent across job groups. CAs reported rushing all care tasks over half the time and leaving some care tasks undone over half the time. Over a third of nurses and 23% of managers thought about leaving their role at least a few times a month. These results indicate instability in Nova Scotia's LTC workforce; concrete action is needed to support equity, wellbeing, and quality of work life both for staff and residents. Recent initiatives by the Department of Seniors and Long-Term Care (e.g. 4.1 hours of direct care staffing per resident and free tuition for CAs) will be discussed and additional policy changes suggested.



Callie Thomson

Graduate Student, MA in Family Studies and Gerontology

What's in a number? Evaluating long-term care staffing models and resident care hours in four Canadian provinces.

A healthy and competent workforce plays a vital role in the outcomes and equitable care of long-term care (LTC) residents. Staffing models that are deemed "appropriate," including staffing mix or ratios between occupational groups, as well as hours of resident care per day (HPRD), are frequently highlighted as key factors in facilitating quality team-based care. The purpose of this study is to review staffing models and regulated HPRD in four Canadian provinces (Nova Scotia, Newfoundland and Labrador, Ontario, and Alberta). Additionally, we assess the alignment of these approaches with evidence-based best practices and the updated Health Standards Organization's National Long-Term Care Services Standard. This study examines previous literature on LTC workforce composition, as well as legislation, regulations, and reports surrounding the LTC sector in the selected provinces. Findings are compared to the HSO National LTC Standard. Findings from regulatory documents in each province reveal variations among what is recommended and what is regulated in terms of staffing models (mix and ratio) and HPRD. The National Standards, while comprehensive in its scope, is not prescriptive and is currently voluntary. Standardizing workforce compositions remains a challenging task. While some believe there should be minimum standards for LTC workforce composition and HPRD, others suggest having blanket numbers could harm the outcomes and equitable care of residents. Rather than aiming for minimum HPRD and set staff models, we suggest standards recognize best practices that account for both the number of residents and their acuity level, in order to ensure the provision of optimal care.

Cameron Telch

Graduate Student, MA in Education

Advancing the Dialogue of Mental Health in Military Museums

Military museums have historically celebrated national victories, glorified the heroic war dead, and justified war. Today, there is a paradigm shift where military museums now recognize the horrors and violence of war. Remembrance and sacrifice are current themes that museums tend to emphasize through programming and exhibitions. With the current situation, some military museums do not display or exhibit the consequences of war. Violence, death, and physical and mental injuries are difficult themes for museums to curate and display. Museum leaders are aware that such themes can upset or traumatize museum audiences. There is also the dilemma of “how much suffering to show and in what way” (Macdonald, 2016, p.269). My research intends to do an exhibition analysis on the Canadian Centre for the Great War’s *Shell Shocked: The Long Road to Recovery*. Shell shock, a psychological injury from the First World War, represents the loss of an entire generation of young Canadian soldiers. The *Shell Shocked* exhibition features the voices and experiences of shell-shocked soldiers, a group of combat soldiers who have become historically marginalized because of beliefs concerning mental illness. The exhibition, a form of difficult knowledge, challenges the current nature of military museums. It is intended to push people beyond their comfort zone by showing the consequences of war, demonstrating the dark and ongoing history of mental illness in conflict, and getting audiences to think differently about war by exposing them to social justice issues.

Macdonald, S. (2016). Exhibiting contentious and difficult histories: Ethics, emotions, and reflexivity. In B.L. Murphy (ed). *Museums, Ethics and Culture Heritage* (pp.267-278). Routledge.

Elvenia Gray-Sandiford

Undergraduate Student, General Studies with a Concentration in Family Studies and Psychology

“Addressing Dyslexia Support Disparities”: A Call for Equitable Policies in British Columbia

Dyslexic children face a perplexing paradox—a journey alongside peers without learning disabilities, yet a struggle within a system where accessing resources is based on socioeconomic privilege. Prevailing stereotypes and preconceived notions about intelligence frequently lead to misdiagnoses or neglect of essential screening procedures, attributing academic challenges solely to innate ability rather than recognizing them as manifestations of an underlying learning disability. This unjustly denies these children access to vital resources and specialized assistance that could significantly alleviate the burdens of dyslexia. By addressing support disparities across structural, cultural, and individual strata, society can make strides toward fostering an equitable and comprehensive educational environment.

This paper emphasizes the pressing need for the government to establish comprehensive and inclusive support systems for dyslexic children, with a particular focus on those from marginalized backgrounds. Utilizing the Personal Cultural and Structural Model of Oppression and Privilege, the study proposes a new social policy for British Columbia. This policy advocates for early screening through psychoeducational assessments at the kindergarten level, accessible to all children regardless of race, socioeconomic status, or gender. Collaborative efforts involving Dyslexia BC, a team of advocates, and the BC provincial government will be instrumental in implementing these policy changes, aiming to provide equal screening opportunities and eliminate diagnostic inequalities in dyslexia, thus ensuring a fair and supportive environment for all children.

Policies exacerbate disparities in dyslexia diagnosis concerning race and socioeconomic status at personal, cultural, and structural levels of oppression and privilege. Confronting biases, illuminating diagnostic obscurities, and eradicating societal constraints are essential steps forward. The inequality entrenched within our education system is underscored by the affordability of private testing for select families. Non-profit and government agencies are now addressing the complexities of categorizing dyslexia as a general learning disability. Furthermore, the term 'learning disability,' while well-intentioned during its implementation, often obscures children's individual needs, leading to an unequal distribution of attention, resources, and support. Rectifying this imbalance is of paramount importance.

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Joel Murphy

Graduate Student, MA in Education

An Engaged Scholarship Approach: Opportunities and Challenges

In *Scholarship Reconsidered* and *The Scholarship of Engagement*, Boyer (1990, 1996) disrupts conventional notions of scholarship within the academic sphere. Boyer's works, along with contributions from scholars like Andrew H. Van de Ven (2007) and Nancy Franz (2009), emphasize the need for academia to re-evaluate and refine its broader perspective on academic scholarship. Engaged scholarship serves as a catalyst for reimagining the essence and potential of scholarly pursuits. It challenges the conventional, non-collaborative paradigms of research and scholarship, advocating for a paradigm shift towards collaboration and partnership (Paine & Delmhorst, 2020). This presentation aims to explore the importance and associated challenges of adopting an engaged scholar's approach within a PhD dissertation. It will also provide insights into how both students and faculty members can consider adopting this approach in their own academic work.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. The Carnegie Foundation for the Advancement of Teaching.

Boyer, E. L. (1996). The scholarship of engagement. *Bulletin of American Academy of Arts and Sciences*, 49(7), 18–33.

Franz, F. (2009). A holistic model of engaged scholarship: Telling the story across higher education's missions. *Journal of Higher Education Outreach and Engagement*, 13(4), 31–49.

Paine, J. W., & Delmhorst, F. (2020). A balance of rigor and relevance: Engaged scholarship in organizational change. *The Journal of Applied Behavioral Science*, 56(4), 437–461.

Van de Ven, A. H. (2007). *Engaged scholarship: A guide for organizational and social research*. Oxford University Press.

Julia Hall

Graduate Student, MA in School Psychology

Denise Palmer

Ph.D. Student, Educational Studies

Looking at the Big Picture: Creating Cultures of Well-Being in Schools

In this presentation, we will make the case for the importance of examining whole-school well-being from a systemic or institutional perspective. It is important to conduct research that addresses structural aspects of education and their impacts on student and teacher well-being. There is ample literature touting the effectiveness of social-emotional learning (SEL) programs for promoting student well-being and mental health. However, there is a dearth of research examining whether the Canadian provincial curricula materials align with evidence-based best practice in SEL implementation. Our goal is to promote whole-school and whole-system cultural change that leads to healthy workplaces and safe environments in which students can learn, thrive, and succeed. We take a big-picture look at how changing the educational system itself can promote greater teacher and student well-being and ameliorate the negative impact on teacher and student mental health. Using evidence from our research on teacher wellbeing, analysis of the Canadian SEL curriculum, and drawing examples from Denise's experiences as a practicing public school teacher, we will make the case that reform of the entire system, including provincial curriculum materials, has the potential to have a greater impact than interventions focused solely on individuals.



Kadeon Fletcher

Recent graduate, MA in Child and Youth Study

Black Girls in Orange Jumpsuits: A Scoping Review of How School Pushout Leads to The Criminalization of Black Girls in Canadian Schools

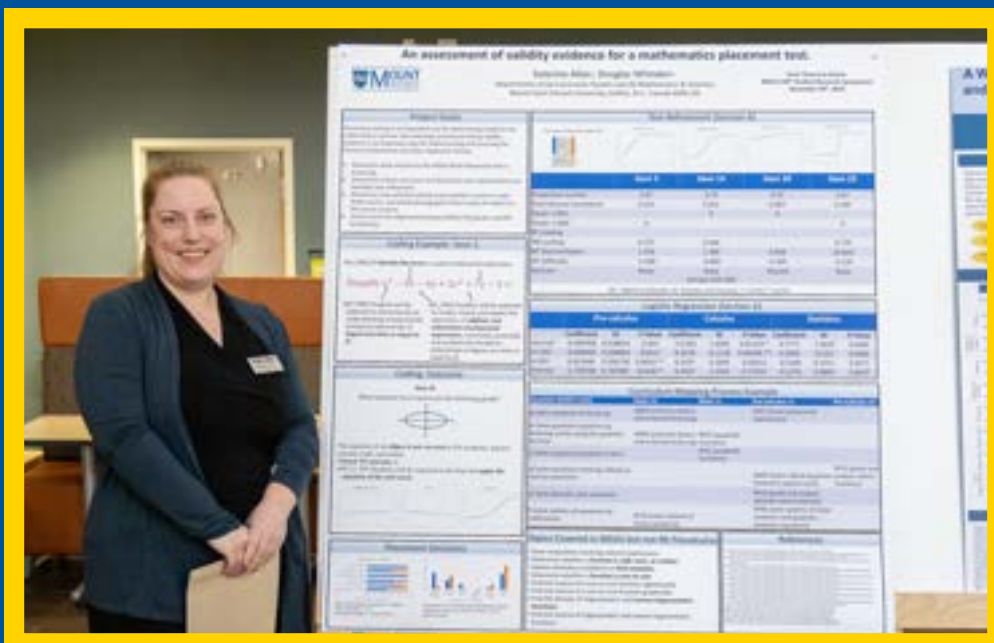
Black youth in Canada face significant obstacles when navigating the education system due to institutional and social barriers that impede their access to a comprehensive education. This situation is particularly problematic for Black girls, who experience compounded challenges due to their intersecting identities. To explore the relationship between the lived experiences of Black girls in Canadian schools and school pushout and the school-to-prison pipeline, I conducted a scoping review of literature published between 2010 and 2022. A search of 10 databases yielded 1404 articles, which were then screened and reduced to 12 using inclusion and exclusion criteria. Three common themes emerged from the analysis: 1) exclusionary discipline policies, including zero-tolerance policies, often criminalize Black girls' actions and lead to premature school dropout, 2) Black girls are subjected to static, stereotypical identities that result in alienation and otherization within Canadian classrooms, and 3) systemic racism perpetuates racial inequalities and discrimination, contributing significantly to school pushout. The review underscores the need for further ethnographical research that centers the voices and perspectives of Black girls to gain a better understanding of how zero-tolerance policies, static stereotypes, and systemic racism contribute to their marginalization and pushout from schools and into the school-to-prison pipeline in Canada. Such research is essential to inform equity and diversity policies and design strategies that address the institutional and interpersonal barriers and discrimination that Black girls face.

Katerina Allan

Ph.D. Student, Educational Studies

A Validity Assessment of a Mathematics Placement Test

Placement tests are a form of diagnostic test used to ensure students are registered into appropriately levelled courses. When well implemented, they increase equity by allowing demonstrations of knowledge without restrictions on how it was obtained. Validity is a fundamental issue when assessing the usefulness and fairness of placement testing. Best practices include disseminating validity evidence in an open and accessible way for test users and engaging the research lifecycle to continue improving tests. This study seeks to document and examine the validity evidence for a Math Placement Test for placing students into Calculus, Precalculus, or a Preparation course. It also serves as an example of methods that can be applied to other diagnostic and placement tests. The placement test items were coded using the NS academic math curriculum framework. Items were assigned to hypothesized factors based on these codes. Confirmatory-exploratory factor analysis (EFA), point-biserial correlation, and item response theory (IRT) measures of item discrimination and difficulty were used to remove items without strong psychometric validity evidence. New scores were created from the reduced item set using Classical Test Theory (CTT). The predictive usefulness of these scores was assessed by logistic regression predicting course grades from test scores. Student attributes such as gender, accessibility needs, and international student status can impact how a student interacts with and scores on a placement test, and these factors were investigated as predictors in these models. The findings in this study will support improvements to the Math Placement Test and contribute to teaching excellence and accessibility.



Maria Victoria Estrella

Graduate Student, MSc in Applied Human Nutrition

The development and sensory evaluation of puréed foods with added pulses

Background: Proper nutrition for people's physical and emotional well-being is associated with food's nutritional value, taste satisfaction, and social components. Dysphagia increases malnutrition risk, but offering suitable meals can prevent malnourishment. The novel aspect of the study is the use of pulses in dysphagia-friendly purées and the evaluation of their sensory characteristics.

Objectives: develop and formulate pulse-based purées and evaluate the sensory perception in different age groups.

Methods: Open-label randomized control trial design. 86 participants, 35 adults 19-65y, 30 seniors $\geq 65y$, and 21 children evaluated the sensory characteristics. Analysis of pH, particle size, nutritional profile, and IDDSI tests evaluated the physio-chemical characteristics. Statistical methods evaluated the effects of treatment, sex, and age on sensory perception.

Results: Effect of treatment on perceived appearance, pleasantness, taste, texture, flavor, sweetness, smoothness, swallowiness, mouthfeel, and aftertaste. The effect of sex ($P=0.04$) and age ($P=0.02$) was seen on the perceived smoothness. Males had a higher perception of smoothness than females. Adults had a higher perception of smoothness compared to senior adults.

Conclusion: Blended pulse-based purées, along with other ingredients, achieved acceptable sensory characteristics in different age groups. Texture and particle size meet IDDSI standards. Future work is needed to reformulate the recipes to meet the regulations set for canned foods and enhance protein quality.





Natalie Lawy

Undergraduate Student, Psychology (Honours)

Actually Autistic at School: The Importance of Understanding What It's Actually Like

Autistic students are at risk for poor outcomes at school in terms of both attendance and academic achievement, and teachers in Nova Scotia feel they lack the training and tools to adequately support autistic students in their classrooms. Autistic students feel the same way and identify school staff's poor understanding of autism as a significant barrier to their inclusion and participation. Both groups express frustration that available resources and training are inadequate to address the heterogenous needs of autistic students and suggest that a deeper understanding of autistic students' lived experiences is necessary for teachers to address individual students' needs more meaningfully. To date, no data has been collected from autistic students in Nova Scotia about their school experiences. The present study proposes to interview autistic students and conduct a thematic analysis to identify important themes in 1) their experiences in Nova Scotia schools, and 2) the information they most want their teachers to have. This work is intended as a first step in creating professional development workshops that are based on first-person autistic input from local students and target teachers' understanding of the lived experience of autistic students.

Rafaela Muriel Alarcon

Graduate Student, MA in Child and Youth Study

Disability Construction Among Early Childhood Educators in Nova Scotia

Traditionally, disability has been viewed through the medical model, which views disability predominantly through an individual's medical signifiers. The medical model in the context of education continues to construct disability as something to be fixed and remediated. However, this study proposes static medicalized constructions on disability need to be disrupted with attendance to the wider dimensions of experience, including disability as a viable identity maker in the lives of young children. The aim of this study was to explore Nova Scotia early childhood educators' (ECEs) knowledge and perspectives on how inclusion is delivered, including how ECEs construct disability in their everyday practice. Focus groups were mobilized as the research method to gain new understandings on the ECEs beliefs and philosophies as they relate to disability and inclusive approaches. The ECEs shared their perspectives on disability and inclusion within their daily practice and their inclusive training. During the focus groups, the ECEs discussed how language was a powerful mitigating factor and that the phrases and terms ECEs use often inform how a young child experiences inclusion. The ECEs also acknowledge that delivery of inclusion is complex and that an ECEs own histories and education impact inclusive pedagogy. The ECEs also expressed the barriers that families can experience in relation to accessible programming and the requirement for more training to support young children and their families in their centers.



Sarah Haggett

Undergraduate Student, Psychology (Honours)

**Defiance, Compliance, and Gender as Predictors of
Disordered Eating in Adolescence**

Disordered eating is related to issues of control, implicating both defiance and compliance as possible predictors. Defiance presents differently between genders, with males exhibiting external, rule-breaking behavior. Compliance includes resisting impulses and delaying gratification. In the Self-Determination Theory, the reaction to loss of control will either be defiant or compliant behavior. Our aim was to investigate whether defiance, compliance, and gender would predict disordering eating scores.

We used secondary data from the NKI-Rockland sample database. Our sample included 96 adolescents aged 13-16 years, 56 males and 40 females. Over 40% of the sample were non-Caucasian. Defiance was measured with the Rule-Breaking subscale of the Youth Self Report. Compliance was measured by proxy, combining NEO-Five Factor Inventory Agreeableness and Conscientiousness subscale scores. Disordered eating was measured using the Three Factor Eating Questionnaire.

Multiple Regression indicated that 16.9% of the variance in disordered eating was accounted for by defiance, compliance, and gender altogether. When considered individually, only defiance and gender were significant predictors. Males scored significantly higher on defiance. Females scored significantly higher on disordered eating, despite defiance being a significant predictor of disordered eating.

Defiance and gender both significantly predicted disordered eating. Compliance was not a significant predictor. Disordered eating may be a form of rule-breaking behavior, especially for males. Our sample scored low on compliance; this could be due to participant age range. Future research could further investigate the relationship between defiance and disordered eating.

Thank you!



Dr. Jacquie Gahagan
*Associate Vice
President, Research*



**Delvina Bernard, MSVU EDIA Advisor &
Randy Headley, MSVU Black Student Advisor**
Keynote Presenters



**Elayna Foran, MSVU 150 Research Ambassador,
Elisabeth Heroux-Rhymes, Research Office Administrative Assistant,
Suhmandany Goswami, MSVUSU Vice President of Research & Grad
Affairs**
Event Organizers



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