

# The Honors Project: Benchmarks 3&4

*Documenting Your Experience and Preparing to Present*

Rebecca Sallade (she/her)

Honors Project Coordinator

Sallade.3@osu.edu

# The Honors Project






“ All Honors students will design, carry out, and deliver a project that is approved by the ASC Honors Committee. An Honors Project is **a challenging, original project completed by a student's final semester** (or after thesis defense). In every case, the student must submit a proposal that must be approved by the ASC Honors Committee. ”

*Project options include:*

 Honors thesis (*will also graduate with honors research distinction*)

OR

Six (6) credit hours (or the equivalent) over at least two semesters of the following:

-  • *Service-learning experience (S coursework)*
-  • *Research experience (4998H coursework)*
-  • *Internship (1191, 3191, 4193, or department equivalent)*
-  • *Coursework that results in a creative arts project (3191 or department equivalent)*
-  • *Global education experience/study abroad coursework*
- *Other projects as approved by the ASC Honors Committee*

Can  
combine  
multiple  
experiences

# Hour/Credit Requirements



✓ **MUST span multiple semesters**

- Summer term counts
- Semesters do not need to be consecutive



✓ **3 credits (or ~150 hours) of involvement PER semester for 2+ semesters**

- Or equivalent



✓ **Academic credit preferred, but not required (except for thesis)**



✓ **Need Supervisor/Mentor/etc. to confirm your hours & advise**

# Target Audience



If you...

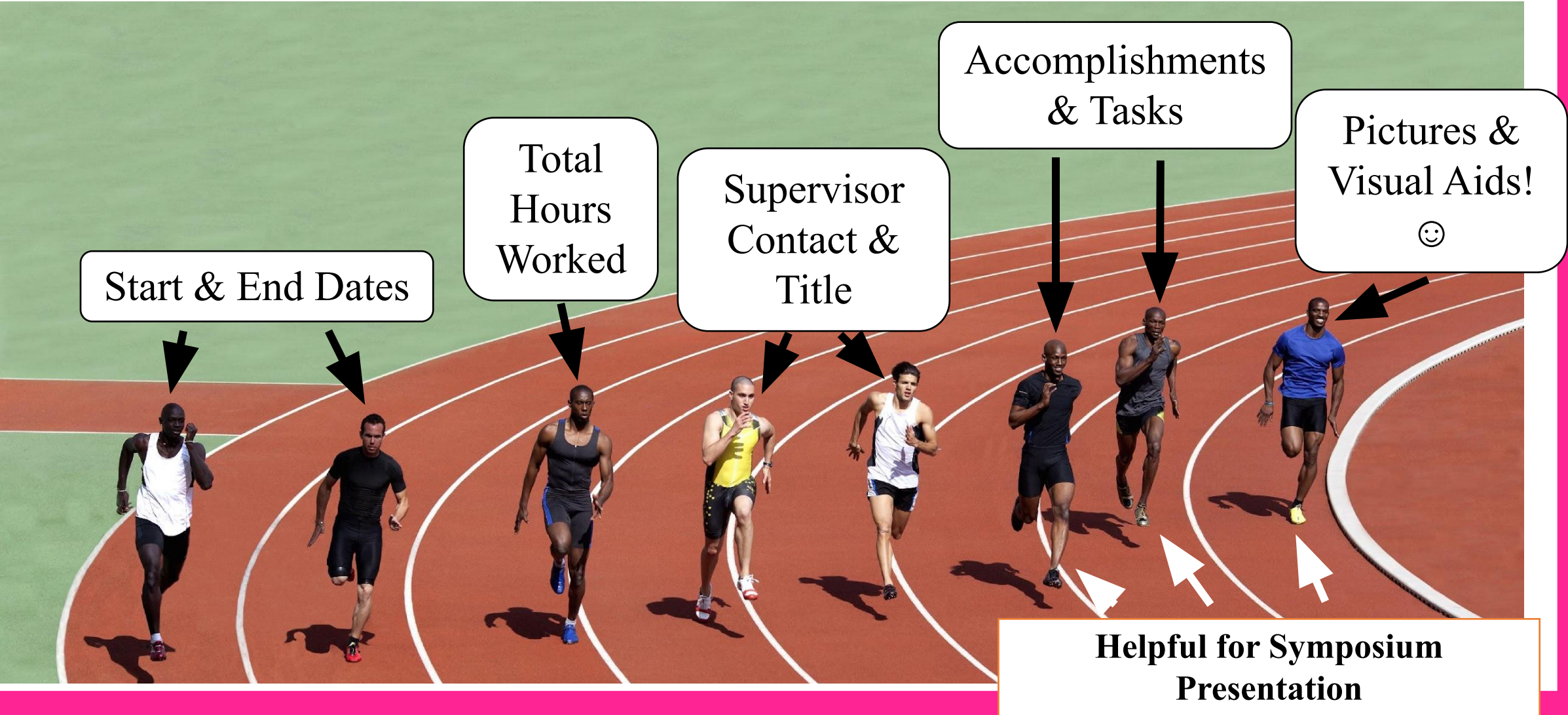
- Started at OSU AU22 and later
- Have found your HP experience and want to know what you should be doing to prep for the final Benchmarks
- Are graduating soon (or your HP is wrapping up and you are getting ready to present)
- Have not yet found an experience, but are looking for tips in advance

# Webinar Agenda

- Documentation Guidelines
- Benchmark 3 Reflection Survey
- Benchmark 4 Sign-Up Survey
- Honors Project Symposium
- General HP Tips and Resources

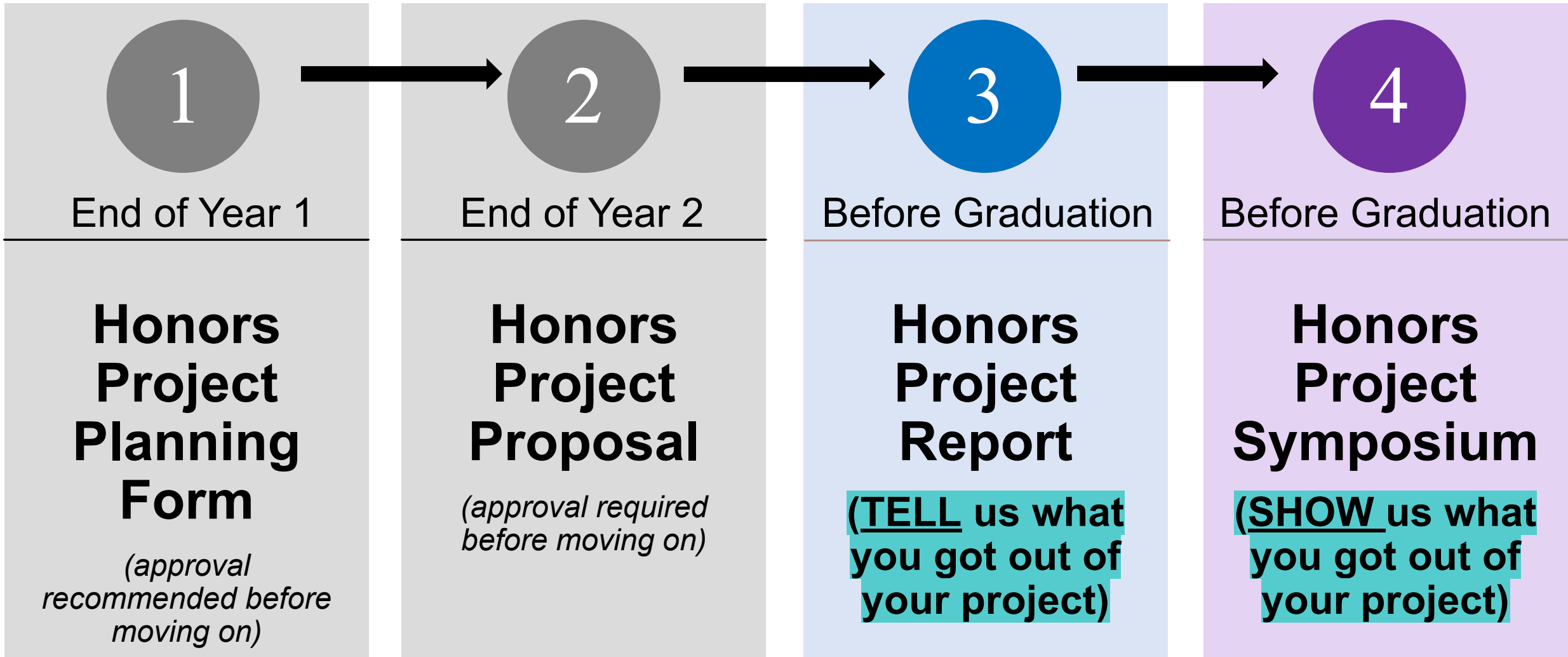


# Once you find your experience(s), TRACK everything!



# Benchmark Requirements

*In addition to GPA and GE requirements, this is how we track your Honors status!*



# Benchmark 3 Submission

3

Before Graduation

## Honors Project Report

- **Due by last day of class of your final semester and/or Symposium semester.** Early submissions okay.
- Used as reflection component of Honors Project
  - Relate to personal/professional goals
  - Connect experiences if applicable
- Brainstorm ideas for presentation
- Serves as portal to upload proof of hours worked/credits earned

12:29



THE OHIO STATE  
UNIVERSITY

To continue your membership in the Arts and Sciences Honors Program, we ask that you complete the **Benchmark 3 Check-In** no later than the last day of classes of your final semester (or chosen Symposium semester). You may submit this survey earlier if you wish.

Please note that you **MUST** have received approval on **Benchmarks 1 and 2** before submitting this survey. It is preferred that **Benchmark 3** is submitted before **Benchmark 4**, but we understand that this may



# Benchmark 3 Submission Continued

## Deliverable- what was the outcome of your Honors Project?

- Academic Credit
- Hours Recorded
- Publication, presentation, novel, performance, art installation film, etc.
  - Especially relevant for creative-based projects
- Outcomes can be combos

## Documentation- how can we confirm your hours worked?

- Paystubs
- Timesheet/log
- Signed Form
- Email from Supervisor
- Advising report\*

Don't forget to  
LOG your hours



# Benchmark 4 Submission

4

Before Graduation

**Honors  
Project  
Symposium**

**SIGN UP  
SURVEY**

- Indicate Honors Project Symposium semester
- B4 Survey **due no later than 2 weeks into your final semester and/or Symposium semester.**
- Encouraged to **complete as soon as you know what semester you want to present in-** will be contacted later for official logistics.
- Does NOT complete your HP requirements- presentation still needed

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THE OHIO STATE  
UNIVERSITY

To continue your membership in the Arts and Sciences Honors Program, we ask that you complete the **Benchmark 4 Check-In no later than 2 weeks into your final semester (or chosen Symposium semester)**. You may submit this survey earlier if you wish.


**Please keep in mind that this survey does not fulfill your Honors Project requirements alone.** Before graduation you must participate in an Honors Project Symposium or other approved forum.

# Alternative Presentation Forums

## Acceptable Alternative Forums

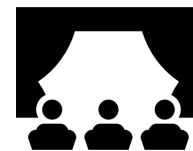
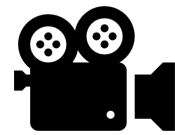
- Thesis Oral Defense
- STEP Expo
- Denman Undergraduate Research Forum
- Stamps Eminence Symposium
- Other forums (conference, undergrad research festival, etc.) upon approval

## Guidelines

- You are *ALWAYS* welcome (and encouraged) to participate in the Honors Project Symposium, even if using another forum.
- Entire HP **MUST** be covered within other presentation.
- Other presentation must be your individual work only (no group presentations).
- If not... 

# Honors Project Symposium

- **Latest to present is during final semester or end of Year 4**  
(whichever comes first)
- Recommended to present once your project wraps up, even if not graduating (can put off Summer presentation if wanting bigger event)
- Happens every semester (including summers)
- Virtual options for those abroad/unable to travel to Columbus campus
- Free & Open to the Public



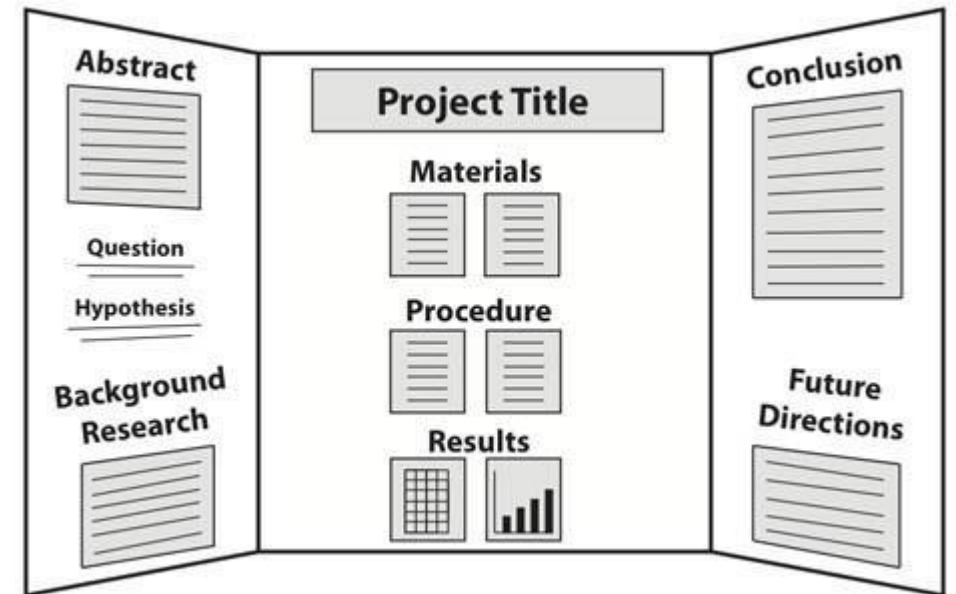
# What Happens at the Symposium?

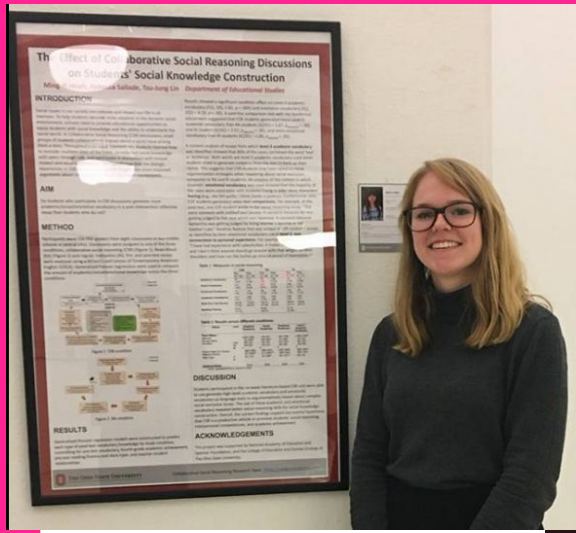
- Presentation medium is up to you (poster, slideshow, video, musical performance, reading, etc.)- you are the expert of your project so up to you what would be most appropriate.
- **Total presentation time = 30 minutes** (elevator pitch approach recommended, but one long presentation also okay)
- Community members will walk/browse projects freely
- Performance is pass/non-pass (did you present and was it substantial?)



# What to Include in Presentation

- **Must include:** Name, Start/End date of all experiences, Reflection component
- **Recommended to include:** Major(s)/Minor(s), intended graduation semester, Acknowledgements, Pictures/Visuals, Project Category(ies)
- For more creative projects- should still have physical or digital title card to accompany your presentation.





## Unexpected Advocacy: Internship at the Humane Society of Northwestern Pennsylvania

Rebecca Sallade • Psychology Major and Music & Public Health Minors • STEP Mentor Wayne Schlingman



### Description

In the summer of 2016, I conducted an internship at The Humane Society of Northwestern Pennsylvania, an animal shelter located in Erie, PA. At the shelter, I established the Love on a Leash program with the objective of bringing shelter animals to community locations in order to promote public health, positive pet ownership, and animal advocacy. Additionally, I helped with the adoption process, organized community programs, participated in newscasts, and learned about non-profits.

### Personal Impacts

After participating in this internship, I have become interested in animal advocacy as I have worked with animal victims of neglect, violence, etc. As a result, I plan to educate myself to combat and eliminate animal cruelty by taking ASPCA courses. This experience has also solidified my interest in pursuing a career in animal-assisted therapy.



Figures B, Roxy interacting with a nursing home resident, part of Love on a Leash. C, Pepé and I on our way to the news station for a feature segment. D, Teeka, a rehabilitated dog. E, Bathing a kitten in the cattery.

### Conclusion

My favorite part of this experience was being surrounded by animals and taking the shelter pets on "adventures" in the Erie area. Some of the excursions included community walks, parades, therapy visits, breed-specific events, and visiting local news stations. I also enjoyed having dogs, cats, and even ferrets as office buddies. Spending the day with the animals was one of the many perks of the internship.

### Academic and Personal Goals

My time at the shelter has made me realize that I need to be in a career that involves helping animals along with the public. I plan on becoming involved with the use of animal-assisted therapy. The Love on a Leash program is only one demonstration of the emotional benefits that animals can bring to adults and children. In regards to more personal goals, I would like to publicly speak against animal abuse and be an advocate for pit bull terriers in the future. I believe that the law is too lenient in regards to animal abuse cases. I hope to raise awareness so more dogs like Teeka (figure D) can recover and hopefully avoid danger in the first place.

### Outcomes

Over the course of my internship I learned about what it takes to run a non-profit and how physically and emotionally taxing it can be to work in an animal shelter. I learned about the adoption/intake processes, how to efficiently coordinate community events, and behavioral patterns of various breeds. I am now aware of the animal abuse issues in Erie, PA and the steps taken in order to combat these crimes. I have gained skills in customer service, organization, animal handling, networking, and volunteer coordination.

### Acknowledgements

I want to thank the Humane Society for allowing me to learn from them, especially Emily Smith for organizing and executing my internship. Thanks to my STEP mentor and the STEP program.



Figure A. Emily Smith and I participating in the first Love on a Leash event at Pleasant Ridge Manor.



Figure F. I helped create a timeline to educate the public in regards to cat development at a shelter event.

## People "Like" to Belong: The Effect of Relationships on Social Media Responses

Rebecca Sallade and group for Psych 4520  
The Ohio State University, Department of Psychology

### Introduction

**Why are we interested in social media interactions?**

- Social media has become one of the most popular platforms for interacting with others. For example, during the recent election, people not only discussed it with their friends in person; they also talked about it with others via social media such as Facebook.
- Since social media is a relatively novel platform, communication, we are interested in how the interactions via social media differ or reflect in-person interactions.
- Social media can be used to persuade others, build relationships, and even manipulate and influence people. This can have both positive and negative effects.

**Background Articles**

- Social Media and Attitudes (Ouel et al., 2010)
- Homophily principle (the tendency of individuals to associate and bond with similar others)
- Overestimation of agreement between friends but more for acquaintances
- Need to Belong (Leary et al., 2013)
- Need to Belong is correlated with agreeableness, extraversion, and neuroticism.

### Method

**Participants:** N = 436, 76% Female, 24% Male  
**IV 1:** Need to Belong scores (Leary et al., 2013)  
**IV 2:** Relationship (stranger, distant friend, close friend)  
**DV:** Likelihood of response, intensity of response, type of response

**Procedure**

- Need to Belong questionnaire (Leary et al., 2013)
- Controlled topic selection: (shortest, same-sex marriage, increasing minimum wage, capital punishment, medical marijuana)
- Presentation of disagreeable social media post by stranger, distant friend, or close friend
- Likelihood, intensity, and type of response to post (ignore, "react," comment, message, unfriend) measured using Likert scales

### Discussion

**General Conclusion**

- Higher Need to Belong scores resulted in more intense response
- Higher Need to Belong scores and seeing a post by a distant friend resulted in significantly less extreme types of responses compared to seeing a post by a stranger
- Our results can be used to study social interactions via social media and how relationships can affect response tendencies.

**Limitations**

- Our sample consisted of mostly female and Caucasian participants
- Topic manipulations may not have been strong enough to elicit a response
- A convenience sample was used since the survey was mainly distributed through e-mail and the researchers' social media accounts

**Future Directions**

- Explore response reactions between other relationships (i.e., friend vs. family)
- Use different content in topics (i.e., politics, moral reasoning)
- Use less topic options in order to have more responses for each condition
- Compare to real-life interactions
- Manipulate conditions to incorporate option to leave anonymous response to social media post

**Results**

**Need to Belong score and Intensity of response**

- Regression analysis comparing Need to Belong scores to the intensity of responding to a disagreeable social media post
- Significant effect of one's Need to Belong score on the intensity of response,  $B = .28, t(436) = 2.66, p = .008$

**Relationship and Intensity of response**

- No significant results when comparing close friend to stranger on intensity of response,  $B = .14, t(436) = .80, p = .42$

**Interaction between Need to Belong score and Relationship**

- Marginal significant interaction between seeing a social media post created by a distant friend compared to a stranger and one's average Need to Belong Score on the type of response on the social media post,  $B = -.51, t(436) = 1.11, p = .27$

### References

Ouel, S., Mason, W., Waters, D. (2010). Real and perceived attitude agreement in social networks. *Journal of Personality and Social Psychology*, 98, 694-701.

Hayes, A. F. (2012). PROCESS: A versatile computational tool for observed variable mediation, moderation, and conditional process modeling [White paper].

Kawakami, J., Hollmann, J. H., & Diehlhach, C. (2015). When virtual contact is all you need: Mobile reminders of Facebook strength social contact recollections after exclusion. *European Journal of Social Psychology*, 45(3), 279-284.

Leary, M. R., Kelly, R. M., Cottrell, C. A., & Schreindorfer, J. S. (2013). Individual differences in the need to belong: Mapping the neurological network. *Journal of Personality Assessment*, 95, 610-624.



# Resources

## Technology

- Canva, PowerPoint, Prezi
- Digital Union:  
<https://odee.osu.edu/digital-union>
- Uniprint/other poster printing on campus:  
<https://cph.osu.edu/facstaff/poster-printing-locations>



## Funding

- Honors & Scholars Enrichment Grants:  
<https://honors-scholars.osu.edu/current-students/enrichment-grants>
- URS/IRG:  
<https://ascholars.osu.edu/opportunities/scholarships>
- OIA:  
<https://oia.osu.edu/grants-and-scholarships/undergraduate/benjamin-a-gilman-international-scholarship/>
- Global Ed:  
<https://oia.osu.edu/units/global-education/getting-started/funding-global-education/grants-and-scholarships/>
- Additional Funding Available



# Reminders/Wrap-Up

- Document EVERYTHING
- Prep for your presentation during your experience
- Symposium presentation required unless participating in other approved forum
- Tailor your presentation to your needs/wants/interests
- Use your resources/ask for help
- GEN students should plan on including final product in ePortfolio

# Contact

Rebecca Sallade (she/her)

Undergraduate Research, Honors Thesis, and Honors Project  
Coordinator

[Sallade.3@osu.edu](mailto:Sallade.3@osu.edu)