Log In

Cornell University Cooperative Extension

SEARCH CORNELL: Go

Pages People more options

Home

2013 CCE Summer Internships

CATEGORY ARCHIVES: HEALTH AND THE BRAIN NEUROSCIENCE OUTREACH

Week 12: August 12th – August 15th

Posted on **August 19, 2013** by **db479@cornell.edu**

This being the final week of my summer internship, I have been reflecting upon all that I have learned from this incredible experience. I began the summer with hopes of gaining both research and outreach experience by studying neuroscience and decision making. I can confidently say that those goals have been met, as well as much more.

My major assignment in the lab this summer was to calculate, analyze, and summarize fMRI behavioral data using SPSS. At the beginning of the summer, however, all I knew about SPSS was that it can be used to store and analyze data. I now feel much more confident in my ability to analyze and manipulate data using SPSS. In addition to research in the lab, the outreach opportunities have been invaluable, as well. I learned a great deal about both myself and about neuroscience, health, and decision making from the several teaching opportunities I had over the past few months. From the combination of research and outreach, I have realized just how much work goes into developing and teaching curricula. Teaching the curricula, however, has proven that all the work and effort is well rewarded when the students enjoy and learn from the lessons.

I am grateful for having this internship experience this summer. I would like to thank the Cornell Cooperative Extension for providing this invaluable summer internship opportunity. I would also like to thank Evan Wilhelms his invaluable guidance throughout the summer, as well as Christina Chick and Becky Weldon for their support. Finally, I would like to express my gratitude to Dr. Valerie Reyna for opening up her laboratory to me and all that she has done to help make this summer a success.

Posted in **Health and the Brain Neuroscience Outreach**

Week 11: August 5th – August 9th

Posted on **August 12, 2013** by **db479@cornell.edu**

Analyzing data is one of my favorite aspects of working in the lab and now that I am back on campus, I will soon be able to begin data analysis. The data cannot be analyzed, however, until it has all been entered into the database. Therefore, this week I began entering the data collected from the surveys taken at camp. Just as I experienced with the fMRI Behavioral Data earlier this summer, completing tasks such as entering data really helps me gain a better understanding of the data and meanings of the different variables.

In addition to entering data from camp, I continued to work with the fMRI Behavioral Data. This week, I looked into and compared several signed confidence measures in the data. Signed confidence measures one's confidence in a decision making task with respect to risky decision making. In the framing task, subjects choose between a risky option, such as a 50% chance of winning 4 candy bars and a 50% chance of winning nothing, and a safe option, definitely winning 2 candy bars. This is known as the gain frame. In the loss frame, subjects must decide between a 50% chance of losing 4 candy bars and a 50% chance of losing nothing, the risky option, or definitely losing 2 candy bars, the safe option. The usually-found framing effect is that subjects are more likely to choose the safe option in the gain frame and the risky option in the loss. Once the decision is made, subjects then rate how confident they are in this decision. In the lab, we calculate signed confidence by measuring one's confidence rating in a specific decision making task and multiplying it by a negative one for risky choices or a positive one for safe choices. As a result, signed confidence can also be used to measure framing. Those who score higher in signed confidence (fewer risky choices) in the gain frame and lower signed confidence (more risky choices) in the loss frame exhibit greater framing effects. Therefore, there is a cognitive switch in the decision making process when the condition changes from gain to loss. For my task, I used statistical analysis on SPSS to ensure that all of the signed confidence variables were calculated the same way in several databases.

Posted in **Health and the Brain Neuroscience Outreach**

Week 10: July 29th – August 2nd

Posted on **August 4, 2013** by **db479@cornell.edu**

My second week at camp was slightly less eventful, but just as enjoyable. On Sunday, I again stood by my poster to recruit arriving campers. This week, however, the campers were slightly more reticent towards participating and I ended up with fewer campers. With only enough participants to teach one curriculum, I decided to teach the nutrition and neuroscience portion of the curriculum.

The lesson consisted of the same activities I described last week. For the nutritional cook-off, we decided to have "campers versus counselors," counting myself as a camper, because there were two additional counselors. This worked out well, yet both teams had similar breakfast ideas. After the cook-off, we searched for healthy meals at

common fast-food restaurants. Although many of the meals were high in calories and fats, yet low in nutrients, we were able to find several healthy options such as a baked potato or salad with dressing on the side.

— Teaching Nutrition and Neuroscience

Overall, my time at Bristol Hills was quite successful. I really enjoyed teaching about health and neuroscience and receiving feedback from the campers. I learned a great deal from this experience and I hope these lessons had a positive impact on the campers. Finishing at camp is bittersweet because although I will miss teaching, I am definitely ready to go back to the lab.

Posted in **Health and the Brain Neuroscience Outreach**

Week 9: July 22nd – July 26th

Posted on **July 28, 2013** by **db479@cornell.edu**

My first week at camp was a definite change from the regular routine on campus. When I first arrived on Sunday, I presented my poster to arriving campers to increase participation. Many campers were interested in the study, and at the end of the day, 23 were scheduled to participate in the study.

I began the week by teaching the nutrition and neuroscience module. The first activity we did was making the model brains. This turned out to be a great hands-on activity to teach about the different parts of the brain and its functions. I was pleased to find that, with a smaller group, this took much less time than it did when piloting in Ithaca. To introduce nutrition, I began the lesson with a nutritional breakfast cook-off. The campers worked in groups to produce healthy breakfasts with specific nutritional requirements, such as being high in calcium and iron. This activity highlighted the importance of a healthy breakfast and also illustrated how easy it is to incorporate it into the daily routine. The campers made meals ranging from yogurt parfaits to apple slices with peanut butter and granola. To teach the four types of exercise, I had campers measure their pulse after stretching, running, walking,

and doing push ups. By combining fitness and heart rate, this activity emphasized the benefits of exercise on health. Overall, the campers seemed to really enjoy the activities while also learning about nutrition and neuroscience.

During the second half of the week, I taught the breast cancer genetics and neuroscience module. As with the nutrition module, I began the lesson with neuroscience and the model brain. After the neuroscience portion, I introduced genes and mutations by presenting PTC (phenylthiocarbamide) paper to the campers. PTC paper was used to demonstrate how genetic mutations can cause phenotypic changes. With PTC paper, the phenotype would either be a “taster” or “non-taster”. For “tasters”, the PTC paper has a bitter quality while “non-tasters” only taste paper. I then transitioned to the BRCA mutation, which drastically increases one risk of developing breast cancer. After introducing the BCRA mutation, I taught the campers about the stages of cancer, genetic risk factors, and types of risk through various games and activities. Finally, the campers participated in a mini debate weighing the pros and cons of genetic testing for the BRCA mutation. It was gratifying to witness just how much the campers learned about neuroscience and breast cancer genetics in just the 1 hour lesson.

After both classes, the campers completed a post-survey assessing their knowledge on the topics taught, as well as some individual differences pertaining to their decision-making. The survey took approximately 45 minutes to complete, which was slightly longer than expected but the campers were cooperative despite the length.

Overall, this was an enjoyable and productive week at camp! It was gratifying to see the campers enjoying, and learning from, the activities I had developed. Hopefully next week will be just as rewarding as this week.

Posted in **Health and the Brain Neuroscience Outreach**

Week 8: July 15th – July 19th

Posted on **July 22, 2013** by **db479@cornell.edu**

This being my final week before going to 4-H Camp, I had a lot of final preparations to complete. The first major event of the week was piloting several activities at the 4-H Urban Outreach Summer Camp in downtown Ithaca.

After speaking with the camp coordinator and counselors, I was able to pilot my neuroscience activities as part of their Science and Technology Week. I tested two activities with the 25 campers, who ranged in age from 5-14. The first was making edible model neurons out of sugar cookies (cell body), frosting (cytoplasm), several small candies (organelles), and Twizzlers (axon and dendrites). The cookie neurons turned out quite well, yet I think the campers’ favorite part was eating them. The second activity was clay model brains, which I did with only the older kids, while the younger kids learned about the brain by coloring in the four different lobes on coloring sheets. The older kids seemed to really enjoy making the model brain and were pleasantly surprised at how similar their models looked to the picture. From this opportunity, I now have a better idea of how the activities will run next week. Overall, this was

a great learning experience for both the campers, as well as myself.

For the rest of the week, I focused on preparing any documents or worksheets I may need at camp. I first made a poster displaying the hands-on activities and topics covered in the class. Hopefully, this poster will help recruit more participants.

Once the poster was complete, I made some final revisions on the post-survey and then printed enough copies of the post-survey and parental consent forms for the week at camp.

I am really looking forward to the next two weeks at camp as I have been working towards this for the past 8 weeks! Although I am not completely sure of what to expect, my time piloting several activities this week, as well as teaching the EatFit class several weeks ago, have provided me with greater insight into teaching the class.

Posted in **Health and the Brain Neuroscience Outreach**

Week 7: July 8th – July 12th

Posted on **July 14, 2013** by **db479@cornell.edu**

In this post, I will take a brief excursion into the fMRI research realm of my summer internship. Since the last time I posted about the fMRI data analysis, I have finished scoring the variables on SPSS, created new composite variables, formulated correlation tables on Excel, and began summarizing the significant correlations.

As I mentioned in a previous post, I first created composite scores for variables by adding together scores for each individual item. For example, one of the scored variables I calculated was the subjective numeracy scale. This scale measures one's numeracy based on his/her ability and preference towards using and calculating numerical values. For example, your subjective numeracy score (preference) will be higher if you prefer knowing that there is a 10% chance of rain rather than a low chance of rain. Another question would ask you to rate how good you are with fractions, which addresses a subscale of subjective numeracy, specifically perceived ability. To calculate the composite subjective numeracy score for each participant, I added together the subscores for both ability and preference. I repeated this process for each variable. Because of the way SPSS handles missing data, I then calculated mean composite scores, as opposed to sums.

Once all the composite scores had been calculated, I began creating correlation tables on SPSS. Because there were four different locations where participants were tested, I created tables that could compare correlations between groups. For example, one site tested Cornell undergraduates while another tested adult professionals. When creating the tables, I divided the sites into four composite groups; all subjects, all subjects except Cornell undergraduates, all subjects except professionals, and just Cornell undergraduates. I then made two correlation tables per group; one using the Spearman rank correlation coefficient and the other using the Pearson product-

moment correlation coefficient. The Spearman rank correlation test measures nonparametric statistical dependence between two variables (a more conservative test) while the Pearson correlation test measures the linear correlation between two variables. Altogether, I created eight correlation tables which I then exported to Excel. Once formatted correctly, I printed the eight tables. One seemingly simple piece of advice I gained through this process is to check your work for errors multiples times before printing, especially if printing many pages (or 80 pages in my case).

Once printed, I began summarizing significant correlations. In order for a correlation to be considered "statistically significant," it must have a p-value of less than .05, meaning that there is less than a 5% chance of the correlation being due to random chance. I then clustered the significant correlations into more general groups, such as numeracy and reward responsiveness measures. Within each larger group, I separated correlations into smaller clusters. For example, within the numeracy measures group, I found correlations between numeracy and risk taking as well as numeracy and signed confidence. I then listed each significant correlation within each smaller cluster. For example, within the numeracy and risky choices cluster, I found that those with higher subjective numeracy scores made fewer risky choices in the gain frame. Basically, this means that when given the option between winning some money or gambling to win more money or nothing, subjects with higher subjective numeracy scores were more likely to choose the safe option. Another interesting finding was those with higher subjective numeracy scores also made more risky choices in the loss frame. Therefore, when choosing between losing $5 for sure or a 50 percent chance of losing $10 and a 50 percent chance of losing nothing, subjects were more likely to choose the gamble. These findings are quite interesting because, although these subjects have higher numeracy scores, they tend to exhibit greater framing effects than subjects with lower numeracy scores. The framing effect, a significant component of fuzzy-trace theory, is a type of cognitive bias where people react to decision making differently depending on if it is presented in the gain or loss frame.

Throughout this process, I have gained much insight into statistical analysis and now have a much better understanding of how to use SPSS to interpret data. In addition, working with SPSS and this data for the past couple weeks has given me a greater appreciation for all of the work involved in the research process. Personally, I found the most rewarding aspect to be analyzing the correlations because it combines all the work I have completed and incorporates it into significant results.

Posted in **Health and the Brain Neuroscience Outreach**

Week 6: July 1st – July 5th

Posted on **July 8, 2013** by **db479@cornell.edu**

This week had a relatively quiet start, but was quite busy by the weekend. Overall, I had two major tasks; finishing the two modules and editing the post-class survey.

For the modules, I reread the two autotutor lessons, from which the modules are based, to ensure that all major topics were included. In doing so, I realized that I had not incorporated enough information on the influence of media in my nutrition module, so I added discussion questions and an advertisement game to close this gap. I also reformatted both modules so that the neuroscience sections were at the beginning of the lessons. With these few adjustments, the two modules were completed!

After completing the class, the students will then fill out a survey measuring their understanding of nutrition, breast cancer genetics, and decision making. This survey will be the same as the one used with the autotutor courses, but will not be done on the computer. For the past couple days, I have been working on editing the survey to keep it as short as possible. By reformatting and removing any unrelated questions (such as those regarding the online autotutor layout) I was able to cut out more than 30 pages from the original survey.

With just two weeks left before I begin teaching at Bristol Hills, all the preparations are finally coming to fruition. Much time and effort has been put into the modules and survey, and I am delighted that they are complete. I can now focus on preparing the delivery of the modules. Over these next few weeks, I hope to practice going through the various games, activities and discussions to ensure that everything will run smoothly at camp.

Posted in **Health and the Brain Neuroscience Outreach**

Week 5: June 24th – June 28th

Posted on **June 30, 2013** by **db479@cornell.edu**

As I mentioned in my last post, this week was filled with teaching and presenting. On Tuesday, I spoke on a panel, along with two other undergraduates, to approximately 140 middle school students. Although I was slightly nervous at first, the feelings of trepidation melted away as I began talking about my own experiences in high school and college. The discussion began by having each panelist provide a brief introduction about him/herself and how we came to arrive where we are academically. Coincidentally, the other two panelists and I are all studying within the field of nutrition, though we each have different career paths. I am majoring in Human Biology, Health, and Society, which is under the Division of Nutritional Sciences, and am interested in a career in medicine and public health. Meanwhile, the other two panelists are interested in different areas within dietetics. All three of us have similar interests yet are pursuing different paths, which I believe helped show the student audience that there are many different options and opportunities when continuing their education.

After the panel presentation, I went directly to Martha Van Rensselaer Hall to meet with Anna, to teach the EatFit class with me, and the EatFit students. Through seven interactive lessons, the EatFit curriculum teaches students the importance and benefits of nutrition and fitness. This is also the curriculum on which my nutrition and neuroscience camp intervention will be based. The class consisted of a small group of highly motivated high school students, along with several chaperones, who were all interested and eager to learn. Over the course of three days,

I believe the students learned a great deal about nutrition and fitness. After the final day of teaching, one student approached me and told me how she is beginning to incorporate several EatFit concepts into her daily life, without even realizing it. It is a great feeling to know that I helped make an impact on the health and well-being of not just this one student, but the other students, as well.

Teaching this class also provided me with the opportunity to observe how students respond to different activities and class discussions, which I can use when formatting the health and neuroscience curricula. For example, the students seemed most engaged when there was a balance between class discussion and interactive activities. Using what I have learned by teaching, I plan on going over my two curricula to ensure that they will be well received by the summer camp participants. Teaching this class was an excellent experience that provided me with a greater insight into curriculum development and student response.

On Friday, I received the news that the International Review Board (IRB) approved the consent and assent forms we sent in last week. After receiving this news, I created an electronic consent document on Qualtrics, an online survey platform, which will soon be sent to the parents of the camp participants.

Overall, this week has been a great learning experience, which I hope to apply to the rest of my summer internship.

Posted in **Health and the Brain Neuroscience Outreach**

Week 4: June 17th – June 21st

Posted on **June 23, 2013** by **db479@cornell.edu**

I spent the majority of this week developing the breast cancer genetics and neuroscience module. After much time and effort researching and developing ideas for this module, I am happy to say that the outline is almost complete. I have really enjoyed developing games and activities for the campers that will teach them about the science and decision making process regarding breast cancer genetics and neuroscience. I am hoping to pilot the two modules locally, however, which will give me a better idea as to the timing of the different activities, to be sure they don't exceed the allotted time frame.

In order for students to be permitted to participate in this module, which will be doubling as a research study, they will need signed permission by a parent or guardian. Therefore, this week I also created consent and assent forms for the 4-H camp participants. I used two preexisting consent forms as a model to make these new forms. The consent and assent forms were then sent to the university for approval.

I have also been preparing for my participation in the 4-H Career Explorations program on campus next week. This program provides middle and high school students the chance to explore various academic interests and career opportunities. I will help teach the EatFit class, which highlights the importance of healthy nutrition and fitness, to

high school students. Teaching this class will provide me with a good introduction into teaching, helping me prepare for teaching at the 4-H camp later this summer. In addition to teaching the class, I will also be presenting as part of a "University U" panel for 7th and 8th graders. As part of the panel, I will discuss how I chose my college major, how I ended up on my career path, and other career exploration topics. This should be an exciting experience where I have the opportunity to use my own personal knowledge and past experiences to enrich the lives of the Career Explorations participants.

Posted in **Health and the Brain Neuroscience Outreach**

Week 3: June 10th – June 14th

Posted on **June 17, 2013** by **db479@cornell.edu**

I have made a lot of progress this past week on developing the camp modules. I focused mainly on developing the nutrition and neuroscience module, and have gotten quite close to completing it! I created an outline consisting of the learning objectives, major topics covered, and learning activities. The most difficult aspect of creating the module so far has been integrating neuroscience into the preexisting curriculum. While maintaining the essential components of nutrition, I want to ensure that the neuroscience components connect well with what I will be teaching about nutrition. While I only have the rough outline completed for this module, it feels like such an accomplishment and I am now beginning to discover how much work and effort must go into developing educational curricula.

I have also been analyzing data using the statistical analysis program, SPSS, as part of the neuroscience and decision making team. Because I had no previous experience with SPSS, I had to first complete the SPSS tutorial in order to learn how to use this program. For the assignment, we had data from a recent study that needed to be analyzed. Before several components could be fully understood, they needed to be scored using SPSS. For example, several questions on the study asked participants questions pertaining to their "state anxiety," defined as how much anxiety they were experiencing at the moment they were taking the survey. Participants were asked to rate their emotions on a scale of 1-6. In order to determine overall state anxiety, we had to add up the score for each individual question regarding state anxiety and express it as a composite score. To do this, I created syntax to calculate the sum of each question and create new variables that represent this summation.

I am happy with the progress I have made this week on the nutrition and neuroscience module and my goal for next week is to finish the outline for the breast cancer genetics and neuroscience module. One possibility, to make this module more relevant for campers, is to frame it in a health literacy context. Health literacy is one's ability to obtain and understand health information in order to make appropriate health decisions. By incorporating health literacy, I can teach the science of genetics and neuroscience while also providing them with a greater insight into health information and decision-making.

Log In

Cornell University Cooperative Extension

SEARCH CORNELL: Go

Pages People more options

Home

2013 CCE Summer Internships

CATEGORY ARCHIVES: HEALTH AND THE BRAIN NEUROSCIENCE OUTREACH

Newer posts →

Week 2: June 1st – June 7th

Posted on **June 9, 2013** by **db479@cornell.edu**

This week I continued working on my camp curriculum. The two existing curricula which I am basing my summer camp module on were created as autotutor lessons to be delivered on the computer. Therefore, I am working on changing the current format to be delivered orally, as well as making it more interactive for the camp setting.

On Monday, I borrowed books from Mann Library on adolescence and the brain, as well as one on neuroscience education. The neuroscience education book has pertinent information on the effects of nutrition on the nervous system, which I can incorporate into my nutrition module. In addition, I have been researching preexisting modules on health and neuroscience to use as examples for the module I am developing.

On Wednesday, I met with Tim Davis, the 4-H program leader at Bristol Hills, and graduate student, Evan Wilhelms, to discuss my visit to Bristol Hills 4-H Camp later this summer. I will be delivering the module to campers in a special STEM camp as well as potentially to campers as a part of the general camp. We will be randomly assigning interested participants into two groups; one will learn about nutrition and neuroscience while the other group learns about breast cancer genetics and neuroscience. Both lessons will be between an hour to an hour and a half plus a survey afterwards. In order to gather statistically significant data through the survey, we will need at least twenty campers per study group. We are going to be sending out assent forms beforehand for interested campers to complete, which will also let us know if we reach the twenty camper minimum.

A key aspect of the STEM module is the importance of not just teaching science, but teaching the process of science by using an engaged learning approach. Keeping this in mind, I have developed several potential learning activities to incorporate into the module. For example, in order to introduce the campers to neuroscience and the brain, we could play a “synapse” tag game where half the campers are neurotransmitters trying to move the from the axon

terminal (one side of a field) to the dendrite (the opposite side of the field). Meanwhile, the other half of the campers are enzymes trying to prevent the neurotransmitters from crossing. This would teach about the movement of signals between neurons as well as the process of neurotransmitter degradation, while still being actively engaging for the campers.

I have a lot of work ahead of me in order to make this module a success, but I am already learning a great deal from the process.

Posted in **Health and the Brain Neuroscience Outreach**

Week 1: May 27th – May 31st

Posted on **June 3, 2013** by **db479@cornell.edu**

I began working in Dr. Reyna's Laboratory for Rational Decision Making towards the end of the spring semester as a member of the neuroscience and decision-making team. In the lab, we analyze fMRI data to test hypotheses from fuzzy trace theory about brain activity during decision making tasks. As the semester progressed, I developed a greater understanding of neuroscience and decision making. Now as I begin my Health and the Brain Neuroscience Outreach internship, I eagerly anticipate applying what I have learned so far, as well as what I continue to learn, to my summer research.

This summer, I will develop and deliver an interactive 4-H STEM module integrating two existing curricula, one on nutrition and fitness and another on breast cancer genetics, with neuroscience and the brain. In July, I will present this module to middle school campers at Bristol Hills 4-H Camp in Canandaigua, New York. I am excited to have this opportunity to make a positive impact on the camp youth. In addition to this project, I will continue with related research in the context of the neuroscience and decision-making team.

This past week, I began developing the module for the 4-H camp. I have also been reading several of Dr. Reyna's papers on fuzzy trace theory and neuroscience so that I can gain a better understanding of what I intend to teach later in the summer. My goal is to incorporate what I am learning in the lab to make connections between health and the neuroscience of decision making. I am also starting to develop ideas on how to best condense and deliver the preexisting curriculum on breast cancer genetics to work in a camp environment. In the lab, I have also been reviewing and summarizing correlations in behavioral data from recent fMRI studies. I am greatly looking forward to both the outreach of working with camp youth and continuing my research on neuroscience and decision making during this internship.

Posted in **Health and the Brain Neuroscience Outreach**

Newer posts →

CATEGORIES

- 4-H STEM Camp Experience (10)
- 4-H Youth Geospatial Science: County STEM Connections (7)
- Applied Aquaponics (9)
- Communicating Climate Change to New Yorkers (3)
- Connecting Feeder Cattle and Carcass Measurements to Retail Value of Beef (7)
- Development of a Youth Evaluation Tool for the Choose Health: Food, Fun, and Fitness Curriculum (3)
- Development of Willow Bioenergy Crop Outreach and Educational Materials (5)
- Does the Income Achievement Gap Begin in Infancy? (9)
- Employing Biological Control to Manage Brown Marmorated Stink Bug (BMSB) in Organic Vegetable Production Systems (12)
- Engage Youth in STEM Learning and Resource Development through Innovations in Activewear (7)
- Field Crops Nutrient Management Applied Research and Extension Internship (8)
- Food Waste and Consumer Outreach (10)
- Health and the Brain Neuroscience Outreach (12)
- Healthy Gardens, Healthy Youth (6)
- Measuring and Improving Rural Food and Physical Activity Environments to Improve Health (5)
- Parent Education in NYC (5)
- Parent Education in Suffolk County (6)
- Plum Curculio Management in Organic Apple Production: Develop Management Strategies using Bio-control Nematodes (6)
- The New York State “Master Watershed Steward” Program: Building Capacity for Watershed Stewardship in New York (5)
- The PROSPER Partnership Model: Evidence-Based Programs that Reduce Risky Youth Behaviors, Enhance Positive Youth Development, and Strengthen Families (13)
- The Wild Harvest Table (5)
- Transforming Teens: Brief Interventions in a Camp Setting (7)
- Under-vine Groundcovers to Reduce Herbicide Use and Vine Vigor in Vinifera Wine Grapes (10)
- Use of Social Media and Mobile Technology (5)
- _Uncategorized (22)

ARCHIVES

- October 2013
- September 2013
- August 2013
- July 2013
- June 2013
- May 2013

ADMIN

- Log in

Powered by **Edublogs Campus** and running on **blogs.cornell.edu**

© 2016 **Cornell University**

Cornell Cooperative Extension is an equal opportunity, affirmative action educator and employer.

Hosted by CampusPress