

AP Capstone

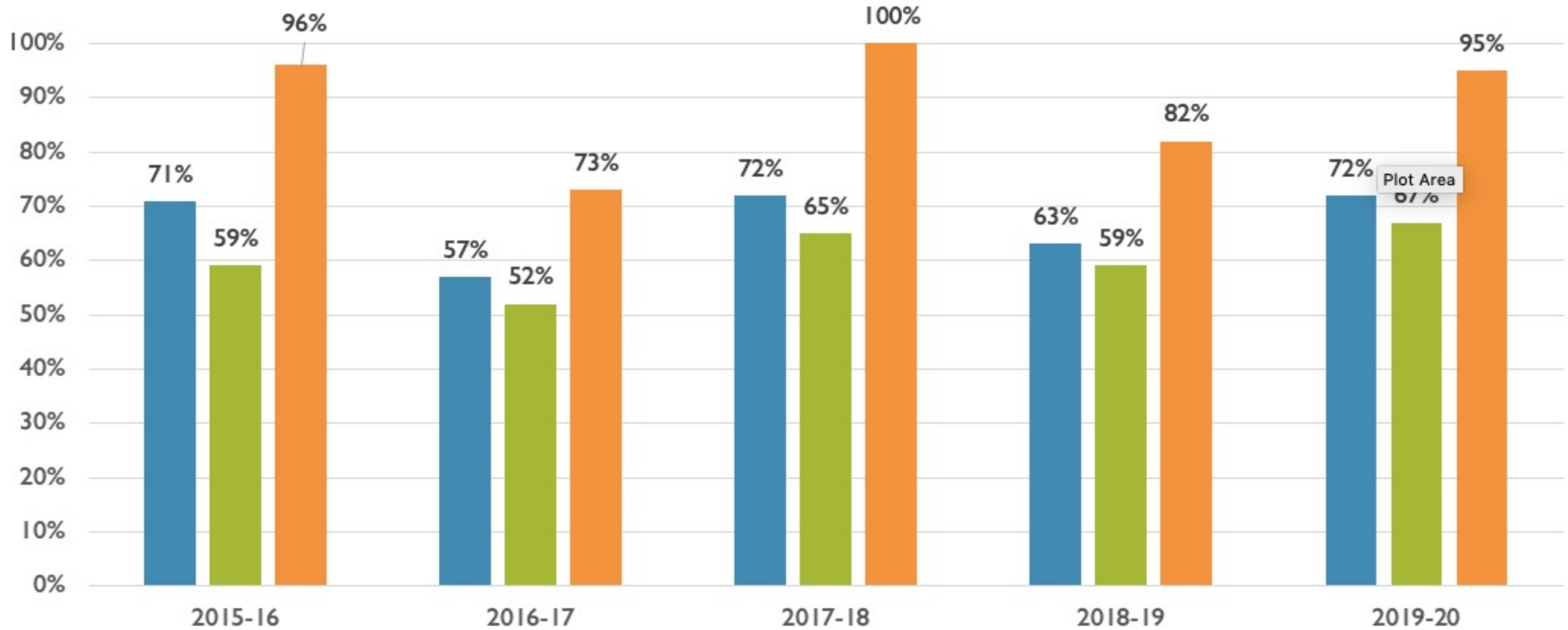
JWMHS Success Stories



AP CAPSTONE PASS RATES

	JWMHS SEMINAR	NATIONAL AVERAGE SEMINAR	JWMHS RESEARCH	NATIONAL AVERAGE RESEARCH
2015-16	100%	73.1%	---	---
2016-17	100%	86.7%	97%	70.3%
2017-18	97.2%	82.2%	96%	74%
2018-19	100%	81.1%	96.8%	75.9%
2019-20	100%	80.7%	100%	72.5%

AP Seminar/AP Language Pass Rate Correlation



- AP Lang Pass Rate of All Students Enrolled in Lang
- AP Lang Pass Rate of Students Taking Lang but NOT Seminar
- AP Lang Pass Rate of Students Taking Lang AND Seminar at the Same Time



Fri 5/22/2020 1:44 PM

To: Jamela H. Orrego; Beth A. Seletos

Mrs.Orrego & Seletos,

I hope you are doing well during this time and your students are able to push through and finish up their work strong! I looked and saw that the final submission date for Research is coming up, so I figured it may be a good time to send a follow up email and some words for your students.

Firstly, my research has changed slightly in direction since my last email. The data set we were using was a bit misleading in what data it actually had for us, so we changed our purpose to focus on **symptoms** of Depression and Anxiety in COPD, **rather than the presence of a medical diagnosis** of those comorbidities, over time. This is more

it worked out. We analyzed the data with some interesting findings that have exciting implications for interventions in the field with regards to the disease! We are submitting it for publication now to the Journal of

publication as soon as that happens!





Fri 5/22/2020 1:44 PM

To: Jamela H. Orrego; Beth A. Seletos

Otherwise, I just wanted to wish your students luck and hope that anyone isn't cramming too hard! Some of them might not appreciate what they are doing now, but regardless of "college credit", taking those two classes are extraordinarily invaluable when it comes to be a proficient writer and college student. Thought my entire time in

me. Having the ability to navigate databases and write academically at the college level straight out of high school will make 90% of what they write such a breeze. My classes are just now teaching the skills of navigating EBSCO in my SENIOR year here at USF. I know if they have made it this far, they are some of the most extraordinary students that Mitchell has to offer, and regardless of how they feel about research,

next! I look forward to seeing the most 5's ever in both classes this year! Good luck to them! (And if this is too late, well Congratulations to them for finishing these classes strong!)

Best Wishes,

[Redacted signature]





Wed 1/20/2021 7:13 PM

To: Jamela H. Orrego; Beth A. Seletos

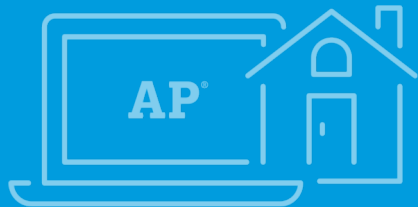
Mrs.Orrego & Seletos,

I wanted to reach out one more time and give you an update on how my collegiate career with research has been going. I had submitted that aforementioned research to multiple publications, however we are still in the process of publication unfortunately. Attached is our updated manuscript in peer review. Also, the bigger news is that I found out

the college of nursing at USF, with the intent of starting my career as a Nurse Researcher. I cannot wait for the ability to conduct research as my life's work and I again, thank you both for introducing me to it and fostering my love for it.

Thanks,

[Redacted signature]





Wed 1/20/2021 7:13 PM

To: Jamela H. Orrego; Beth A. Seletos

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Prediction of Anxiety and Depressive Symptoms from Modifiable Factors in Patients with COPD.

Abstract

Introduction: Anxiety and depressive symptoms affect up to 80% of people with chronic obstructive pulmonary disease (COPD). There is no consensus in how to treat these symptoms in COPD, thus it is imperative that researchers and clinicians target modifiable patient factors to reduce the impact of these symptoms.

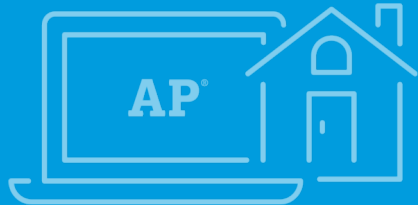
Aim/Question: The purpose of this secondary data analysis was to examine which modifiable psychological, behavioral, and physical factors predict anxiety and depressive symptoms in COPD.

Method: A secondary data analysis of 1760 patients with COPD using multiple regression to predict anxiety and depressive symptoms from the same sets of modifiable patient characteristics and demographic controls.

Results: Females, general quality of life (physical component [QOL-PC]), disease impact, symptom self-management, shortness of breath, functional capacity and clinically relevant symptoms of anxiety were significant predictors of depressive symptoms. Significant predictors of anxiety symptoms were females, QOL-PC, somatic symptom burden, disease impact, symptom self-management, functional capacity and clinically significant symptoms of depression.

Discussion: These findings contribute evidence for the role of modifiable factors in the prediction of symptoms of depression and anxiety.

Implications for Practice: Anxiety and depressive symptoms can be improved by targeting modifiable predictors, such as disease impact, symptom self-management and concomitant anxiety/depressive symptoms.





Wed 1/20/2021 7:13 PM

To: Jamela H. Orrego; Beth A. Seletos

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Introduction

Chronic obstructive pulmonary disease (COPD) is characterized by persistent pulmonary symptoms and potentially irreversible airflow limitation (Ho, Cusack, Chaudhary, Satia, & Kurmi, 2019). Substantially burdensome symptoms such as cough, phlegm, fatigue, chest tightness, and dyspnea impact many patients daily (Bugajski et al., 2019). Virtually all patients experience one disease-related symptom per day, and those in moderate to severe disease stages can experience an average of 7.9 to 17.6 symptoms per day; some report experiencing up to 57 different disease-related symptoms (Christensen, Holm, et al., 2016; Christensen, Rustoen, et al., 2016; Kinsman, Fernandez, Schocket, Dirks, & Covino, 1983; Zhou, Zhou, Zhao, & Chen, 2017). Progression of the disease is often accompanied by debilitating symptoms, decreases in functional capacities, and a variety of comorbidities. Anxiety and depressive symptoms are two commonly occurring and compounding symptomologies in people with COPD. Estimates state that up to 80% of all people with COPD experience anxiety and/or depressive symptoms, however, consensus suggests that approximately 33% to 50% experience these symptoms regularly (Tselebis et al., 2016).





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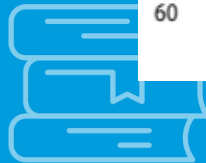
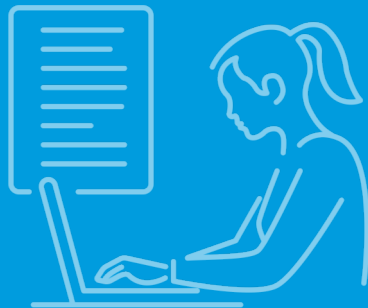
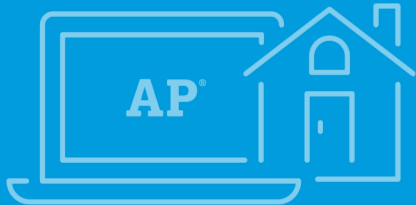
To: Jamela H. Orrego; Beth A. Seletos

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Material and Methods

Participants and procedure

This was a secondary data analysis of pre-intervention/baseline data from the National Emphysema Treatment Trial (NETT) from the National Heart, Lung and Blood Institute (1999). The NETT was a multicenter trial aimed to examine the efficacy, morbidity, and mortality of lung volume reduction surgery (LVRS) compared to normal medical treatment of those with emphysema-COPD. The NETT investigators screened 3,777 patients to achieve an analytic sample of 2,500. For our purposes, we chose to only include patients with complete data which resulted in a sample of 1,760 patients with COPD. All subjects in the NETT provided written and informed consent to participate after the nature of the procedures had been fully explained. Full





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Wed 1/22/2020 1:59 PM

To: Beth A. Seletos; Jamela H. Orrego

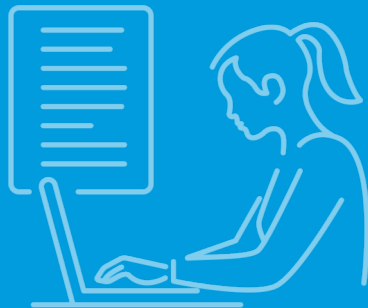
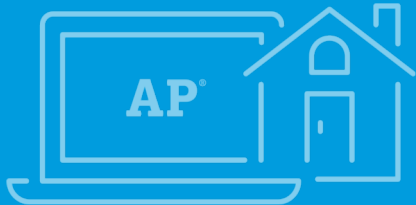
Miss Seletos and Miss Orrego,

Hello, it's [redacted] I'm writing to let you know that I just got offered a full time job on a research team studying economics of development and innovation! I've been doing an undergrad research program up at FSU where I have been under a research mentor and he offered me this position because of the work I've done for him so far!

Today he asked me how I am so understanding of how college-level research works and I immediately told him about the Capstone program and how my teachers (you two) did a great job encouraging me to further my research career.

I thought you guys would enjoy hearing this and I also just want to say thank you for everything! Going to a university has made me realize just how prepared you guys got me for all of my classes and I am so incredibly grateful for that.

Thanks again,





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To: Beth A. Seletos; Jamela H. Orrego

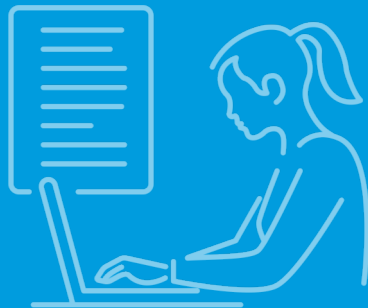
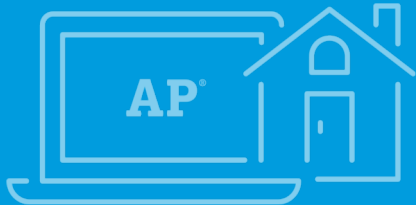
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Today he asked me how I am so understanding of how college-level research works and I immediately told him about the Capstone program and how my teachers (you two) did a great job encouraging me to further my research career.

I thought you guys would enjoy hearing this and I also just want to say thank you for everything! Going to a university has made me realize just how prepared you guys got me for all of my classes and I am so incredibly grateful for that.

Thanks again,



From: [REDACTED]

Sent: Wednesday, January 6, 2021 2:27 PM

To: Beth A. Seletos <bseletos@pasco.k12.fl.us>; Jamela H. Orrego <jorrego@pasco.k12.fl.us>

Subject: Research Teaching Job

Miss Seletos and Miss Orrego,

I hope you both are doing well! I know everything has been insane with COVID so I thought I would share some good research-related news with you guys.

I recently got accepted to be a UROP mentor as FSU. UROP, which stands for Undergraduate Research Opportunity Program, is the program which allowed me to get my job as a research assistant before. The actual class is taught by students, and I was selected to be one of the teachers! I'm currently taking a class that teaches me how to teach the class (which looks funny after typing it, but you get the point).

I talked about capstone in my interview process, so this is just yet another situation of it putting me ahead of everyone else! I'm super excited to be able to teach my own class and to pass on some of the knowledge that you guys gave me.



From: [REDACTED]

Date: Sunday, December 20, 2020 at 12:44 PM

To: "Beth A. Seletos" <bseletos@pasco.k12.fl.us>, "Jamela H. Orrego" <jorrego@pasco.k12.fl.us>

Subject: JWMHS Appreciation

Hello Mrs. Seletos and Mrs. Orrego,

I hope you both are doing well. After finishing this semester at the University of Florida, I took some time to reflect on my accomplishments. I wanted to express my gratitude to both of you for how you influenced me as a student and as a person during my time at JWMHS. This past semester I have been working as an exercise specialist at a physical therapy clinic in Gainesville and just recently accepted a teaching

assistant position in AP Physics, which I think you will be happy to hear is titled *Research Methods*. I feel as though my time in AP Capstone provided me with a solid foundation that has contributed to my success at UF. There have been countless occasions in which I have been asked to read and critique research articles, write research proposals, and do collaborative group projects analyzing research. These are all things I

program that I entered college feeling confident in my ability to analyze and conduct research. Time and time again, I have been reminded of how valuable that experience was. So I just wanted to say thank you. Thank you for helping me grow and pushing me to set goals that challenged me. I will forever be grateful for my time at JWMHS and all of the teachers who shaped me into the person I am today. I hope you both have a wonderful break and happy holidays!



From: [REDACTED]

Date: Sunday, December 20, 2020 at 12:44 PM

To: "Beth A. Seletos" <bseletos@pasco.k12.fl.us>, "Jamela H. Orrego" <jorrego@pasco.k12.fl.us>

Subject: JWMHS Appreciation

Hello Mrs. Seletos and Mrs. Orrego,

I hope you both are doing well. After finishing this semester at the University of Florida, I took some time to reflect on my accomplishments. I wanted to express my gratitude to both of you for how you influenced me as a student and as a person during my time at JWMHS. This past semester I have been working as an exercise specialist at a physical therapy clinic in Gainesville and just recently accepted a teaching assistant position in APK4050, which I think you will be happy to hear is titled *Research Methods*. I feel as though my time in AP Capstone provided me with a solid foundation that has contributed to my success at UF. There have been countless occasions in which I have been asked to read and critique research articles, write research proposals, and do collaborative group projects analyzing research. These are all things I learned and practiced in the AP Capstone program. It is because of this

program that I entered college feeling confident in my ability to analyze and conduct research. Time and time again, I have been reminded of how valuable that experience was. So I just wanted to say thank you. Thank you for helping me grow and pushing me to set goals that challenged me. I will forever be grateful for my time at JWMHS and all of the teachers who shaped me into the person I am today. I hope you both have a





Thu 10/15/2020 9:27 PM

To: Jamela H. Orrego; Beth A. Seletos

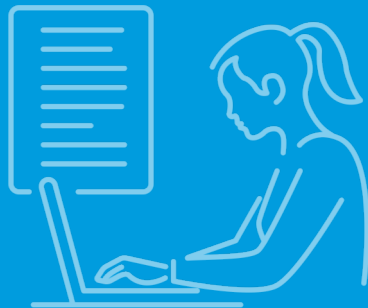
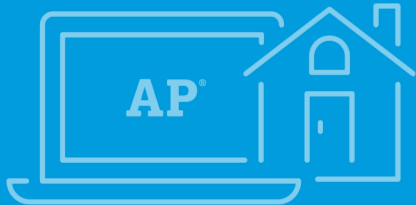
Hey you two, I wanted you both to know I was thinking of you and wanted to share some news with you. I'm pretty sure you'll both get a kick out of this. I applied for the Harvard Undergraduate Foreign Policy Initiative this semester, which is essentially a think tank at the college that works for US government organizations and foreign governments.

written, foreign policy or otherwise. Want to know what papers I gave them?

Yup (The North Korea and Social Credit System papers). I ended up getting in too!

Just wanted to send a quick thank you for the opportunities that you two gave me and how well it's paid off.

Here's their website in case you want some more details. The work we're doing is borderline ridiculous - take a look at their Project tab for current policy being written.





Thu 10/15/2020 9:27 PM

To: Jamela H. Orrego; Beth A. Seletos

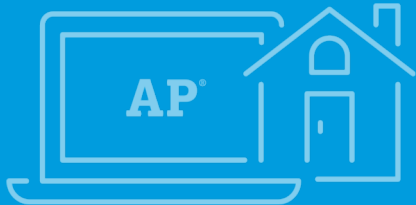
I'm part of the team writing a defense white paper on Iran's threat level and how best to bring US-Iranian relations to a more stable level. This is, of course, orders of magnitude above my paygrade, but it's still pretty cool.

If you two are so inclined, I'm sure this will make for excellent not-propaganda for the Seminarii and Researchers to show just how useful their work might be later on. Give them a little more motivation, and all that.

Stay safe,

[Redacted signature]

<https://www.harvardforeignpolicy.org/>



From: [REDACTED]

Sent: Tuesday, December 22, 2020 12:37 PM

To: Beth A. Seletos <bseletos@pasco.k12.fl.us>

Subject: Exciting News!

Hi Mrs.Seletos,

I hope this email finds you well. I just wanted to reach out

published article with my name on it. I'm thankful that I got to be a part of your class and how it got me involved in research!

<https://www.biorxiv.org/content/10.1101/2020.12.19.423537v1?rss=1>





[Redacted name and phone number]

Fri 9/18/2020 2:04 PM

To: Beth A. Seletos; Jamela H. Orrego

Hello Mrs. Seletos and Mrs. Orrego,

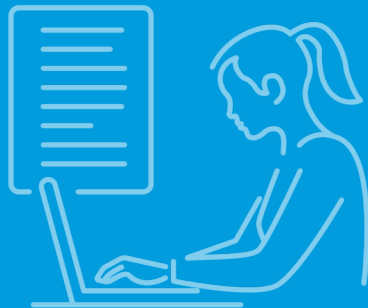
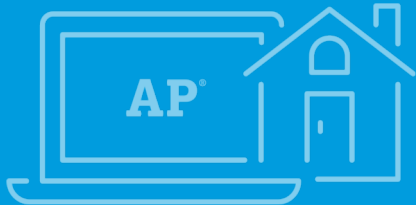
I hope you are doing well, especially with juggling this school year with COVID.

I just wanted to reach out to you to say thank you for the AP Capstone program. In high school it's hard to realize just how important the

research methods and how to write research papers has been so valuable in almost every class I've taken. Because of my experience with my AP Research project, I just got accepted into a highly-esteemed lab here at FSU that is working in conjunction with UF Shands and other pediatric hospitals around the US.

Missing you and I hope you're staying safe,

[Redacted signature]





m>

Thu 5/28/2020 9:11 PM

To: Beth A. Seletos

Hi Ms. Seletos! I just wanted to thank you for a great school year, even though it didn't end as expected. I learned so much in your class about now to write a convincing argument, and I am grateful to have these skills moving forward in Research and beyond. Seminar has definitely been a worthwhile experience for me, being able to explore real-world topics that interest me, while learning new research and argument skills in the process. You are an amazing teacher, and I hope I have you for AP Lit next

