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Springs



Keynote Speaker

Dr. Jessi L. Smith

Vice Provost & Associate Vice Chancellor for
Research, Research Integrity Officer, and
Professor of Psychology

Lab Rats and Lab Mates: The Motivational Push and Pull of Undergraduate Research Experience

Faculty research labs are essential to inspiring their students' passion for discovery and innovation. That lab setting is a vibrant and immersive "microculture" where students exchange ideas, norms, and values with their fellow lab mates and faculty mentors. In this presentation,

we will learn how the undergraduate research experience is a key social context in which students come to understand what it means to be a researcher. We will review findings from a series of national longitudinal and experimental studies with over 1,000 undergraduates to illustrate how the research experience pushes and pulls students' identity-development, motivation, and career aspirations. We end by reviewing evidence-based strategies for creating and sustaining an inclusive and diverse research microculture to shape the next generation of scholars and advance the frontiers of knowledge.





COLORADO COLLEGE



From Left: Basimah Curry, Cerella Zhao, Luke Bleckman, Isabella Hageman, Denise Benitez, Riley Hester, Gina Lynch, Jack Higgins, Fargol Yeganeh Fathi, Violet Datcu, Luca Pieretti, Annie Seymour





Virtual Bonds, Real Effects: Female Otome Game Players' Self-Perceptions and Empowerment

Cereila (Yanjia) Zhao and Tomi-Ann Roberts
Colorado College, Colorado Springs, CO



Introduction

Virtual Bonds, Real Effects: Female Otome Game Players' Self-Perceptions and Empowerment

Introduction (continued)

Method

Results

Conclusions

Method

Method (continued)

Results

Conclusions

References

Appendix

Figure 1

Figure 2

Figure 3

Figure 4

Figure 5

Figure 6

Figure 7

Figure 8

Figure 9

Figure 10

Figure 11

Figure 12

Figure 13

Property of EPIIC





Digital Media Consumption and Honor Beliefs in Iran



Fargod Veterans Park
The Colorado College, Colorado Springs, CO

Background

Media Consumption

- Increasing social media usage in Iran
- Although social media is banned in Iran, about 40% of the population uses it
- Media Consumption often indirectly connects cultural norms and values to students' lives

Digital Media and Cultural Evolution

- Digital media impacts how students receive and process information
- Allows students to engage in digital communication
- Provides a platform for students to express their views
- Facilitates the exchange of ideas and information
- Helps students to stay updated on current events
- Enables students to connect with peers and family members
- Provides a platform for students to express their views

Study Objectives

Identify the impact of digital media consumption on the cultural beliefs of students in Iran

Methodology

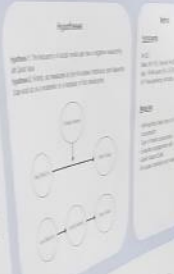
Qualitative research using semi-structured interviews

Findings

Digital media consumption has a significant impact on the cultural beliefs of students in Iran

Conclusion

Digital media consumption has a significant impact on the cultural beliefs of students in Iran





Assessing the Equine Guided Learning and Healing Experience: A Self-Determination Theory Perspective

Luca Pietetti
The Colorado College, Colorado Springs, CO

Introduction

Self-Determination Theory

Self-Determination Theory (SDT) is a broad, integrative model of human motivation, personality, and well-being. It is based on the idea that people have three basic psychological needs: autonomy, competence, and relatedness. These needs are essential for psychological growth and well-being. SDT has been applied to a wide range of contexts, including education, work, and health (e.g., Deci & Ryan, 2008).

SDT defines three critical ingredients to fostering competence, autonomy, and relatedness: supporting and enhancing these needs is essential to self-determined and psychologically fulfilling functioning. For an overview and supporting empirical research, see Ryan et al. (2009), Ryan & Deci (2017).

Autonomy-Supportive Learning Environments

Autonomy-supportive environments are characterized by the availability of choices, the opportunity for self-direction, and the encouragement of personal goals and interests. These environments are essential for fostering self-determined learning and well-being (e.g., Deci et al., 1991; Ryan & Deci, 2008; Ryan & Deci, 2017).

Equine Guided Learning and Healing Experience (EGLHE)

The Equine Guided Learning and Healing Experience (EGLHE) is a program designed to provide students with a unique learning and healing experience. The program is based on the idea that interacting with horses can help students develop self-awareness, empathy, and resilience. The program is designed to be an autonomy-supportive learning environment (e.g., Ryan & Deci, 2008).

Hypotheses

1. Students who participate in EGLHE will report higher levels of self-determined learning and well-being compared to students who do not participate.
2. The effect of EGLHE on self-determined learning and well-being will be mediated by the satisfaction of the three basic psychological needs (autonomy, competence, and relatedness).
3. EGLHE will have a positive effect on self-determined learning and well-being for students with lower levels of self-determined learning and well-being.

Selected References

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macro theory of human motivation, personality, and well-being. *Annual Review of Psychology*, 59, 427-446.

Ryan, R. M., & Deci, E. L. (2008). Self-determination theory and the role of basic psychological needs in psychological well-being. In P. T. P. Tang, M. H. Ho, & A. S. C. Chan (Eds.), *Handbook of self-determination theory* (pp. 213-235). New York: American Psychological Association.

Method

Participants

200 Colorado College students across three courses (about 100 students) completed the survey. The survey was administered in the fall semester of 2022. The survey was administered to students in the fall semester of 2022. The survey was administered to students in the fall semester of 2022.

Measures

Autonomy-Supportive Learning Environments

The Autonomy-Supportive Learning Environments (ASLE) scale was used to assess the extent to which students perceived their learning environments as autonomy-supportive. The scale consists of 10 items, such as "I feel that my instructor encourages me to express my own ideas" and "I feel that my instructor provides me with choices in my learning." The scale is a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Self-Determined Learning and Well-Being

The Self-Determined Learning and Well-Being (SDLWB) scale was used to assess the extent to which students reported self-determined learning and well-being. The scale consists of 10 items, such as "I feel that I am in control of my learning" and "I feel that I am motivated to learn." The scale is a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Basic Psychological Needs

The Basic Psychological Needs (BPN) scale was used to assess the extent to which students reported satisfaction of their basic psychological needs. The scale consists of 10 items, such as "I feel that I have choices in my learning" and "I feel that I am competent in my learning." The scale is a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Procedures

The survey was administered online using Qualtrics. The survey was administered to students in the fall semester of 2022. The survey was administered to students in the fall semester of 2022.

Results

Descriptive Statistics

The mean scores for the ASLE, SDLWB, and BPN scales are reported in Table 1. The mean scores for the ASLE, SDLWB, and BPN scales are reported in Table 1.

Correlations

The correlations between the ASLE, SDLWB, and BPN scales are reported in Table 2. The correlations between the ASLE, SDLWB, and BPN scales are reported in Table 2.

Mediation Analysis

A mediation analysis was conducted to test the hypothesis that the effect of EGLHE on self-determined learning and well-being is mediated by the satisfaction of the three basic psychological needs. The results of the mediation analysis are reported in Table 3.

Conclusions

The results of this study suggest that the EGLHE program is an effective way to provide students with a unique learning and healing experience. The program is based on the idea that interacting with horses can help students develop self-awareness, empathy, and resilience. The program is designed to be an autonomy-supportive learning environment (e.g., Ryan & Deci, 2008).

Discussion

Implications for Practice

The findings of this study have important implications for practice. The findings suggest that providing students with an autonomy-supportive learning environment can help them develop self-determined learning and well-being. The findings suggest that providing students with an autonomy-supportive learning environment can help them develop self-determined learning and well-being.

Limitations

There are several limitations to this study. The study was conducted with a convenience sample of students at a single institution. The study was conducted with a convenience sample of students at a single institution.

Future Research

Future research should investigate the long-term effects of the EGLHE program on students' self-determined learning and well-being. Future research should investigate the long-term effects of the EGLHE program on students' self-determined learning and well-being.

References

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macro theory of human motivation, personality, and well-being. *Annual Review of Psychology*, 59, 427-446.

Ryan, R. M., & Deci, E. L. (2008). Self-determination theory and the role of basic psychological needs in psychological well-being. In P. T. P. Tang, M. H. Ho, & A. S. C. Chan (Eds.), *Handbook of self-determination theory* (pp. 213-235). New York: American Psychological Association.

Appendix

Appendix A: Self-Determination Theory

Self-Determination Theory (SDT) is a broad, integrative model of human motivation, personality, and well-being. It is based on the idea that people have three basic psychological needs: autonomy, competence, and relatedness. These needs are essential for psychological growth and well-being. SDT has been applied to a wide range of contexts, including education, work, and health (e.g., Deci & Ryan, 2008).

Appendix B: Autonomy-Supportive Learning Environments

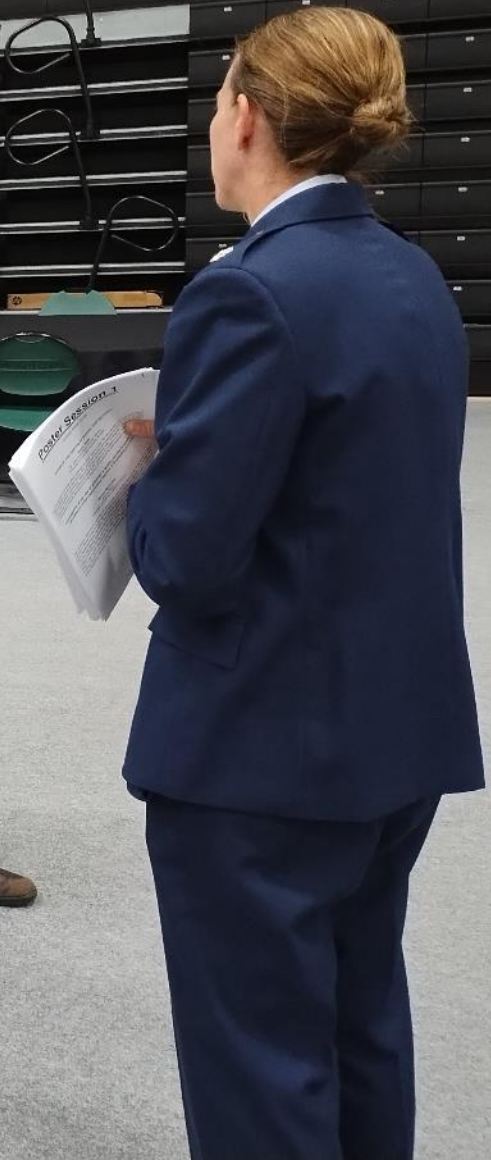
Autonomy-supportive learning environments are characterized by the availability of choices, the opportunity for self-direction, and the encouragement of personal goals and interests. These environments are essential for fostering self-determined learning and well-being (e.g., Deci et al., 1991; Ryan & Deci, 2008).

Appendix C: Self-Determined Learning and Well-Being

Self-determined learning and well-being refers to the extent to which individuals feel that they are in control of their learning and that they are motivated to learn. This state is essential for psychological growth and well-being (e.g., Ryan & Deci, 2008).

Appendix D: Basic Psychological Needs

The three basic psychological needs are autonomy, competence, and relatedness. Autonomy is the need to feel that one has choices and control over one's actions. Competence is the need to feel that one is effective and capable. Relatedness is the need to feel that one is connected to others (e.g., Ryan & Deci, 2008).





Modeling of the
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RELATIONS AND RESULTS

CONCLUSIONS & NEXT STEPS

CC
psychology

Mental Health and Wellbeing of Undergraduates Based on Financial Aid Status

Violet D. [unclear]
The Colorado College

Introduction

Need-Based Financial Aid

- Undergraduate students with family income per student exceeding \$10,000
- 72% of undergraduate students in the US are on some form of financial aid

For students on need-based aid:

- Increased risk of depression, anxiety, and stress
- Increased risk of academic difficulties
- Increased risk of social isolation
- Increased risk of substance use
- Increased risk of self-harm
- Increased risk of suicidal thoughts
- Increased risk of mental health issues

Social Connectedness and Belonging

- Increased risk of social isolation
- Increased risk of loneliness
- Increased risk of depression
- Increased risk of anxiety
- Increased risk of stress
- Increased risk of mental health issues

Campus and Psychological Resource Use

- Increased risk of not using campus resources
- Increased risk of not using psychological resources
- Increased risk of not using campus resources
- Increased risk of not using psychological resources

Hypothesis

Higher income was predicted for students on need-based aid. Higher income was predicted for students on need-based aid.

Lower income was predicted for students on need-based aid. Lower income was predicted for students on need-based aid.



More and Less Structured Toys: Can Different Toys Change the Prosocial Behaviors of Children?

Luke M. Slickman
Department of Psychology, The Colorado College

Introduction

Prosocial behaviors are behaviors that benefit others. The development of prosocial behaviors and self-regulation, often called the "big C's" (compassion, cooperation, and conflict resolution), are important for children's social success. Research suggests that children's prosocial behaviors are influenced by the structure of play activities.

Structural Play Contexts

- Activities that involve role-play, such as pretend play, are often associated with prosocial behaviors.
- Activities that involve rule-based play, such as board games, are often associated with prosocial behaviors.

Structural Play Contexts

Children's prosocial behaviors are influenced by the structure of play activities. Research suggests that children's prosocial behaviors are influenced by the structure of play activities.

Methods

Participants

Eighty children (ages 4-6) participated in the study. They were divided into two groups: one group played with more structured toys, and the other group played with less structured toys.

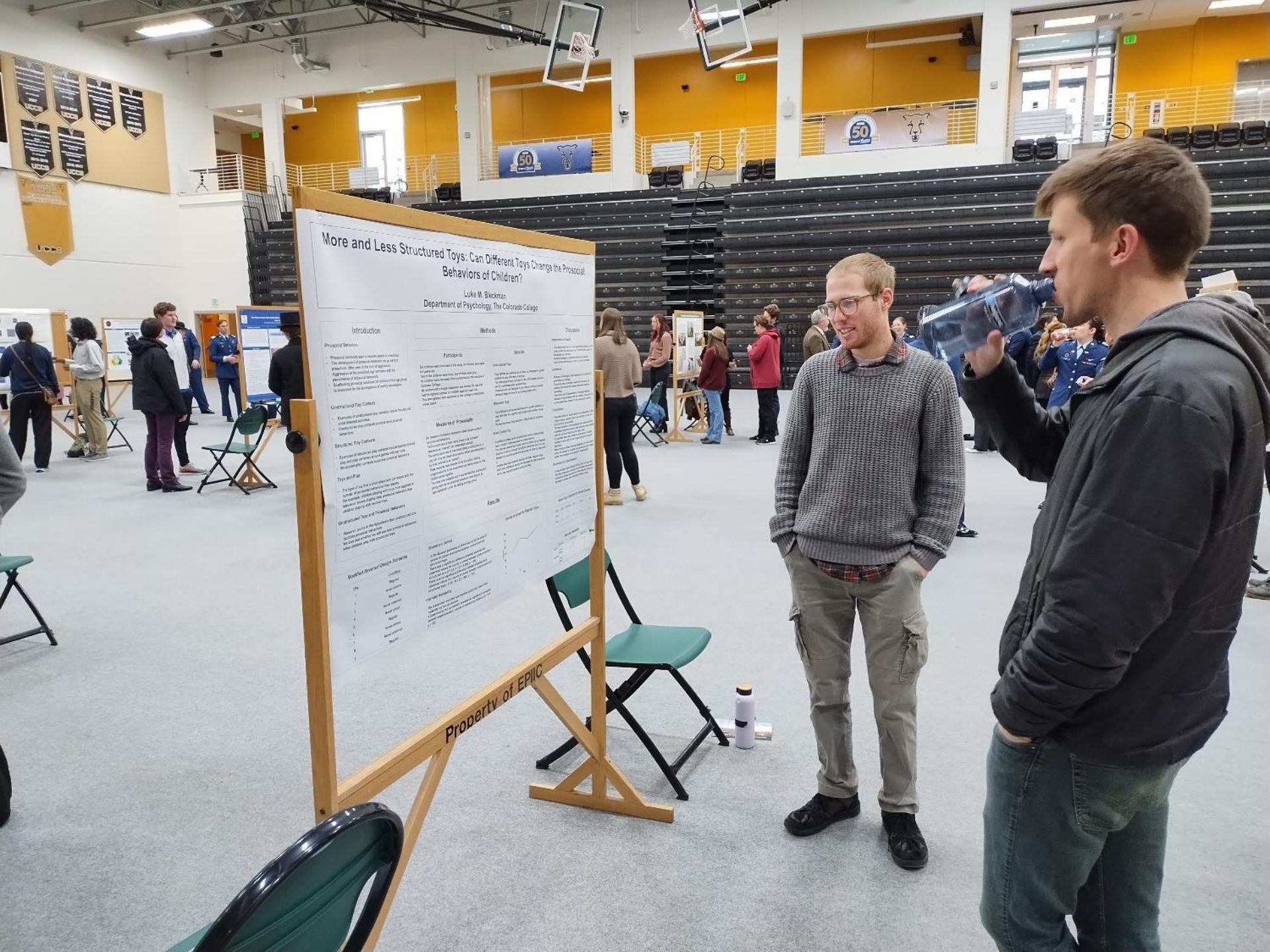
Measures of Prosociality

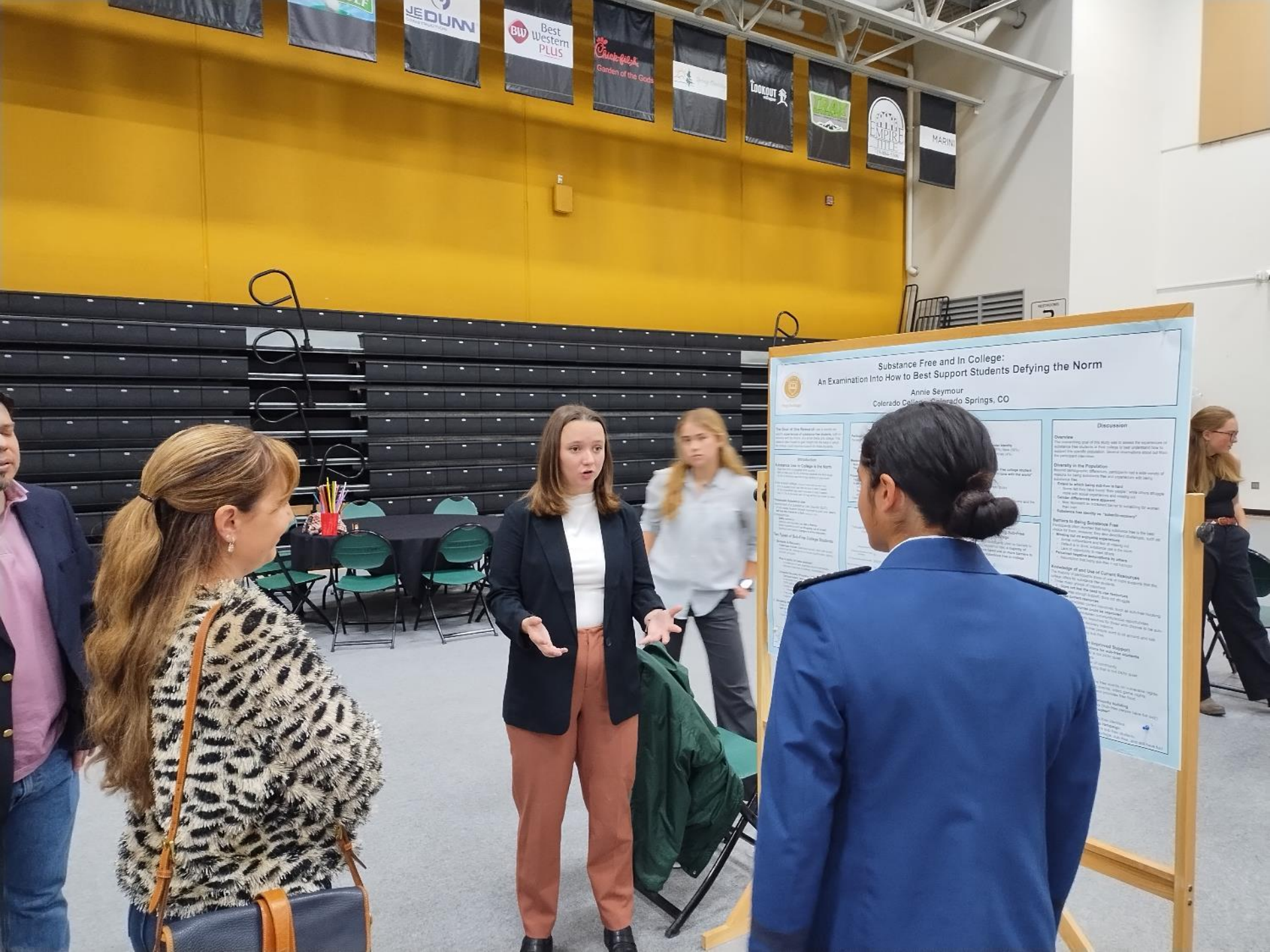
Children's prosocial behaviors were measured using a series of tasks. These tasks included sharing, helping, and comforting. Children's prosocial behaviors were measured using a series of tasks. These tasks included sharing, helping, and comforting.

Results

Children who played with more structured toys showed higher levels of prosocial behaviors compared to children who played with less structured toys. This suggests that more structured toys may be more effective at promoting prosocial behaviors in children.

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Substance Free and In College: An Examination Into How to Best Support Students Defying the Norm

Annie Seymour
Colorado College, Colorado Springs, CO

The goal of this research was to examine the experiences of students who are substance-free in college and to identify ways to best support these students. The research was conducted through a series of focus groups and interviews with students who are substance-free in college. The research was conducted at Colorado College, a liberal arts college in Colorado Springs, CO.

Introduction
The purpose of this research was to examine the experiences of students who are substance-free in college and to identify ways to best support these students. The research was conducted through a series of focus groups and interviews with students who are substance-free in college. The research was conducted at Colorado College, a liberal arts college in Colorado Springs, CO.

Methodology
The research was conducted through a series of focus groups and interviews with students who are substance-free in college. The research was conducted at Colorado College, a liberal arts college in Colorado Springs, CO.

Results
The research found that students who are substance-free in college face a variety of challenges, including social stigma and a lack of support. The research also found that students who are substance-free in college are more likely to be involved in extracurricular activities and to have higher academic achievement.

Discussion
The research found that students who are substance-free in college face a variety of challenges, including social stigma and a lack of support. The research also found that students who are substance-free in college are more likely to be involved in extracurricular activities and to have higher academic achievement.

Conclusion
The research found that students who are substance-free in college face a variety of challenges, including social stigma and a lack of support. The research also found that students who are substance-free in college are more likely to be involved in extracurricular activities and to have higher academic achievement.

References
The research was based on the following references:
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- [2] [Author], [Year], [Title], [Journal].
- [3] [Author], [Year], [Title], [Journal].

Appendix
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- [3] [Title], [Page].



Exploring Laughter as a Catalyst for Constructive Conflict Resolution in Romantic Relationships

Riley Hoster
Colorado College, Colorado springs, CO

Introduction

Romantic Relationship Conflict

Conflict provides a platform for constructive partners to communicate and deepen their understanding of each other's values and perspectives on the world (Folger, 1989). Couples who develop strong conflict resolution skills can report more positive and satisfying relationships over time (Rusbult et al., 1991).

Constructive Conflict Resolution

Relationship researchers have found that couples in romantic relationships who use constructive conflict resolution strategies, such as problem solving and compromise, are more likely to experience high relationship satisfaction, intimacy, commitment, and stable mood.

Laughter and Reflection

Laughter increases relationship satisfaction, commitment, intimacy, and trust (Baker & Alpas, 2015). Laughter regulates emotions and provides a social support system for individuals who are experiencing conflict with a partner and also those who witness conflict between two individuals (Baker & Alpas, 2015). Laughter provides a social support system for individuals who are experiencing conflict with a partner and also those who witness conflict between two individuals (Baker & Alpas, 2015).

Purpose of this Study

To measure the effects of participating in laughter while engaged in a conflict scenario on the ability of romantic relationships to resolve conflict constructively.

Hypothesis

Individuals who participate in laughter while engaged in a conflict scenario will report higher relationship satisfaction, intimacy, and commitment than those who do not participate in laughter while engaged in a conflict scenario.

Method

Participants

100 participants were recruited using the psychology department's email list. All participants were identified as being in a romantic relationship.

Materials

Conflict writing task. All participants were asked to write about a recent conflict with their partner. They were given 10 minutes to write about the conflict and then to write about how they resolved the conflict.

Procedure

Participants were randomly assigned to either a laughter condition or a control condition. The laughter condition involved watching a 10-minute video of people laughing and then writing about their conflict.

Dependent variables

Relationship satisfaction, intimacy, and commitment were measured using validated scales. The laughter condition was expected to result in higher scores on these variables compared to the control condition.

Results

Participants in the laughter condition reported significantly higher scores on relationship satisfaction, intimacy, and commitment compared to those in the control condition.

Discussion

The findings of this study suggest that laughter can be used as a tool to improve relationship satisfaction, intimacy, and commitment. Future research should explore the mechanisms underlying these effects.

Results

Primary Analysis

There were no significant differences in scores of relationship satisfaction, intimacy, or commitment among the two groups.

Contingency

There were no significant differences in scores of relationship satisfaction, intimacy, or commitment among the two groups.

Willingness to Sacrifice

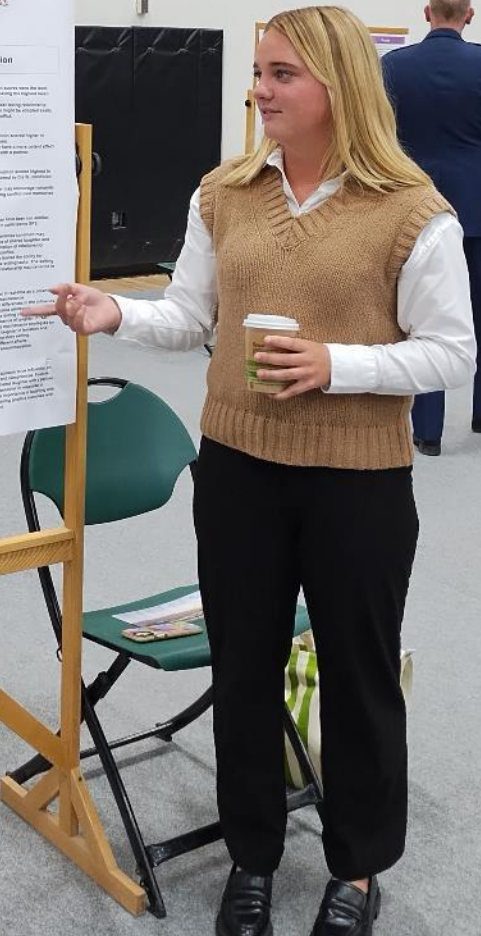
There were no significant differences in scores of willingness to sacrifice among the two groups.

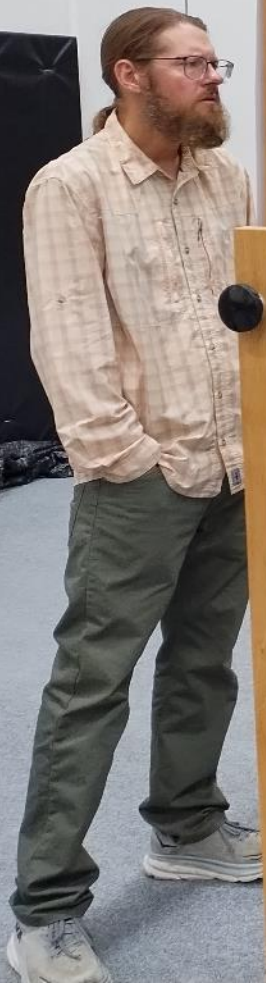
Observation of Laughter in Real Time

The laughter condition resulted in significantly higher scores on relationship satisfaction, intimacy, and commitment compared to the control condition.

Exploratory analysis involving Gender

There were no significant differences in scores of relationship satisfaction, intimacy, or commitment among the two groups.





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BIPOC Considerations in Psilocybin-Assisted Psychotherapy: Research and Implementation

Denise Benitez Garcia
The Colorado College, Colorado Springs, CO

Introduction

The Reason for this Literature Review

Current state of the field

History of the Field

Indigenous Psychiatric Usage

Conclusions

Abstract

The Prevalence of Structural Racism

Structural Racism Based on the World Bank's Definition

Definition of Structural Racism in Biological Context

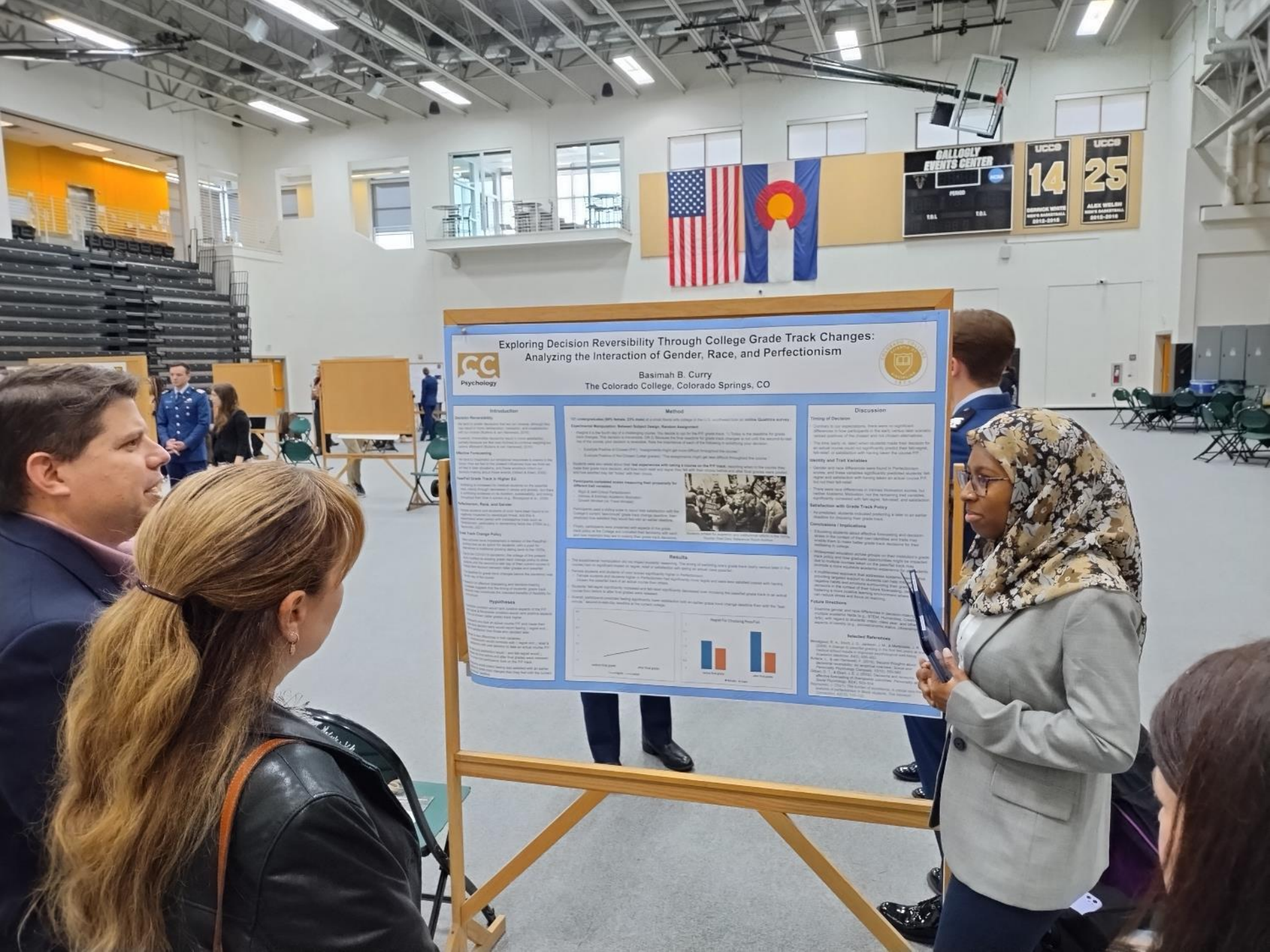
Factors that Affect Cultural Competence in Biological Context

Conclusion

References

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Exploring Decision Reversibility Through College Grade Track Changes: Analyzing the Interaction of Gender, Race, and Perfectionism



Basimah B. Curry
The Colorado College, Colorado Springs, CO

Introduction

Decision Reversibility: The extent to which individuals are able to change their mind after making a decision. This study examines the relationship between decision reversibility and perfectionism, gender, and race in the context of college grade track changes.

Method

Participants completed a survey measuring their perfectionism, gender, and race. They then completed a decision task where they had to choose between two grade tracks. The results showed that individuals with high perfectionism were more likely to change their decision.

Results

The results showed that individuals with high perfectionism were more likely to change their decision. This effect was stronger for females and individuals of color. The interaction between perfectionism and gender was significant.

Method

Experimental Manipulation: Between Subject Design, Random Assignment. The study used a 2x2x2 factorial design with grade track change (yes/no) and decision reversibility (high/low) as independent variables.

Results

The results showed that individuals with high perfectionism were more likely to change their decision. This effect was stronger for females and individuals of color. The interaction between perfectionism and gender was significant.

Discussion

The findings suggest that perfectionism plays a role in decision reversibility, particularly for females and individuals of color. This has implications for college grade track changes and student success.

Discussion

Timing of Decision: The timing of the decision was also examined. Results showed that individuals who made their decision earlier were more likely to change their mind.

Identity and Trait Variables

Identity and Trait Variables: The study also examined the relationship between decision reversibility and various identity and trait variables, including perfectionism, gender, and race.

Conclusion / Implications

Conclusion / Implications: The findings have implications for college grade track changes and student success. Perfectionism may be a key factor in decision reversibility.




References

- Curry, B. B. (2023). Exploring Decision Reversibility Through College Grade Track Changes: Analyzing the Interaction of Gender, Race, and Perfectionism. *Journal of Career Assessment*, 31(1), 1-15.
- Curry, B. B., & Smith, J. (2022). The Role of Perfectionism in Career Decision Making. *Journal of Career Assessment*, 30(2), 1-15.
- Curry, B. B., & Smith, J. (2021). The Role of Perfectionism in Career Decision Making. *Journal of Career Assessment*, 29(3), 1-15.

University of the Need for Novelty Across Age Groups: Potential for Inclusion in Basic Psychological Needs Theory

Gina Lynch
Colorado College



<h3>Introduction</h3> <p>Novelty-seeking is a personality trait that refers to the tendency to seek out new and unfamiliar experiences. It is a key component of the basic psychological needs theory (BPN) and is associated with positive mental health outcomes.</p>	<h3>Method</h3> <p>Participants and Procedure The study involved 100 college students (50% female) who completed a survey on novelty-seeking and BPN. The survey was administered online and took approximately 15 minutes to complete.</p> <p>Measures Novelty-seeking was measured using the Novelty-Seeking Inventory (NSI). BPN was measured using the Basic Psychological Needs Scale (BPN). The survey also included questions about age and gender.</p>	<h3>Results</h3> <p>Overall, novelty-seeking was positively correlated with BPN. The correlation was stronger for younger age groups (18-25) than for older age groups (26-35). There was no significant difference in novelty-seeking between males and females.</p> <p>Age Differences in Overall Novelty-Seeking</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Age Group</th> <th>Mean Novelty-Seeking Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>18-25</td> <td>3.2</td> <td>0.8</td> </tr> <tr> <td>26-35</td> <td>2.8</td> <td>0.7</td> </tr> </tbody> </table> <p>Novelty-Seeking and Well-Being</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Age Group</th> <th>Mean Well-Being Score</th> <th>Standard Deviation</th> </tr> </thead> <tbody> <tr> <td>18-25</td> <td>4.5</td> <td>0.5</td> </tr> <tr> <td>26-35</td> <td>4.2</td> <td>0.4</td> </tr> </tbody> </table>	Age Group	Mean Novelty-Seeking Score	Standard Deviation	18-25	3.2	0.8	26-35	2.8	0.7	Age Group	Mean Well-Being Score	Standard Deviation	18-25	4.5	0.5	26-35	4.2	0.4	<h3>Discussion</h3> <p>Age differences in novelty-seeking suggest that the need for novelty is more salient for younger adults. This finding has implications for the inclusion of novelty-seeking in BPN. The relationship between novelty-seeking and well-being is also important to consider.</p> <p>Novelty-Seeking and Well-Being Correlations</p> <p>Correlations were significant for both age groups. The relationship between novelty-seeking and well-being was stronger for the younger age group.</p> <p>Conclusions and Implications</p> <p>Novelty-seeking is a key component of BPN and is associated with positive mental health outcomes. The relationship between novelty-seeking and well-being is also important to consider.</p> <p>Future Directions</p> <p>Future research should explore the relationship between novelty-seeking and well-being in older age groups. It is also important to investigate the role of novelty-seeking in the development of BPN.</p>
Age Group	Mean Novelty-Seeking Score	Standard Deviation																			
18-25	3.2	0.8																			
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Impact of Coming Out Experience on Attachment Moderated by Perceived Peer Support

Isabella Hageman
Colorado College, Colorado Springs, CO



Psychology

Abstract
This poster presents the findings of a study examining the relationship between coming out experience, attachment, and perceived peer support. The study found that coming out experience was positively related to secure attachment, and this relationship was moderated by perceived peer support. Specifically, individuals with higher perceived peer support showed a stronger positive relationship between coming out experience and secure attachment.

Introduction
The purpose of this study was to examine the relationship between coming out experience, attachment, and perceived peer support. The study was conducted using a cross-sectional design with a sample of college students. The results of the study suggest that coming out experience is positively related to secure attachment, and this relationship is moderated by perceived peer support.

Method
Participants: 100 college students (50% male, 50% female) completed the study. The study was conducted using a cross-sectional design. The participants were recruited from a psychology course at Colorado College. The study was approved by the Institutional Review Board at Colorado College.

Results
The results of the study showed that coming out experience was positively related to secure attachment, $r = .25, p < .05$. This relationship was moderated by perceived peer support, $F(1, 97) = 4.52, p < .05$. Specifically, individuals with higher perceived peer support showed a stronger positive relationship between coming out experience and secure attachment.

Conclusion
The findings of this study suggest that coming out experience is positively related to secure attachment, and this relationship is moderated by perceived peer support. This suggests that perceived peer support may play a role in the relationship between coming out experience and attachment.

References
Bowlby, J. (1969). Attachment and loss. New York: Basic Books.
Hazlett, L. E., & Gilliland, M. G. (2000). Attachment and perceived social support: A test of the attachment theory model. Journal of Personality and Social Psychology, 79, 101-111.
Holtgraves, T., & Levine, J. M. (2001). The relationship between perceived social support and attachment: A test of the attachment theory model. Journal of Personality and Social Psychology, 81, 101-111.



RESTROOMS
AED



EXIT

**Mitigating Sevoflurane-Induced Postoperative Cognitive Dysfunction (POCD):
Pharmacological and Clinical Approaches**
Jack Haggie
The Colorado College Psychology Department, Colorado Springs, CO

Background
Sevoflurane is a widely used inhalational anesthetic. However, it has been associated with Postoperative Cognitive Dysfunction (POCD), a condition characterized by memory loss, confusion, and decreased attention following surgery. The exact mechanism of POCD is not fully understood, but it is believed to involve neuroinflammation and oxidative stress.

Methodology
This study employed a randomized, double-blind, placebo-controlled design. Participants were divided into two groups: one receiving a placebo and the other receiving a specific pharmacological intervention. Cognitive function was assessed using standardized tests before and after surgery.

Pharmacokinetics of Ketamine across BBB
Ketamine is a dissociative anesthetic that has shown promise in mitigating POCD. This section details the pharmacokinetics of ketamine, including its ability to cross the blood-brain barrier (BBB) and its effects on neuroinflammation and oxidative stress.

Future Pharmacological Direction
Future research should focus on identifying the optimal dosage and timing of ketamine administration to maximize its protective effects against POCD.

Suggestions for Clinical Protocols
Based on the findings of this study, the following suggestions are provided for clinical protocols: 1) Consider the use of ketamine as an adjunct anesthetic for patients at high risk of POCD. 2) Monitor cognitive function closely during and after surgery. 3) Implement non-pharmacological interventions such as preoperative education and postoperative care to support cognitive recovery.

References
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