

For the Graduate Library Research Competition, I am submitting "An Eight-Week Yoga Program to Support Undergraduate Academic Aptitude." The comprehensive Yoga program was an assignment for Dr. Fazzio's Health Science Yoga II course. It is evidence-based, addressing both the subtle body and modern medical perspectives. The inspiration stems from my personal experience of teaching undergraduate Yoga over the last decade. Creating a research-based program refined my investigatory skills, familiarity with the library and expanded my critical and creative thinking skills.

The desire for the program is three-fold. First, creating a Yoga program based on critically evaluated scientific research. Second, construct a Yoga program with appropriate valid evaluations to test its effectiveness; And finally, create a Yoga program supportive of undergraduate academic aptitude.

As an experienced collegiate Yoga instructor, I have witnessed anxiety and depression being prevalent challenges for undergraduates. The initial research revealed peer-reviewed articles through Google Scholar, PubMed, and ONESEARCH+, which confirmed my observations as a nationwide phenomenon. Additionally, the investigation made me aware of organizations such as the Student Experience in the Research University (SERU) that track college and university campus culture trends. Key trends include anxiety, depression, campus involvement, and retention. Turning attention to these factors opened the next stage of the research.

As a remote student, access to LMU's William H. Hannon Virtual Library is invaluable. I am particularly fond of using ONESEARCH+. Although I also used Pubmed and the National Center for Biotechnology Information (NCBI) to search for scientifically valid information, the

monetary advantage of not paying for the full articles through Hannon is freeing. Having the ability to explore all avenues of possibilities without inhibition is exciting as a researcher.

Additionally, ONESEARCH+ is especially helpful when studying a subject matter that straddles the Humanities and Science worlds as a western Yoga Therapy researcher. Insight into both disciplines is critical for honoring both the subtle body and modern medical perspectives of Yoga. The search engine made it possible to see studies that addressed anxiety and depression across different study fields. My next step in research explored the physiology behind breathwork, meditation, and breathwork for equilibrium and an academic edge.

It is this stage of the research that sets the LMU library apart from other academic institutions. Finding credible scientific research in the burgeoning field of Yoga is typically challenging. The William H. Hannon Virtual Library eases this difficulty with vast resources on the practical application of Yoga. Using ONESEARCH+, LINUS, and Gale eBooks provided in-depth explanations of the Yogic techniques from a traditional and medical perspective or served as references for resources available to me locally. During this stage of the project, I often read the individual Yoga studies bibliographies to gain leads into related studies. Admittedly, Yoga research is not as robust as other fields; however, this is common for a subject matter new to American institutions. Engaging in the library's RADAR method helped me keep track when seeking the most credible resources possible. I was grateful to learn about the resource from librarian Alexis Weiss from an earlier project.

The final piece shaping the program is the valid evaluations. The Perceived Stress Scale, College learning Effectiveness Inventory, and the Emotional and Social Competency Inventory University (ESCI-U) highlighted the program's need for emotional intelligence development.

This realization inspired crafting the personal journals to reinforce the use of physical Yogic practices (postures, breathwork, mediation) in addition to tracking daily self-care patterns endorsed by Ayurveda (a.k.a. the sister science to Yoga). By encouraging independent journaling, self-inquiry facilitates inductive learning.

Although I was careful to research the valid evaluations, I would replace the Emotional and Social Competency Inventory University (ESCI-U) with the Emotional Quotient Inventory (EQ-I 2.0) after further investigation. The EQ-I 2.0 is more accessible and more easily found peer-reviewed research.

Researching for "An Eight-Week Yoga Program to Support Undergraduate Academic Aptitude" was a multifaceted learning experience. Exploring academic aptitude challenges, scientifically valid Yogic techniques, and learning about valid evaluations was inspiring. Building the best program possible through research was a rewarding experience. I am grateful for the online accessibility and William H. Hannon Library's rich resources that enable remote students to thrive and look forward to continuing to refine my researching skills.