College of Health, Education, and Human Development
“The Engaged College with a Personal Touch”

Eleventh Annual Research and Scholarship

April 24, 2009
8:00 am – 2:00 pm
Hendrix Student Center
Overview

WELCOME to the College of Health, Education, and Human Development’s Eleventh Annual Research Forum. Your participation makes the Forum a positive experience for networking our faculty, staff, and students within our research environment.

For the 2009 Forum, the day’s events start with Poster Presentations by our faculty, staff, and students. Both faculty led and student led research are highlighted along with centers, institutes, programs, and projects. Please join the conversations in the Hendrix Center Ballroom.

Featured speakers include our own Vice-President for Research and Economic Development, Dr. Chris Przirembel who is sharing his perspective on Strategic Research Initiatives in Challenging Economic Times. Concurrent featured sessions will follow that focus on key research engagements for our college. Dr. Wil Milhous will share Product and Process Innovation in Public Health; Dr. Michael Suk will talk about Play as a Unifying Element; and Dr. Elizabeth Albro will join us via technology for her session on Preparing Competitive Applications for the Institute of Education Sciences. In addition to Dr. Keith Murphy’s session on the Study of Heredity Diseases, a group of our own qualitative researchers will share their perspectives on conducting, publishing, and finding funding for qualitative research. We conclude our day with a grant writing panel presentation chaired by Dr. David Reinking.

To all of our presenters, we express our “thanks and appreciation.” You are contributing to the evolution of our research presence. And to each participant who engages in the experience of our Eleventh Annual Research Forum, we say “thanks” as well. Your contributions will extend beyond today’s agenda to make a difference each day for our students, our colleagues, and our College.

Enjoy the Forum!

Kathy Headley, Ed.D.
Associate Dean for Research and Graduate Studies
College of Health, Education, and Human Development
532 Edwards Hall
Clemson University
Tel. #: (864)656-2181 Fax #: (864)656-7641
E-mail: ksn1177@clemson.edu
Special Acknowledgements

Each year, planning and implementing the Forum involves teamwork. The Forum’s Planning and Implementation Team of faculty, staff, and students ensures that important tasks, large and small, are completed to make the Forum evolve smoothly. *To these people, I send a very special thank you.* Their coordination and cooperation are incredible strengths for our College. On behalf of the College of Health, Education, and Human Development, we take this opportunity to acknowledge the efforts of this team as well as to the College Research Committee for their guidance and promotion of the Forum.

Forum Planning and Implementation Team

- Bobbi Curry  Administrative Assistant – Associate Deans’ Office
- Karin Emmons  Media Resource Specialist II – Department of PRTM
- Sonia Parker  HEHD Center for Research and Collaborative Activities
- Ken Cothran  HEHD Center for Research and Collaborative Activities
- Michelle Marchesse  HEHD Learning Resource Center
- Olivia Shanahan  Former Administrative Assistant – Associate Deans’ Office
- Amy Merck  HEHD Center for Research and Collaborative Activities
- Virginia Baird  HEHD Center for Research and Collaborative Activities
- Martie Thompson  HEHD Center for Research and Collaborative Activities
- Betsy Clements  HEHD Center for Research and Collaborative Activities
- Student Support  Megan Boyce, Katharine Bradley, Chris Carter, Rodney Keaton, Laura Mull & Lindley Ridgeway

2008 – 2009 HEHD Research Committee

- Lynne Cory  Department of Parks, Recreation, and Tourism Management
- Sam Drew  National Dropout Prevention Center
- Julia Eggert  School of Nursing
- Patricia First  Eugene T. Moore School of Education
- David Fleming  Eugene T. Moore School of Education
- Karen Kemper  Department of Public Health
- Paula Watt  Joseph F. Sullivan Center

Thank you for your contributions to our College and especially to the 2009 Forum
MESSAGE FROM THE DEAN

The College of Health, Education, and Human Development (HEHD) aspires to be actively engaged in shaping the future of South Carolina and is uniquely designed to create integrated academic programs. Thus, we prepare our students, faculty, and staff to serve as change agents who create and administer integrated education, health, and human service systems that improve the well being of South Carolinians. Such leadership guides our research, education and outreach initiatives as we prepare professionals and address issues that improve quality of life.

Our current academic year has rendered many challenges. Budget cuts have demanded that we examine our day-to-day operations with a strategic eye toward the future. Decreased funding has forced us to focus on what we do best, what we need to do better, and how we can continue to build upon the uniqueness of our College. I am appreciative of and impressed by the strength and unity of our faculty, staff, and students. Together, we’ll emerge from this challenging time stronger.

Our HEHD Research Forum provides a venue for sharing our successes and establishes a network for conversations about teaching, research, and service among our faculty, staff, and students. This interchange is crucial to accomplishing our goals. Your involvement, as a presenter or attendee, is key to our progress.

Many of you are engaged in grant activities that are directly or indirectly connected to our nation’s Stimulus Plan. Opportunities abound for our College as we apply our expertise in making a difference in this current economic situation. I hope that you’ll take advantage of our day’s events to foster your research agenda through collegial conversations and insights from our guest presenters.

In closing, let me thank each of you, our faculty, staff, and students, for your enthusiasm and motivation as we work together to fulfill our College’s mission and goals. Your contributions make a positive difference to our college, our university, and to our state and nation.

Sincerely,

Lawrence R. Allen

Lawrence R. Allen, Dean
AGENDA

8:15 am – 10:00 am  ATTENDEE CHECK-IN

8:30 am – 10:00 am  POSTER PRESENTATIONS – Continental Breakfast
  Hendrix Center Ballroom
  Track 1: Faculty (1st author)
  Track 2: Students (1st author)
  Track 3: Centers/Institutes/Programs/Projects
  (Posters may be viewed in the ballroom until 1:30 pm)

10:00 am – 10:10 am  WELCOME AND OPENING REMARKS  Larry Allen
  Meeting Rooms A/B
  Dean, College of Health, Education, & Human Development

10:10 am – 10:30 am  CLEMSON’S RESEARCH AGENDA  Christian E.G. Przirembel
  Meeting Rooms A/B
  Vice President for Research and Economic Development
  Strategic Research Initiatives in Challenging Economic Times

10:30 am – 10:40 am  FORUM OVERVIEW  Kathy Headley
  Meeting Rooms A/B
  Associate Dean for Research and Graduate Studies

10:45 am – 11:45 am  FEATURED SPEAKER SESSIONS
  Meeting Room A
  Product and Process Innovation in Public Health
  Wilbur (Wil) Kearse Milhous, PhD F(AAM) D(ABMM)
  Associate Dean for Research,
  College of Public Health University of South Florida

  Meeting Room B
  Play as a Unifying Element
  Michael Suk, MD JD MPH
  Assistant Professor of Orthopaedic Surgery,
  Shands Medical Center University of Florida
**McKissick Theater**

*Preparing Competitive Applications for the Institute of Education Sciences*

Elizabeth Albro, PhD  
Associate Commissioner of Teaching & Learning Division  
National Center for Education Research  
Institute of Education Sciences, U.S. Dept. Education

**11:55 am – 12:45 pm**

**SMALL GROUP SESSIONS**

**Meeting Room A**

*Study of Hereditary Diseases: The Dog as Model, Current Research and Funding*

Dr. Keith Murphy  
Chair, Genetics & Biochemistry, Clemson University

**Meeting Room B**

*Qualitative Research Methods: Can Standards and Creativity Stand Together?*

Dr. Elizabeth Baldwin, Assistant Professor, Parks, Recreation, and Tourism Management  
Dr. Gautam Bhattacharyya, Assistant Professor, Chemistry  
Dr. Lynne Cory, Assistant Professor, Parks, Recreation, and Tourism Management  
Dr. Jane C. Lindle, Distinguished Professor, Eugene T. Moore School of Education  
Dr. Rachelle Washington, Assistant Professor, Eugene T. Moore School of Education

**12:45 pm – 1:30 pm**

**POSTER PRESENTATIONS**

**Hendrix Center Ballroom**

**12:50 am – 1:50 pm**

**PANEL PRESENTATION**

*Negotiating the Process of Writing, Submitting, and Managing Grants*  
hosted by the Eugene T. Moore School of Education Consortium for the Advancing Interdisciplinary Research on Human Opportunity – Virginia Baird  
Grants Coordinator, HEHD  
Dr. David Reinking (Panel Chair)  
Eugene T. Moore  
Professor of Teacher Education, Teacher Education  
Dr. Hugh Spitler  
Associate Professor, Public Health Sciences  
Mike Strickland  
Grants Administrator, Office of Sponsored Programs  
Dr. Martie Thompson  
Research Professor, Public Health Sciences  
Director, HEHD Center for Research and Collaborative Activities

Open to all Forum participants

THANKS FOR YOUR PARTICIPATION IN THE 2009 FORUM!
Chris Przirembel is currently the Vice President for Research and Economic Development at Clemson University. He has served at both Rutgers University and Clemson University as a faculty member and an academic administrator. At Rutgers University, Dr. Przirembel served as Associate Dean for Academic Affairs before becoming the Department Head of Mechanical Engineering at Clemson University. Dr. Przirembel then held the position of Associate Dean for Research and Graduate Studies at Clemson University from 1994 to 2001. While serving as Associate Dean, he also served as Acting Dean of the College of Engineering and Science for one year.

As Vice President for Research, Dr. Przirembel serves as a member of the administrative team of the university and has primary responsibility for the university’s funded and unfunded research programs. He has served on Governor Beasley's South Carolina Science and Technology Advisory Council, chaired the State EPSCoR Committee for six years, been a member of the Technical Advisory Board for the South Carolina Research Authority, and represented Clemson University for the Oak Ridge Affiliated Universities. He was also a member of the Steering Committee for the Governor’s Technology Transition Team.

Dr. Przirembel has held numerous elected professional society positions. He has served on the governing boards of ASME, ASEE, and ABET. He has been elected a Fellow by each of these societies, as well as by AAAS.

Dr. Przirembel's research area is fluid dynamics, and he has published more than 50 technical articles. He has prepared and presented numerous reports, documents and invited lectures while maintaining an active teaching assignment. In 1998, he was awarded the Ralph Coats Roe Award for teaching contributions by the Mechanical Engineering Division of the American Society for Engineering Education. Dr. Przirembel has served as a consultant in the past for several companies.

Dr. Przirembel earned his Ph.D. in Mechanical and Aerospace Engineering from Rutgers University.
Elizabeth Albro, Ph.D.
Associate Commissioner of the Teaching and
Learning Division of the National Center for
Education Research at the Institute of Education
Science, U.S. Department of Education

Elizabeth Albro, Ph.D., is currently the Associate Commissioner of the Teaching and Learning Division of the National Center for Education Research at the Institute of Education Sciences, U.S. Department of Education. Dr. Albro joined IES as an SRCD/AAAS Executive Branch Policy Fellow. Over the six years that Dr. Albro has worked at IES, her responsibilities have included serving as program officer for the Cognition and Student Learning, Reading and Writing Education, and Intervention for Struggling Adolescent and Adult Readers and Writers Research Programs.

Prior to coming to the Institute, Dr. Albro was a member of the faculty in the Department of Psychology at Wheaton College in Norton, MA and in the Department of Education and Child Development at Whittier College in Whittier, CA. She received a B.A. in Behavioral Sciences, a M.A. in the Social Sciences and a Ph.D. in Psychology from the University of Chicago.

Wilbur (Wil) Kearse Milhous, Ph.D.
Associate Dean for Research
College of Public Health
University of South Florida

Wilbur (Wil) Kearse Milhous is the Associate Dean for Research at the University of South Florida, College of Public Health, where he also serves as a professor of Global Health. In his role as Associate Dean for Research, Dr. Milhous leads a team of more than 100 public health researchers and general faculty members and oversees the college's research and training centers. In 2008, the college was the recipient of more than $27 million in external funding alone, building its research base with awards for product and process innovation in neglected diseases, public health preparedness, bioterrorism surveillance, community-based marketing, and community engagement. Under Dr. Milhous’ leadership, the college is focused on key areas of research that include health disparities, maternal and child health, and global health.

Prior to joining the USF College of Public Health, Dr. Milhous served as Research Coordinator for the Military Infectious Disease Research Program and Chief Science Officer at the Walter
Reed Army Institute of Research (WRAIR) in Maryland where he directed translational research in neglected diseases, such as malaria. WRAIR is the nation’s oldest school of public health and preventive medicine and the largest biomedical research facility in the U.S. Department of Defense. Dr. Milhous is an internationally recognized leader in the field of infectious diseases-chemotherapy. He has made a name for himself in translational research with his ability to move drugs from the early stages of research in the basic science lab into the hands of doctors in the trenches.

Dr. Milhous is a Fellow of the Academy and Diplomate of American Board of Medical Microbiology. With appointments in Preventive Medicine and Microbiology and Immunology at Uniformed Services University, he served as an instructor for medical students, graduate students, clinical pharmacology, and infectious disease fellows. As a senior National Research Council advisor, he has a robust research and publication record (8 patents; 150 manuscripts and book chapters). He has served as PI, Co-PI or senior advisor of multiple research grant awards from the National Institutes of Allergy and Infectious Disease (NIAID), World Health Organization (WHO), and the Medicines for Malaria Venture (MMV).

Dr. Milhous is an advisory board member to numerous international organizations and his research awards include the Gorgas Medal for Distinguished Work in Preventive Medicine, the Ashford Medal for Distinguished Work in Tropical Medicine and two USA R&D Achievement Awards for novel therapeutics. Milhous received his BS/MS from Clemson and obtained his PhD from the University of North Carolina, receiving the Greenberg Award in a school-wide competition for doctoral research. After ROTC at Clemson, Dr. Milhous began his public health career as a registered specialist in Public Health and Medical Microbiology at military hospitals in Louisiana and North Carolina, and underwent post graduate specialty training at National Institutes of Allergy and Infectious Disease (NIAID), Centers for Disease Control (CDC) and Duke University.

During critical periods after the September 11, 2001 attacks, he served as the microbiology consultant to the Army Surgeon General and assisted in coordinating efforts at regional Dept. of Defense medical centers, working with Laboratory Response Network, local and state health officials and authorities at the CDC. He currently serves as the Executive Director of USF’s Center for Biological Defense.
Michael Suk, MD JD MPH
Assistant Professor of Orthopaedic Surgery
Shands Medical Center
University of Florida

Michael Suk, MD JD MPH is Assistant Professor of Orthopaedic Surgery at the University of Florida - Shands Medical Center, Jacksonville, Florida, where he serves as Director of the Orthopaedic Trauma Service, Associate Director of the Orthopaedic Residency Program and Associate Director of the UF and Shands Regional Trauma System. In these positions, Dr. Suk supervises the musculoskeletal trauma education of 30 physicians-in-training at one of the busiest Level I trauma centers in the state of Florida while leading the coordination of orthopaedic care between multiple medical and surgical disciplines. Dr. Suk is on the editorial board for several orthopaedic journals, is the author of numerous scientific articles, and is the lead author of a landmark textbook on orthopaedic outcomes measures and instruments.

Dr. Suk has spoken both nationally and internationally on a variety of topics relevant to orthopaedic fracture management, health care literacy, access and delivery. Stemming from his unique credentials as a fellowship trained orthopaedic traumatologist and health care attorney, Dr. Suk is frequently asked to speak on the interface between law and medicine and has received numerous awards for leadership and public service. Most recently, Dr. Suk was chosen to be a member of Leadership Florida (Class XXVII) – a statewide program to develop future community leaders in Florida.

In 2003-2004, Dr. Suk was selected as a White House Fellow by President George W. Bush and served as Special Assistant to Secretary Gale A. Norton at the U.S. Department of the Interior. At the U.S. Department of Interior, Dr. Suk spearheaded an initiative to develop the link between public health and recreation by coordinating five Interior bureaus which manage one in five acres of land in the United States and that collectively receive nearly 500 million visitors each year and co-authored with Secretary Norton the widely received law review article entitled “America’s Public Lands and Waters: Gateway to Better Health?” based on his belief that simple outdoor activities such as hiking, biking and camping on public lands and waters can serve as a gateway to a healthier lifestyle.

During his tenure as a White House Fellow, Dr. Suk organized Get Fit with US, designed to support President Bush’s domestic initiative, HealthierUS, a federal interagency program based on the premise that increasing personal fitness and becoming healthier is critical to achieving a better and longer life. To date, Dr. Suk has spoken to over 100 organizations and has engaged over a thousand leaders in health care, recreation and public health across the nation on this important issue. Most recently Dr. Suk was featured as a speaker at the TIME/ABC Summit on
Obesity, and an invited panelist for the Kellogg Foundation Thought Leaders Gathering on Obesity to share his ideas.

In recognition of his unique set of interests and expertise, Dr. Suk serves as Senior Advisor on Health and Recreation to the National Park Service and is a Member of the National Forum on Children and Nature sponsored by the Conservation Fund – an initiative designed to transform the way we look at the interaction between children and their natural environments - nurturing future environmental stewards while promoting healthy lifestyles. In addition to his clinical duties, Dr. Suk is on the Board of Directors of America on the Move and the American Hiking Society.

Throughout his career, Dr. Suk has been a vocal leader on public health issues and has spoken nationally on the role of organized medicine, resident work hours, obesity and a variety of public health issues. Dr. Suk has been long active in organized medicine, achieving distinction as the first medical student and first Asian-American to be directly elected to the Board of Trustees of the American Medical Association. In addition, Dr. Suk has served as a member of the American Medical Political Action Committee, the AMA Council on Medical Service and Chair of the AMA’s Resident and Fellows Section. Currently, he is a member of the Board of Directors of the Florida Orthopaedic Society. Previously, Dr. Suk was recognized by the Ministry for Foreign Affairs of the Republic of Korea as an outstanding leader of Korean heritage worldwide.

Dr. Suk received a B.A. with distinction in African-American history from Carleton College, where he achieved athletic distinction in collegiate tennis and was elected Class President. He then went on to simultaneously complete an M.D. at the University of Illinois College of Medicine and a J.D./M.P.H. with special certification in health care law at Boston University School of Law and School of Public Health. He later completed his orthopaedic surgery residency training at Montefiore Medical Center, Albert Einstein College of Medicine in Bronx, NY and a fellowship in orthopaedic trauma at the Hospital for Special Surgery, Weill College of Medicine at Cornell University in New York City. Currently, Dr. Suk serves as a member of the Alumni Board for Boston University.

Dr. Suk enjoys mentoring innovative, entrepreneurial leaders seeking to cross traditional boundaries, travelling with his family and playing golf. Dr. Suk and his wife Jennifer have two daughters, Abigail (4) and Sophia (8 months).
Keith Murphy, Ph.D.
Professor of Genetics
Chair of Genetics and Biochemistry Department,
Clemson University

Dr. Keith E. Murphy is Professor of Genetics and Chair of the Department of Genetics and Biochemistry of Clemson University. He is also Director of the Clemson University Genomics Institute. Prior to his arrival at Clemson in July 2008, he was Professor of Genetics and Pathobiology and Director of the Canine Genetics Research Laboratory of the Texas A&M University College of Veterinary Medicine and Biomedical Sciences. He serves as the Science Director for the Canine Health Foundation and as an editor for the journal Mammalian Genome. He has consulted for many companies, serves on grant review boards and trained more than 20 doctoral/postdoctoral scientists in his laboratory. He has won several awards for his research and holds patents for development of genetic tests specific for certain hereditary diseases.

He received his B.S. from Indiana University, his M.S. from the University of Cincinnati College of Medicine and his Ph.D. from Louisiana State University. He carried out postdoctoral work at Northwestern University Medical School and for The United States Department of Agriculture. He held faculty positions at The Citadel, The University of Memphis and Texas A&M University College of Veterinary Medicine and Biomedical Sciences prior to moving to Clemson. His work is directed towards understanding the genetic bases of various canine hereditary diseases as well as identical diseases in the human. Recent work from his lab includes development of identification of the mutation that causes the merle phenotype, identification of the mutation causative for hereditary nephropathy (HN) (a fatal renal disease that affects several breeds) in the English Cocker Spaniel and generation of gene expression profiles for dogs suffering from one of the following diseases: hereditary nephropathy, pancreatic acinar atrophy and dermatomyositis. Current work in his lab concerns gene therapy for HN, the genetics of dermatomyositis, genetics of cardiomyopathy, genetics of Legg-Calve-Perthes disease, genetics of neural tube defects and genetics of harlequin patterning.

Qualitative Research Methods: Can Standards and Creativity Stand Together?

Dr. Elizabeth Baldwin, Assistant Professor, Parks, Recreation and Tourism Management
Dr. Baldwin will present information about guidelines and preparation related to grant proposals from federal funding agencies (National Park Service and Department of Agriculture) as well as ways to use qualitative research as a method for proposals to these funding agencies.

Dr. Gautam Bhattacharyya, Assistant Professor, Chemistry
Dr. Bhattacharyya will present feedback provided by reviewers from a federal funding agency (National Science Foundation) in response to a grant proposal featuring qualitative inquiry as method of measuring effectiveness of the proposal and subsequent project.
Dr. Lynne Cory, Assistant Professor, Parks, Recreation and Tourism Management
Dr. Cory will present information about the ways in which some qualitative frameworks may be more suitable than others for funding agencies and/or research publications, especially for funding agencies who do not traditionally use qualitative methods for evaluation as well as publications with readers who may not be familiar with qualitative research as a rigorous method.

Dr. Jane C. Lindle, Distinguished Professor, Eugene T. Moore School of Education
Dr. Lindle will discuss Educational Foundations’ and State Agencies’ preferences about qualitative research in the solicited and unsolicited funding process and will describe the unsolicited processes.

Dr. Rachelle Washington, Assistant Professor, Eugene T. Moore School of Education
Dr. Washington will facilitate the session.

Negotiating the Process of Writing, Submitting, and Managing Grants

Virginia Baird
Grants Coordinator, HEHD

David Reinking (Panel Chair)
Eugene T. Moore
Professor of Teacher Education, Teacher Education

Hugh Spitler
Associate Professor, Public Health Sciences

Mike Strickland
Grants Administrator, Office of Sponsored Programs

Martie Thompson
Research Professor, Public Health Sciences
Director, HEHD Center for Research and Collaborative Activities

To initiate an open discussion, panelists will offer brief observations about some aspect of writing, submitting, and managing grants at the school, college, and/or university level. The purpose of the discussion will be to better understand internal resources and processes for obtaining external funding, to provide advice for faculty about how to better negotiate these processes at Clemson, and to engage in constructive dialog about how writing, submitting, and managing grants can be better facilitated among all stakeholders.
Table of Contents

Overview .......................................................................................................................... i
Special Acknowledgements ........................................................................................... ii
Letter from Dean Allen ................................................................................................. iii
Agenda ........................................................................................................................... iv
Speaker Information....................................................................................................... vi
Table of Contents ........................................................................................................ xiii

TRACK 1 - Faculty Research Poster Presentation

<table>
<thead>
<tr>
<th>Page</th>
<th>Easel</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Skye Arthur Banning, Xiaowei Ma, &amp; Mary Sara Wells</td>
<td>1</td>
</tr>
<tr>
<td>Robert D. Bixler</td>
<td>2</td>
</tr>
<tr>
<td>Betty Baldwin, Matt Brownlee &amp; Jeffrey Skibins</td>
<td>3</td>
</tr>
<tr>
<td>Pamela J. Dunston, Catherine Gilcrease, &amp; Joshua Leftwich</td>
<td>4</td>
</tr>
<tr>
<td>Cheryl J. Dye, Willoughby Deborah, &amp; Begum Z. Aybar-Damali</td>
<td>5</td>
</tr>
<tr>
<td>Deborah A. Falta</td>
<td>6</td>
</tr>
<tr>
<td>Robert P. Green, Jr. &amp; John W. Johnson</td>
<td>7</td>
</tr>
<tr>
<td>Tammy Kahrig, Pamela Havice, &amp; Linda Jameison</td>
<td>8</td>
</tr>
<tr>
<td>Rosanne Pruitt, Julie Eggert, Lindsey Maxwell, Lisa Gigliotti, &amp; Kristen Grange</td>
<td>9</td>
</tr>
<tr>
<td>Marian Robinson &amp; Teresa W. Tucker</td>
<td>10</td>
</tr>
</tbody>
</table>

TRACK 1 - Faculty Research Poster Presentation

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shouldn’t It Be Fun? The Relationship between Sportsmanship, Fun, and Intent to Continue in a Youth Soccer League</td>
<td>1</td>
</tr>
<tr>
<td>A Mushrooming Interest: A Preliminary Look at Wild Mushroom Collecting</td>
<td>2</td>
</tr>
<tr>
<td>Human Dimensions of Wild Boar Management in Appalachia and the Great Smoky Mountains National Park</td>
<td>3</td>
</tr>
<tr>
<td>It’s a Wiki, Wiki World</td>
<td>4</td>
</tr>
<tr>
<td>Improving Chronic Disease Self-Management through Community Health Workers</td>
<td>5</td>
</tr>
<tr>
<td>Experiences Associated with HEHD Summer Research Support to Develop Quantitative Measurement Tools for Use in Health Impact Assessments</td>
<td>6</td>
</tr>
<tr>
<td>The Irony of Affirmative Action</td>
<td>7</td>
</tr>
<tr>
<td>Exploring Intergenerational Perceptions of Self and Others: Influence on Millennial Students’ Expectations in Multi-Generational Post-Collegiate Environments</td>
<td>8</td>
</tr>
<tr>
<td>Pedigree’s as a Tool to Teach Healthy Life Styles for Health Promotion to a Group of Middle School Girl Scouts</td>
<td>9</td>
</tr>
<tr>
<td>Early Childhood Development: Examination of Attitudes, Issues, and Opportunities for Low Income Families in Anderson County</td>
<td>10</td>
</tr>
<tr>
<td>Title</td>
<td>Page #</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Dolores A. Stegelin &amp; Paula Schubert</td>
<td>11</td>
</tr>
<tr>
<td><em>The Barnwell-Clemson University Collaborative Project: The Voices of Parents and Teachers</em></td>
<td></td>
</tr>
<tr>
<td>Shirley M. Timmons</td>
<td>12</td>
</tr>
<tr>
<td><em>The Church and Addiction: The Process of Faith-based Recovery</em></td>
<td></td>
</tr>
<tr>
<td>Cheryl B. Warner</td>
<td>13</td>
</tr>
<tr>
<td><em>The Prevalence of Mental Health Disparities in South Carolina: A Preliminary Analysis of Secondary Data Source</em></td>
<td></td>
</tr>
<tr>
<td>Ann Wetsel, Bonnie Holaday, John T. Long, &amp; Kay Wyatt</td>
<td>14</td>
</tr>
<tr>
<td><em>Supplemental Nutrition Assistance/Food Stamp Outreach Community/University Partnership</em></td>
<td></td>
</tr>
<tr>
<td>Joel E. Williams &amp; Cheryl J. Dye</td>
<td>15</td>
</tr>
<tr>
<td><em>Lay Led Rural Physical Activity Promotion</em></td>
<td></td>
</tr>
</tbody>
</table>

**TRACK 2 - Student Research Poster Presentation**

<table>
<thead>
<tr>
<th>Title</th>
<th>Page #</th>
<th>Easel #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joel R. Agate, Francis A. McGuire, &amp; Fran Mainella</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td><em>Awe-struck by Nature: An Examination of the Experience of Awe in Outdoor Settings</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Taylor Agate &amp; Joel E. Williams</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><em>From Mickey Mouse to Max &amp; Cheese: A Collective Case Study Examining Family Accessibility</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ayende Alcala</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td><em>Does Rock Hill Need a Freedom School?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lorraine Angelino &amp; Frankie Keels Williams</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td><em>A Case Study on Graduates from an Online Certificate Program and Their Experiences Related to Engagement Practices</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nancy Arrington</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><em>Impacting Students with Service-Learning</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SaMaria Ashford</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td><em>RunJUMPPLAY!: A Process Evaluation</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle E. Bartlett &amp; Frankie Keels Williams</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td><em>Conflict Management Styles and Workplace Incivility of Community College Senior Administrators</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
<td>Easel</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>J. Adam Beeco, Jeffery Hallo, &amp; Elizabeth Baldwin</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Nighttime Recreation in Parks and Protected Areas: Motivations, Benefits, and Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autumn Beecy, Erin Brock Kathleen “Katie” Coursen, Renee Dallin Waddell, Whitney Pate, Brittany Pollock, Margaret “Maggie” Rooney, &amp; Mary “Catherine” Watson</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Mt. Zion Baptist Church Health Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan Bendik &amp; Rachel Mayo</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Contributing Factors to HPV Vaccine Uptake in College Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diana Bennett</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Determining ‘Best Practices’ of Local Summer Day Camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denise Bethea</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Impact of Daily Homework Completion on High School Graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Boguski, Jason Crumpler, Martie Thompson, &amp; John Rice</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Religious Involvement among First-year Male College Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leeann M. Boyce</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Evaluating Traditional 4-H Club Programs: Focus on Programming to Meet Developmental Needs and Life Skill Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lauren Brewer, Laura Thomas, &amp; Cathryn Skinner</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>We Improve Involvement (Wii)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lauren Brewer, Meghann Glenn, Kyle Smith, Holli Veasey, Kathryn, Leah Gagnon, Farren Inguanti, &amp; Laura Thomas</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Education on Health Interventions in Ecuador</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matt Brownlee, Jeff Hallo, &amp; Brian Krohn</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Visitors’ Perceptions of Local Climate Change: Awareness, Concern and Civic Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heather Brunner</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Needs Assessment of After School Program in Chittenango, NY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Vinson Burdette, Frankie Keels Williams, Kali Brown, &amp; Corey McCarthy</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>The Social Integration Experiences of Community College Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jessica Burkhard, Hannah Haile, Katy Jameson, Megan Langworthy, Jennifer Poole, Casey Skelnik, Brittany Trefzger, &amp; Amy Turner</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>The Dangers of Adolescent Alcohol and Prescription Drug Abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page #</td>
<td>Easel #</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Jessica Burkhard, Katy Jameson, Megan Langworthy, &amp; Casey Skelnik</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td><em>The Effectiveness of Cymbalta for the Treatment of Pain</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betsy Carter, Taylor Weaver, Kelly Harvin, Deborah Westbury, Morgan</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Melton, Mary Gene Smith, Brigid Rooney, &amp; Kinsley Poore</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Seneca High School Comprehensive Health Program</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brianna Soule Clark &amp; Dorothy L. Schmalz</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td><em>No Simple Solution: Constraints to Overweight Women’s Physical Activity</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terri S. Collins &amp; Joe Ryan</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td><em>Using Social Stories to Improve Social Skills for Children with Autism Spectrum Disorder</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Pat Cousins, Jenna Elrod, Kristen Kierspe, Lauren Martin, Liz</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Walsh, Stephanie Ward, &amp; Jessica Wilkerson</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Health Fair in Southeast Anderson</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jason J. Crumpler &amp; Windsor Westbrook Sherrill</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td><em>The Benefits of the MD/MBA Degree, a Ten-Year Follow Up Study</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeremy M. Culpepper &amp; Dorothy Schmalz</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td><em>An Exploratory Study of Perceived Leisure Time Motivational Influences among Male Juvenile Delinquents</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie Dubis, Ambre Ellison, Chelsea Hayes, Jennifer Landrum, Whitney</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Leininger, Amanda Martin, Lindsay Morris, Elizabeth Stogner, &amp; Katrina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walker</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>A Study of Cardiovascular Disease and Hypertension in Southeast Anderson</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tim DuPont &amp; Frankie Keels Williams</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td><em>An Integrative Review of 2/4 Transfer Programs</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tanisha English</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td><em>Evaluating Study Abroad Opportunities and Interest at an Urban Historically Black University</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shakeeta R. Feaster, Ashley Skinner, &amp; Patti Peterson</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td><em>Assessment of University Student Awareness Regarding Pandemic Influenza and Preparedness to Respond to Administration Plans in the Case of an Outbreak</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Min-Jung Gantt, Martie Thompson, &amp; Herman Senter</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td><em>Examining Intervention Effects using Hierarchical Linear Modeling</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page #</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>J. Elizabeth Gladden, Joseph B. Ryan, &amp; Jennifer Huber</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td><em>The Effects of Reciprocal Teaching on Latino Students’ Awareness of Comprehension Strategies for Expository Text</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jason God, Julia Eggert, &amp; Lyndon Larcom</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td><em>The Mechanisms by which Raspberry Extracts Kill Cancer Cells Vary with the Cancer Cell Type</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie M. Green, Elizabeth Hughes, Sharon Sanders, &amp; Joseph B. Ryan</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><em>The Use of Assistive Technology to Improve Time Management Skills of Young Adults with Intellectual Disabilities</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hannah Haile, Jennifer Poole, Brittany Trefzger, &amp; Amy Turner</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td><em>Evaluating a Community-Based Health Intervention Program Targeting African American Women</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ran He &amp; Julie Eggert</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td><em>Longitudinal Study of Unscheduled DNA Synthesis as Predictor of Breast Cancer</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patrick J. Holladay &amp; Jeffrey C. Skibins</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td><em>Ecotourism and Wildlife Impacts: Loving Nature to Death at the Ends of the Earth</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patrick J. Holladay</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td><em>Intersecting Theories of Sustainability and Resilience: An Application for Tourism Management</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erin Hunter, Robin Kowalski, &amp; Hugh Spitler</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td><em>Actor-Observer Bias in Obesity Attributions</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jessica Johnson, Rachel Regone, Lindsey Thompson, Carly Frates, Charles Law, Leah Jarrett, H.D. Spitler, &amp; S. P. Ouellett</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td><em>The Role of Peer Health Educators and Undergraduate Research Assistants in an Expanded Intervention Project</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kyle Johnson</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td><em>From a Teacher to a Leader: A Process Evaluation of the Call Me Mister Program</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kimberly P. Johnson</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td><em>Weed and Seed of Cleveland County, NC: A Proposed Evaluation Design for a Community-Based Initiative</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Table of Contents/continued

<table>
<thead>
<tr>
<th>Title</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yahya Mustafaa Madyun .....................................................................</td>
<td>59</td>
</tr>
<tr>
<td><em>Evaluating Developmental Process and Outcome Indicators: The FLY Youth Council</em></td>
<td></td>
</tr>
<tr>
<td>Tracy Mainieri .............................................................................</td>
<td>60</td>
</tr>
<tr>
<td><em>Putting it into Action: Engendering Civic Engagement and Social Capital through Summer Camp Programming</em></td>
<td></td>
</tr>
<tr>
<td>Kat Majester, Martie Thompson, &amp; Hugh Spitler ........................................</td>
<td>61</td>
</tr>
<tr>
<td><em>Group Associations and Alcohol-Related Victimization of College Females</em></td>
<td></td>
</tr>
<tr>
<td>Brian Malcarne .............................................................................</td>
<td>62</td>
</tr>
<tr>
<td><em>Constructive Enabling: Applying a Wilderness Skills Intervention to Support the Therapeutic Change Process of Adolescent Females in Residential Treatment</em></td>
<td></td>
</tr>
<tr>
<td>Damonte Mckenzie ..........................................................................</td>
<td>63</td>
</tr>
<tr>
<td><em>A Process Evaluation for the Frazee Dream Center</em></td>
<td></td>
</tr>
<tr>
<td>Stefanie Mitchell, Martie Thompson, &amp; Hugh Spitler ..........................</td>
<td>64</td>
</tr>
<tr>
<td><em>Risk Factors for Sexual Revictimization in College Females</em></td>
<td></td>
</tr>
<tr>
<td>Chet Morse ..................................................................................</td>
<td>65</td>
</tr>
<tr>
<td><em>Formative Evaluation of CCPRC Planetarium Program</em></td>
<td></td>
</tr>
<tr>
<td>Kathryn Page, Caley King, Kyle Wilson, Jennifer Pruette, Jennifer Battaglia, Cory Andrews, Anna Holahan, &amp; Taylor Sarvis ..........................</td>
<td>66</td>
</tr>
<tr>
<td><em>Health and Wellness Day at Tamassee Daughters of the American Revolution School</em></td>
<td></td>
</tr>
<tr>
<td>Kathy Romero, Julia Eggert, &amp; Lyndon Larcom ..................................</td>
<td>67</td>
</tr>
<tr>
<td><em>Correlation between Cortisol Concentration and Peripheral Blood Mononuclear Cell Levels</em></td>
<td></td>
</tr>
<tr>
<td>Jeffrey C. Skibins, Jeffrey C. Hallo, Robert E. Manning, &amp; Julia Sharp ..................................</td>
<td>68</td>
</tr>
<tr>
<td><em>Is It All about the Grizzly? Relationships between Wildlife Viewing and the Visitor Experience at Denali National Park</em></td>
<td></td>
</tr>
<tr>
<td>Julie Smart &amp; Jeff C. Marshall ....................................................</td>
<td>69</td>
</tr>
<tr>
<td><em>Teachers’ Approaches to Content-Embedded Inquiry-Based Instructional Practice</em></td>
<td></td>
</tr>
<tr>
<td>Gregory W. Smith &amp; Joseph B. Ryan ..................................................</td>
<td>70</td>
</tr>
<tr>
<td><em>A Field of Dreams: Increasing Compliance in Students with Autism Spectrum Disorder in an Extracurricular Activity</em></td>
<td></td>
</tr>
</tbody>
</table>
# Table of Contents/continued

<table>
<thead>
<tr>
<th>Title</th>
<th>Page #</th>
<th>Easel #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Beth Steck ...........................................................................71</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Risk Assessment for Familial Melanoma: A Systematic Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carin E. Vadala, Robert D. Bixler, &amp; Terry L. Robison ....................72</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Urban Park Reserves Ecological Restoration Initiatives: Are Neighbors Willing to Participate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan L. Vezeau, Robert. B. Powell, &amp; Marc J. Stern ......................73</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Methods Used in the Development of a National Park Service Stewardship Scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paula J. Watt ...............................................................................74</td>
<td>74-82</td>
<td></td>
</tr>
<tr>
<td>Use of the Touchpoints Model to Build Research Skills and Address Practitioner Educational Competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kristin Westberg .........................................................................75</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Needs Assessment for Faculty Implementation of Principles of Academic Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beth Wilson ...............................................................................76</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Evaluating a Rural Summer Program with Developmental Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kawana Woodson ..........................................................................77</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>A Student-Centered Approach to Media Arts Integration in the Classroom: A Needs Assessment of One SC Inner City School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tianyu Ying, William C. Norman, &amp; Xu “Tony” Chen ..........................78</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Using Visitors’ Music Taste and Daily Musical Consumption as a Destination Marketing and Segmentation Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily Zivot &amp; Elizabeth Baldwin ..............................................79</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>The Writing on the Wall: Understanding the Meanings Associated with Graffiti in Parks and Protected Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRACK 3 - Center/Institutes/Program/Project Poster Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheryl J. Dye &amp; Begum Z. Aybar-Damali .....................................80</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Institute for Engaged Aging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victoria R. Gillis, Kathy N. Headley &amp; Lisa Jones-Moore ...............81</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Center of Excellence for Adolescent Literacy and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert M. Horton, Jeff C. Marshall, &amp; Michael J. Padilla ..............82</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Center of Excellence for Inquiry in Mathematics and Science: Improving Middle School Math and Science Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

xix
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
<th>Easel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff C. Marshall, Robert M. Horton, Julie Smart, &amp; Ben Sloop</td>
<td>83</td>
<td>91</td>
</tr>
<tr>
<td><em>Inquiry in Motion Institute: Improving K-12 Mathematics and Science Teaching and Learning</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veronica Parker, Katherine Cason, &amp; Karen Kemper</td>
<td>84</td>
<td>92</td>
</tr>
<tr>
<td><em>Center for Research on Health Disparities</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cindy Roper &amp; Yoruba Mutakabbir</td>
<td>85</td>
<td>93</td>
</tr>
<tr>
<td><em>Grade Retention and African American Students: A Review of Research, Policies and Outcomes</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jay Smink, Sam Drew, Cathy Hammon, Cairen Withington, Rita McMillan, Catherine Mobley, Julia Sharp, Alex Ewing, Natalie Kosine, &amp; Sam Stringfield</td>
<td>86</td>
<td>94</td>
</tr>
<tr>
<td><em>A Sampling Design for a Longitudinal Study of the South Carolina Personal Pathways to Success Initiative</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dolores A. Stegelin, Elizabeth Powers-Costello, Sandra Mammano Linder, Julie Brockman Smart, Erin Estes, Sarah Ashley, &amp; Bridget Rollins</td>
<td>87</td>
<td>95</td>
</tr>
<tr>
<td><em>The Reggio Emilia, Italy, Early Childhood Study Abroad Project: A Collaboration of South Carolina Colleges and University</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dolores A. Stegelin &amp; Luciano Cecconi</td>
<td>88</td>
<td>96</td>
</tr>
<tr>
<td><em>ACEI Collaborative Project between USA and Italy: The Global Guidelines Assessment Project</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martie Thompson, Virginia Baird, Betsy Clements, Ken Cothran, Amy Merck, &amp; Sonia Parker</td>
<td>89</td>
<td>97</td>
</tr>
<tr>
<td><em>Center for Research and Collaborative Activities (CRCA): How We Can Help You</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Youth sport participation has increased dramatically during the past few decades. As of 2002, approximately 20 million young athletes participated in youth sports in the United States (Engh, 2002). While this number continues to grow, the number of youth who cease sport participation has also increased (Engh, 2002; Ewing & Seedfeldt, 1996; Petlichkoff, 1996). Dropping out of a sport program is problematic because when young athletes cease participation, they no longer reap the physical, social, psychological, or mental benefits that can result from positive experiences with sports. The challenge for recreation administrators then becomes one of keeping youth interested in sports in order to prevent drop outs. Current youth sport research has suggested that promoting sportsmanship may help keep young athletes interested in participation. Positive sportsmanship experiences can foster positive emotions, which can lead to feelings of more fun, while poor sportsmanship can lead to negative experiences and, likely, greater attrition. The question remains, however, if youth sport leagues are more fun and more oriented toward increasing sportsmanship, are youth more likely to continue participation? Therefore, the purpose of this study was to determine if a relationship existed between intent to continue participation in youth sports and the following variables: individual sportsmanship, league sportsmanship, individual fun, and league fun.

Method: Data were collected from young athletes involved in a summer soccer program in the Pacific Northwest. A total of 188 questionnaires were collected from participants in three age groups (under 12 = 100, under 15 = 46, under 19 = 42). Although the league is co-ed, the sample was primarily male (males = 74%, females = 26%).

A two-part questionnaire was employed in this study (α = .88). The first part was intended to measure sportsmanship attitudes and the second part to measure league satisfaction. Sportsmanship attitudes were assessed using the Multidimensional Sportspersonship Orientations Scale (MSOS). Thirteen questions from this scale were selected based on the results of a confirmatory factor analysis (Vallerand et al., 1997). The shortened version of the MSOS resulted in an internal consistency estimate of .81. The second part of the questionnaire, to measure league satisfaction, was created in collaboration with league administrators. Nine questions were developed that addressed issues including league sportsmanship and fun, individual sportsmanship and fun, and players’ intent to participate in the league the following year. The internal consistency estimate for this portion of the questionnaire was .87.

Results: Standard multiple regression was conducted to determine the relationship between the independent variable (intent to continue) with the following dependent variables: individual sportsmanship, league sportsmanship, individual fun, and league fun. Regression results indicate that the overall model significantly predicted intent to continue (R² = .33, R²adj = .32, p < .01). Further examination revealed that only three of the four variables significantly contributed to the model: individual sportsmanship (p <.01), individual fun (p <.01), and league fun (p <.01). League sportsmanship did not have a relationship with intent to continue (p = .95).

Discussion: Results from this study suggest that individual sportsmanship attitudes and individual and team experiences of fun can impact whether or not young athletes intend to continue participation in a sports program. A recommendation from this study is for recreation administrators to focus on coach and parenting training programs that teach ways to develop sportsmanship individually, and as a team. Future research should address the study’s limitations, and attempt to determine methods of increasing sportsmanship and fun in youth sport programs.
A Mushrooming Interest: A Preliminary Look at Wild Mushroom Collecting

**Purpose:** Only in the last 30 years has interest in this hobby increased enough that collecting, cooking and consuming wild edible mushrooms is now occasionally addressed in mainstream media. Increased collecting has also led to some public land management agencies starting to focus on managing mushroom harvesting, yet only one regional study could be found on hobby mushroom collecting (Fine, 2003). The current study seeks to describe the behaviors, motivations, preferences, constraints, and related interests of members of mushroom clubs in the United States.

**Population and Method:** Of the 112 mushroom clubs identified in the US, 34 agreed to participate. A survey was distributed by email/web or by mail-back paper surveys depending on the preference of each club. Response rates were significantly higher for paper surveys and, depending on the club, ranged from 15 to 87 percent. A total of 1,141 useable questionnaires were used in the analysis. Because this group of recreationists has received little research attention, the goal of this study was to collect basic descriptive data on a wide variety of issues, not to test theory.

**Findings:** Over 90% were actively collecting mushrooms and 58% had attended at least one overnight or longer weekend mushroom foray. Friendships centered around interests in mushrooms were common, with respondents reporting an average of 6.9 friendships that developed through an interest in mushrooms. Ninety percent of the respondents reported using public lands for collecting, while reporting that 70% of their collecting over a 12-month period occurred on these lands. Many unintended changes were reported by participants as they engaged in their hobby. Sixty-one percent reported increasing their cooking of gourmet meals. Concern for public lands increased for 57% of respondents, interest in biology and science increased for 66.5%, how observant they were in the woods increased for 88%. Also, 76.6% reported an increase in the time they spent outdoors. Respondents reported what mushroom related activities they participated in during the last 12 months. Not surprisingly, 90% had cooked with wild mushrooms. About two thirds had taught others about mushrooms, 58% had taken photographs of mushrooms, and about a third had experimented with cultivating mushrooms. Artistic activities using or focused on fungi were reported by about 15 percent.

**Conclusion and Implications:** This study provides much basic information about wild mushroom enthusiasts. One unexpected inference from the data is that much environmental learning and concern emerges from a hobby that requires intellectual interaction with a natural resource. Respondents were concerned about pollutants that contaminated mushrooms, large numbers acknowledged that they had become more concerned about public lands, their interest in biology had increased and they were more observant in the woods. These outcomes suggest the need to refocus research on activities that actually requires the participant to know something about nature and natural resources. Likewise, park managers may want to carefully consider what recreation activities and hobbies they promote on public lands and how these activities are managed.
Human Dimensions of Wild Boar Management in Appalachia and the Great Smoky Mountains National Park

Problem Statement: The Great Smoky Mountains National Park’s (GSMNP) wild boar management program has been in place for more than fifty years. Historically, the program relocated boars to surrounding national forests for consumptive recreation purposes. However, due to potential disease transmission the park has ceased relocation efforts. Population reduction is the only element of the current plan. This has resulted in the local community’s perception that wild boar populations are diminishing, and thus, hunting opportunities and wild boar meat availability are decreasing. Recently, feral pigs exhibiting domesticated features have been documented in the park. Additionally, park officials have been alerted to alleged illegal transport and release of feral pigs on lands bordering the park, with the purpose being to increase and stabilize hog populations. This artificial stocking raises concerns of brucellosis and pseudorabies contamination to park wildlife and agricultural swine.

Methods and analysis: Qualitative research methods were selected that provided a deeper understanding of the phenomenon and the social complexity of the situation. The pilot study was implemented to understand: 1) the social drivers for the behavior of transport and release; and 2) the scope and extent of the activity. This study employed purposive snowball sampling for subject selection. Semi-structured, in-depth interviews were conducted with wildlife experts, community members, outdoor recreation professionals, and resource management professionals (n = 7).

Results: Data analysis created the following themes present in the interviews: 1) community members may be aware of feral pig transport and release and may indirectly support the practice; 2) transport of feral pigs trapped in Florida and Georgia is occurring in small numbers, with subsequent release in national forest lands bordering GSMNP.

Discussion: Park-neighbor relationships are becoming increasingly important to protected area management. This pilot study has highlighted a number of areas for future research, including: 1) are there consistent motivations and social drivers for transport and release throughout protected areas in the southeast; 2) how has past park-neighbor relationships and policies affected local community members and current perceptions of management?
It’s a Wiki, Wiki World

**Purpose:** The purpose of the study was to investigate adolescents' motivation to read and the nature of adolescents' and preservice teachers' discussions about young adult literature through online wikis. Parents and teachers worry that electronic forms of communication ruin students’ spelling and sense of grammatical correctness. Yet, through electronic communications, teens are also gaining practice in literacies that extend school literacy. The research was guided by the following questions:

1. What is the nature of adolescents and preservice teachers’ online wiki discussions about young adult novels.
2. What are the different ways in which electronic communication mirrors or makes use of school literacy?
3. What motivates adolescents to read texts when not required to do so by parents or teachers and when extrinsic rewards for reading are not provided?

**Participants:** Adult participants were eight teacher education majors and members of a Clemson University Creative Inquiry team. Adolescent participants were 23 seventh-grade students in Mrs. Robertson’s English/Language Arts classroom at Walhalla Middle School.

**Method:** Adolescent participants were matched with preservice teachers based on the young adult novel each chose to read for the project. One to four adolescents and one preservice teacher formed a team to read and discuss the novel of their choice. A total of nine teams were formed; one preservice teacher worked with two groups of adolescents. Teams shared predictions and reactions to events through a private wiki five times over the course of eight weeks: prior to reading the book, a quarter of the way through, half-way through, before the ending, and after finishing the book.

**Findings:** Several factors affected adolescents’ discussions and responses to books through online wikis. First, their ability to compose online was influenced by their ability to type as well as their knowledge of and comfort level with using wikis. Second, the teacher’s directives and/or expectations for her students directly affected students’ responses. Third, the number and quality of wiki discussions depended on the availability of computers at school and the amount of instructional time students were allowed to post to the wiki. Adolescents make use of and extend school literacy practices in electronic communications. However, their responses frequently mirror oral communication practices rather than written communication practices. Adolescents are motivated to engage in independent reading when: (a) they are allowed to select books that appeal to or interest them and (b) when they can discuss what they are reading with peers and others.
Improving Chronic Disease Self-Management through Community Health Workers

Adults over the age of 65 years residing in a very rural county of South Carolina have higher rates of many chronic diseases than their state and national counterparts. Rates of emergent and hospital care are relatively high for this population due primarily to difficulties in adhering to recommended self-management behaviors for congestive heart failure, diabetes, and cardiovascular disease. A program, grounded in the Chronic Care Model and funded by Health Resources and Services Administration (HRSA), was developed through a collaborative partnership between a university, hospital and health department to reduce avoidable emergent care by improving self-management practices. In the program, trained community health workers called “Health Coaches” are placed with older adults to assist them in learning how to manage their chronic condition and in accessing the health and social services they need. The presentation provides an overview of program goals, evaluation design and components of the Chronic Care Model, methods for recruiting and training Health Coaches, and data illustrating effectiveness of the program on the health of rural, older adults. Data includes differences in emergent care, in both frequency and costs, between Health Coach Clients and a comparison group.
Experiences Associated with HEHD Summer Research Support to Develop Quantitative Measurement Tools for Use in Health Impact Assessments (HIA)

The HEHD Faculty Research Program Award that I received last summer enabled me to attempt the first 4 steps of a Desk-based HIA for a regional issue. Specifically, I wanted to do the third and fourth steps of an HIA that involve the identification of potential health impacts to a defined population from a policy or project and the assessment of the direction, severity, and likelihood of beneficial or detrimental changes in these impacts. I focused on the regional efforts to reduce ground-level ozone concentrations by the three Upstate counties (Anderson, Greenville, and Spartanburg) that entered into an Early Action Compact (EAC) agreement with the United States Environmental Protection Agency (USEPA). This EAC program allows regions to take proactive steps to avoid being designated as non-attainment for a national air quality standard and risk losing federal highway funds. A major goal of my summer research experience was to identify quantifiable measures of health impacts associated with the EAC policy. Although I found some quantifiable data, such as regional ozone concentration measurements and county respiratory disease hospital discharge rates, I learned that there was very limited regional data available to help quantify costs or other activities associated with ozone reduction strategies. Learning what data did not exist occupied the majority of my summer, as did trying to obtain access to mapping software that aids in quantifying spatial data. The limited results determined by the available quantitative information have convinced me to pursue research efforts at improving the availability of quantitative data resources associated with analyzing environmental public health, including the use of the HIA methodology.
Robert P. Green, Jr. (rpgreen@clemson.edu)  
School of Education, Teacher Education

John W. Johnson (john.johnson@uni.edu)  
Department of History, University of Northern Iowa

The Irony of Affirmative Action

The authors of a forthcoming book, Affirmative Action (ABC-CLIO), provide an historical overview of the controversy over affirmative action policy in the United States, from the initial use of the term through the Supreme Court case, Parents v. Seattle (2007). Emphasis is placed on constitutional history, principally decisions of the U.S. Supreme Court.

Affirmative action as policy was developed to address historical discrimination, primarily against minorities and women, in employment and education. From the time of its birth during the presidential administration of Lyndon B. Johnson, proponents and critics of affirmative action have argued over whether or not policies that take race and sex into account violate or achieve the provisions of the Civil Rights Act of 1964 and the constitutional principle of equal protection under the law. This study explores the development of affirmative action policy as influenced by decisions of the High Court, with special attention to early “liberal” and later “conservative” limits to policy, including the concepts of remediation, diversity, and reverse discrimination.

Today, affirmative action policies must be carefully tailored to address a compelling state interest. If not, they will fail the strict scrutiny of the Court. Ironically, the constitutional principles on which policies were based designed to alleviate exclusion, isolation, and historical discrimination are interpreted today in ways that may very well work to maintain those very phenomena.
Exploring Intergenerational Perceptions of Self and Others: Influence on Millennial Students’ Expectations in Multi-Generational Post-Collegiate Environments

Since the publication of Strauss and Howe’s seminal books on generational theory in 1991 and 1997, a number of authors have written about the characteristics of Millennials and the challenges they present in the college classroom and in the workplace. Although much has been written about helping non-Millennials adapt traditional teaching methods and human resource management approaches to better meet the needs of and enhance the performance of Millennials, few studies have examined generational perceptions or have addressed the role of higher education in promoting intergenerational understanding among Millennial students. The purpose of this study is to gain an understanding of intergenerational perceptions of self and others and how those perceptions influence Millennial students’ expectations in multi-generational post-collegiate environments (i.e. workplace or graduate school).

Following a phenomenological research design, focus group interviews were conducted during spring 2009 with undergraduate senior students, faculty, and student affairs administrators at both a public doctoral granting institution and a private baccalaureate institution. Preliminary findings will be shared.

Results of the study will be used to develop recommendations for practice in higher education relevant to preparing Millennial students for multi-generational post-collegiate environments.
Pedigree’s as a Tool to Teach Healthy Life Styles for Health Promotion to a Group of Middle School Girl Scouts

It is a well known fact that obesity is becoming a large problem among middle school aged children. Obesity related diseases include both breast cancer and heart disease, especially if there is a family history. This creative inquiry focuses on educating middle school girl scouts in rural South Carolina on the relationship between a healthy lifestyle and the development of breast cancer and heart disease. Three creative inquiry students and two faculty members from Clemson University public health and nursing met with middle school girl scouts to evaluate their knowledge of these two diseases and their risk factors. Through creating a genogram with the girl scouts we were able to show them their family history and visually illustrate how a family history of disease can pertain to them. Finally, the creative inquiry team will be evaluating a change in their knowledge from what we have taught them from pre to post test. A special badge depicting the Clemson connection heart disease breast cancer awareness was created for these girl scouts to reward their participation and acknowledge the different things they have learned. This creative inquiry will be targeting adolescents in raising their awareness in the risk factors and the impact of lifestyle factors to reduce these risks.
Early Childhood Development: Examination of Attitudes, Issues, and Opportunities for Low Income Families in Anderson County

Purpose: In an attempt to address the issue of early childhood development and learning readiness for low-income families in Anderson County Community Kids Clubs were established in three Anderson churches. The purpose of this study was to gain a fuller understanding of the issues and attitudes related to the participation rate in Community Kids Club (CKC) programs as well as examine the needs, attitudes, and issues of early education for preschool aged children from low socioeconomic areas in Anderson.

Participants/Methods: Residents from five housing projects (Fortson Homes, Friendship Ct., Fairview Gardens, Handover Ridge, & Belton Woods) and residents surrounding each Community Kids Club site were asked to fill out a survey and invited to participate in any of the four neighborhood meetings. These neighborhood meetings served as focus groups to gain insights and perspectives from community members around the issues of preschool/daycare. Additionally, a series of structured interviews were conducted with key stakeholders in the community, which included public officials, local ministers, individuals identified by neighborhood associations, and other key people in the community.

Findings: Of those households surveyed with preschool aged children, 65% did not attend any preschool program. The reasons why children did not attend preschool included (in order of frequency): cost, transportation, lack of knowledge about programs, and wait listed for other programs. The results from surveys, neighborhood meetings, and interviews revealed the following themes: needs/barriers to participation in preschool programs, characteristics of quality early child development programs, and outreach.

Recommendations: Interestingly enough, all parties that were approached about early childhood development in Anderson had very similar concerns and issues. The recommendations are based on information gathered from surveys, neighborhood meetings, and interviews with community leaders. These recommendations included: developing collaborative relationships and partnerships with similar programs, schools, and businesses regarding the best way to serve the needs of preschoolers in Anderson; making quality early childhood education a priority for officials and policy makers; involving parents in every part of the education process; providing safe and efficient transportation to and from programs; developing a concentrated and focused outreach effort to educate the community about the value of quality early education and available programs; and creating hours of operation of the program based on the scheduling needs of working families.
The Barnwell-Clemson University Collaborative Project:
The Voices of Parents and Teachers

**Purpose:** The purpose of the Barnwell-Clemson University Collaborative Project is to 1) provide assistance in the strengthening of all early childhood settings in Barnwell County, South Carolina; 2) enhance the level of professional development of the teachers and directors in these centers; and 3) strengthen the role of parents in the role of educating and caring for their very young children.

**Relevant Contributions:** This is a comprehensive project that is providing contributions in the following areas: 1) professional development of early childhood providers and teachers; 2) research in the areas of early learning environments, teacher development, and parent education in poor rural communities; 3) collaborative outreach to an impoverished rural county in SC; and 4) collaboration among early childhood agencies at the state and local levels with Clemson University and local citizens of Barnwell County.

**Project Design and Audience:** This is an outreach project that utilizes funding from a private donor and resources from Clemson University, Barnwell county citizens and early childhood professionals, and professionals from First Steps, State Department of Education, Department of Social Services, Head Start, and other state and local agencies. Research design is based on the specific project and population and focused research goals.

**Collaborators:** Collaborators in this university-county project include Clemson University, Office of First Steps SDE, DSS, Head Start, SC for Child Care Career Development, and other state and local agencies.

**Outcomes:** In 3 years, positive outcomes have been achieved in these areas: 1) enhanced scores using the Early Childhood Environmental Rating Scale (ECERS) in the majority of classrooms; 2) establishing an active Directors’ Networking Group; 3) establishing monthly professional development workshop series for teachers, directors, and child care providers; and 4) research projects on the improved ECERS measures of participating classrooms and on parent attitudes and knowledge. In addition, professional presentations have been given at the state and national levels about this project (NAEYC, NAECTE, and SCAEYC).
The Church and Addiction: The Process of Faith-based Recovery

**Purpose:** To develop a substantive theory to explain the faith-based process of recovery from addiction to illicit drug use.

**Problem Statement:** Although religion and spirituality can positively affect substance abuse recovery, the influence of a Christian based recovery program is not completely understood.

**Participants:** ‘Restored’, African-American crack cocaine addicts enrolled in a community residential Christian based recovery ministry.

**Methodology:**

**Design:** Grounded Theory (Glaser & Strauss, 1967)

**Data Collection:**
a) Unstructured Interviews (over 3-month period)
b) Field Notes (over 3-month period)
c) Nine-item Demographic Questionnaire

**Data Analysis:**
a) Constant Comparative Analysis
b) Descriptive Statistics (demographic data)

**Findings:** Pending.

**Descriptive Demographics:** Average age of participants was 46 yrs. (SD=4.9); 80% (n=8) characterized their health as “good” and had no other diagnosed health problem; 70% (n=7) were employed full time; 90% (n=9) were laborers/machine operators; 50% (n=5) had never married; 40% (n=4) had some high school and annual incomes of $20,000-29,999; 20% (n=2) had been in recovery for more than 24 months and 30% (n=3) for 1-3 months; and 80% (n=8) were former crack cocaine users and 2 persons had been addicted to multiple substances.

**Conclusions:** Pending.

**Practice Implications:** Findings have potential for understanding the role of the church in addiction recovery, developing care interventions, and uncovering important concepts for future study. Those in need of recovery and recovery program administrators can benefit from this theory. The study holds implications for helping to meet Healthy People 2010 objectives for increased quality of life and elimination of health disparities.
The Prevalence of Mental Health Disparities in South Carolina: A Preliminary Analysis of Secondary Data Source¹

National healthcare data shows a shift in primary care physicians functioning as mental healthcare providers. In primary care settings, approximately 20% of the patients are diagnosed with at least one mental disorder and more than 60% of the visits relate to antidepressant use. In South Carolina, mental disorders ranked as the number one clinical conditions for Medicaid expenditures in 2007, representing a total of $326 million in paid claims (SCDHHS, 2007).

The primary objectives of this pilot research were to (a) acquire information about the utilization of mental health treatment by primary care physicians by the state’s residents and (b) determine if mental health disparities exists in the state. The statistical analysis included secondary medical data sets provided by South Carolina Office of Research & Statistics of Medicaid and non-HMO State Health Plan (SHP) information from 2003 through 2007. The inclusion of both data set served to examine the comparison between a public and a private third-party health insurance carriers. The selection criteria were (a) primary or secondary codes for mental disorder diagnoses or (b) prescription codes for psychoactive medications. Data included de-identifiers, demographic information (i.e., sex, age, race, rural or urban residence), medical information (i.e., mental health disorders diagnoses, psychoactive medications, and physician specialty), and dates of service. Recipients could have multiple records within one year based on service dates, diagnoses, and prescriptions and across the 5-year period. Therefore, “occurrences” were deemed to be the best unit of measure and categories of frequencies were not mutual exclusive.

The findings of this preliminary study revealed an average of 11% of Medicaid and 8% of SHP were associated with mental disorder diagnoses. Because provider information was only available for Medicaid, the findings revealed primary care physicians (mostly family practitioners) and the South Carolina Department of Mental Health providers diagnosed and treated mental disorders at equivalent rates. Mood disorders were the prominent diagnoses for Medicaid; whereas, mood and anxiety disorders were equivalent among SHP. Antidepressants were the most prescribed psychotropic class of drugs for both group, followed by sedatives and hypnotics and anti-anxiety agents. The findings also revealed potential health disparities regarding socioeconomic status (e.g., private versus public insurance, rural versus urban residents), race, and age. This study did not investigate the rationale or explanations for its findings. Additional research focusing on the revealed disparities are recommended.

¹Study funded by the 2008 HEHD Summer Pilot Research Grant
Supplemental Nutrition Assistance/Food Stamp Outreach
Community/University Partnership

Purpose: The Supplemental Nutrition Assistance (SNAP)/Food Stamp Outreach Community and University Partnership (FSOCUP) program’s mission is to enhance community knowledge and improve avenues of access to food assistance and the SNAP program for South Carolina’s most vulnerable citizens.

Addressing 21st Century Issues: Since 2000, the economic picture of South Carolina has undergone significant changes, e.g. widening gap between wages and the cost of living; slowing textile and related industrial production; reduced work hours and temporary layoffs; plant closings leading to permanent layoffs; and increased gasoline, heating fuel and other costs. Rural poverty at 19.2% and urban poverty at 13.8% are record highs. Forty-four percent of SC children live in low income families and 19% live in poverty. These forces have combined to increase food insecurity and hunger in families with children, the elderly, disabled, minorities, low income (working & nonworking) families, and the homeless.

Program Design: The FSOCUP program is in its eighth year providing support to contractual partner SNAP outreach partners for outreach activities to address knowledge, access and application barriers related to South Carolina’s SNAP program. Faith-based and other community partner agencies provide direct assistance with application completion, assistance in preparing supporting documents, information about the interview and post interview process, and ongoing follow-up support. An annual training and monthly meetings are held to update partners and share strategies.

Collaborators and Partnerships: Caressa Louallen, DSS Columbia; DSS Kay Wyatt, Pickens; Laura Mathis, Oconee; Marilynn Cosgrove, Anderson; Sandy McGranahan & Africa Coleman, Greenville; Jean Singh, Spartanburg. Faith-based and other community agencies are: Anderson Interfaith Ministries, Center for Community Services, Clemson Community Care, Holy Ground Church, Piedmont Emergency Relief Center, St. Francis Community Ministries, United Christian Ministries, and United Ministries.
Women, rural, and middle-aged and older adults are population groups with the lowest levels of physical activity (PA). Low levels of PA are linked to weight gain and chronic disease risk among women. The primary aim of this study is to deliver and evaluate the effects of an in-person plus stage-based telephone counseling intervention to increase PA among middle-aged and older rural Appalachian women. A secondary aim of this study is to examine the relationships between personal and environmental variables and PA among these women. The study integrates lay health promotion, Transtheoretical Model (TTM) and Social Cognitive Theory (SCT) into a conceptual framework. We propose to evaluate the feasibility of this integrated model to increase physical activity among sedentary and inactive middle-aged (55-64 years old) and older (65 and over) rural women. The intervention will be delivered through lay health advisors (LHAs) recruited from the study counties. Undergraduate Health Science students will assist the LHAs with intervention delivery and will be responsible for the collection of outcome data. The intervention will promote moderate PA and resistance and flexibility exercises, following ACSM/AHA PA recommendations for older adults. The first eight weeks of the intervention will include in-person, group sessions targeted to those in the early stages of change. The following six weeks of the intervention, consisting of individually tailored telephone counseling, will focus on moving participants into the action stage and maintenance stages. Demographics, accelerometer and self-reported PA, psychosocial, and environmental data will be collected upon participant enrollment (baseline) and at six months after their enrollment date. Process evaluation will be used to monitor intervention fidelity. This study will integrate several evidence-based approaches for promoting PA with our experience in working with lay health advisors in community health promotion. We will contribute to empirical knowledge by examining the feasibility of reaching disadvantaged, middle-aged and older adult women living in very rural areas. This project will also allow us to directly involve undergraduate health science students in significant public health research. Lastly, the project will strengthen the capacity of the Institute for Engaged Aging and the investigators to secure significant funding to deliver effective PA programming to undeserved rural populations and enable us to collect pilot data to use in calculating effect sizes and determining sample size for future competitive grant applications.
Awe-struck by Nature: An Examination of the Experience of Awe in Outdoor Settings

Positive psychologists have recently reported that experiences of awe have the capacity to induce positive change in individuals. These experiences are said to increase one’s openness to new ideas, new relationships and new possibilities (Haidt, 2003). The most common context in which researchers report awe are those involving natural environments. Nature-produced awe is said to involve “a diminished sense of self, the giving way of previous conceptual distinctions and the sensed presence of a higher power” (Keltner & Haidt, 2003, p. 310). Little is known about what contributes to this emotion and to date, no researchers in the field of parks and recreation have explored awe. The purpose of this study, therefore, is to explore how awe is experienced in the outdoors and what factors contribute to this emotion.

The present study utilized Backpacker Magazine’s forum page located at http://www.backpacker.com/cgi-bin/forums/ikonboard.cgi. The forum page is an online community of outdoor enthusiasts that includes discussion topics dealing with backpacking skills, recommended destinations, and other miscellaneous topics. A single discussion thread was identified for analysis. The initial posting in the thread consisted of a member’s own personal stories of being “awe-struck by nature” and an invitation to other members to share their own such experiences.

Researchers are in the process of conducting a qualitative content analysis of the postings in this discussion thread. Preliminary findings indicate that the experience of awe reported by posters to this discussion thread included many of the same elements of prototypical awe theorized by previous authors. The data indicate that elements commonly contributing to feelings of awe in the forum members were beauty (in nature), fear (of the elements or other potential threats) and the supernatural (as related to spirituality). These elements often related to the experience of vastness as described by Keltner and Haidt (2003). Further analysis will allow researchers to gain more understanding of the specific factors that contributed to these feelings. Posters also identified an additional element of self-reflection which reinforces Sundararajan’s (2009) idea of refined awe which allows the individual to reap benefits from the experience of awe and grow because of the experience.

A final finding that was identified in the preliminary data analysis is of particular interest in that it speaks to the possible social value of awe. Forum members identified experiences of awe, whether in childhood or more recently, as playing a significant role in developing a bond with nature. This indicates that if parks and recreation professionals can gain an understanding of awe, particularly how they might facilitate more frequent experiences of awe in individuals, they may be able to influence the time these individuals spend in nature across their lifetimes. This could have significant impacts on the health of human beings and the environment in which we recreate.
From Mickey Mouse to Max & Cheese: A Collective Case Study
Examining Family Accessibility

Providing programs for families has become increasingly important over the last few years. Businesses are adding services and programs or adapting existing ones to cater more to the family market. As professionals in a variety of fields are seeking to provide experiences for families, many are running into problems such as how to provide programs for such a wide range of ages, interests, and abilities when planning something that involves an entire family, and how to meet the diverse needs of families who attend programs. The purpose of this study was to explore family accessibility and develop a family accessibility model that organizations in a variety of fields can use to facilitate experiences for families and meet family needs.

A collective case study conducted. Three different organizations who are known for being accessible to families were examined (Disney, IKEA, and Max and Cheese). Multiple sources of data were gathered from each organization: interviews with parents who patronized the organizations, written material from the organizations (books, signage, brochures, online information), and photographs taken at each of the three venues. Data were analyzed using inductive analysis and constant comparison. Topics emerged from the data that were subsequently coded into main themes and an overall theme. The themes were synthesized into a model of family accessibility. To establish trustworthiness, triangulation was used. Multiple data sources and perspectives provided an extensive view of the phenomenon of family accessibility. Credibility was established through utilizing an external auditor.

Content analysis revealed three main themes to describe how these organizations strive to increase family accessibility: conceptualizing, implementing, and evaluating. The conceptualizing process occurs before providing a program to families; this is the stage where the organization sets goals, recognizes people’s needs/wants/expectations, and takes steps to prepare to offer an experience to families. There are several tasks an organization must address when implementing a program for families; these tasks can be categorized into physical accommodations and programming considerations. An evaluating process includes obtaining and utilizing feedback from patrons in order to continuously improve. The following overall theme emerged from the data: When providing an experience for families, all three stages of the experience (conceptualizing, implementing, evaluating) must be addressed to facilitate an enjoyable experience for all family members. A model of family accessibility was developed from the analysis of the data and the themes that emerged.

Findings from the interviews indicated three main areas that the organizations were doing well in or that could be improved to increase family members’ enjoyment of the experience: 1) Organizations must find out what families attending their program need and want, 2) Organizations must advertise their services and family-friendly amenities so that families can take advantage of them, and 3) Organizations must obtain and use feedback from all family members.
Does Rock Hill Need a Freedom School?

Rock Hill, South Carolina is a medium sized city that sits on the periphery of the major city of Charlotte, North Carolina. As with many facets of life, Rock Hill seems to follow the lead of its larger neighbor to the north. In recent years there has been great concern over the rising dropout rates for Charlotte Mecklenburg Schools, and also the rising levels of juvenile crime. Moreover, Rock Hill has in turn begun to take a look at its dropout rates, and levels of juvenile crime. Can a Children’s Defense Fund Freedom School assist in managing these issues? As with any school distinct in Rock Hill there are already some programs that can provide youth with some competencies to aid them in positive youth development, in the hope that the youth involved can avoid participating in crime and to reduce the rate of student dropout. A needs assessment will be conducted with local school aged youth, as well as youth development professionals who work with them. The purpose will be to identify what type of program would be most beneficial in keeping youth in school and out of the juvenile court system, are there currently any programs that offer the desired content areas, and if so is there still a need for further programs based on unmet need. This needs assessment will better determine if there is a need for a Freedom School in Rock Hill. The underlying questions behind this needs assessment are: Do youth and Youth Development Professionals feel that their needs are being adequately meet by the schools district and local programs? Which elements does each group feel are still unmet? Is this areas of unmet need connected to the dropout rate and high level of juvenile crime? Do they believe that a Children’s Defense Fund Freedom School would be beneficial in the Rock Hill community?

A mix of focus groups with youth and parents will be conducted as well as one on one interviews with youth, as well as local youth development professionals. The collected data will be utilized in the determining if the creation of a Freedom School is needed or warranted in Rock Hill, and it will also be utilized in key program decision making: such as size of program needed and how to tailor the focus to best meet the local need. The data will provide areas of unmet need that negatively impact drop out and juvenile crime rates, in the hope that the implementation of the Freedom Schools program can address some of the specific areas of need identified by this needs assessment. Ideally, this needs assessment will serve as the justification for creating a Freedom School in Rock Hill.

Collaborators include Rock Hill School District, South Carolina Department of Juvenile Justice (Rock Hill Office), and Children’s Defense Fund Freedom Schools.

This needs assessment will begin data collection in March 2009.
As the number of students taking online courses increases, institutions of higher education will need to focus on increasing student retention and increasing student success. Low retention rates plague online programs that lack engagement practices. One method to achieving student success is engaging online learners early and often using engagement practices focused on increasing interactions with faculty, other students, course content, and members of the community.


The research study used a qualitative, single case study design. Participants were graduates of an online certificate program between fall 2003 and spring 2008. Participants shared their perceived experiences with engagement practices related to recruitment and coursework through program completion.

Three overall themes emerged from the findings of the study. The overall emergent theme for recruitment was managing the process. The overall emergent theme for coursework was that each participant had a unique experience focusing on career aspirations. The overall emergent theme for program completion was celebration of accomplishment.

General recommendations were made for administrators and accrediting agencies to develop policies for designing effective online programs with a focus on increasing student engagement, student retention, and student success. Recommendations for future research included conducting a national study using a quantitative survey research design for tracking student retention and student attrition for online courses and online programs.
Impacting Students with Service-Learning

Service-learning is not a novel idea—a re-emerging emphasis on this methodology is proving to impact contemporary students across all levels. This literature review begins with historical contributions to the development of this pedagogy, one of several experiential learning approaches. Experiential learning has been utilized for over a century.

In addition, various definitions and components of effective and well-planned service-learning projects are cited. For example, service-learning is a “teaching/learning method that connects meaningful community service with academic learning, personal growth and civic responsibility” (National Youth Leadership Council). Contemporary service-learning experts agree that well-planned service-learning projects consist of four components: 1) Preparation- students are prepared to meet authentic community needs, 2) Action- students are given opportunity to use their knowledge and skills in real-life situations, 3) Reflection- students have opportunity for in-depth reflection, and 4) Celebration- students celebrate the success of the project.

Results of current research are examined with regards to the impact of service-learning on students of all ages. Participating in service-learning projects that focus on a variety of types of service including direct, indirect, or advocacy across all age-levels has resulted in affirmative outcomes. Students who participate in service-learning view their experiences in a positive manner, develop their academic skills, learn more about their community, and are more likely to seek out future service opportunities. Ultimately, their participation fosters personal growth, especially a sense of self-efficacy and civic responsibility.
RunJUMPPLAY!: A Process Evaluation

RunJUMPPLAY! is a non-profit organization located in Columbia, SC. The organization operates a wellness related youth development program engaging youth in fitness and sports related activities, health education, and personal development. The organization was started in response to the staggering statistics of chronic disease (heart disease, diabetes, stroke) in South Carolinians. As a result, RunJUMPPLAY! has adopted its three primary goals as its mission. Currently, the program exists in a local charter school as a full day program. The program could potentially expand to six to eight new locations in fall 2009. There is a need for a process evaluation to more closely examine the early developmental and implementation strategies and their effectiveness in meeting the program goals. The evaluation plan will exercise typical process evaluation tools which include both quantitative and qualitative observations that may include but are not limited to focus groups, surveys, and interviews. The evaluation findings will be used to improve internal processes and program development, and to minimize pitfalls during expansion.
Conflict Management Styles and Workplace Incivility of Community College Senior Administrators

**Purpose:** To examine the conflict management styles and perceived levels of workplace incivility of community college senior level administrators.

**Problem Statement:** Conflict in organizations is inevitable. If conflict is not managed, then workplace incivility will likely increase. Workplace incivility leads to lower productivity, decreased job satisfaction, increased turnover.

**Participants:** Community college senior-level administrators from the mega-states.

**Method:** Non-experimental quantitative survey research design using a random proportional cluster sample was used for the study. The *Uncivil Workplace Behavior Questionnaire* and the *Rahim Organizational Conflict Inventory- II* combined in a web-based survey. Data collection yielded 176 responses (26.3 % response rate). Analysis included means, standard deviations, frequencies, and percents, correlations, and hierarchical stepwise regression analysis.

**Findings:** Correlations indicated that as hostility, exclusionary behavior, and overall incivility increased the integrating conflict management style decreased. Gender, age, and education level had no significant relationship with any of the five conflict management styles. As work experience increased obliging, dominating, and avoiding conflict management styles increased. Race had a significant positive relationship with obliging. Overall, workplace incivility had no significant relationships with the demographic variables. A hierarchical stepwise regression showed that integrating, obliging (step 1), work experience (step 2), gender (step 3), and race (step 4) predict 10.3% of workplace incivility.

**Conclusions:** Community college senior-level administrators prefer the integrating conflict management style, followed by obliging, avoiding, compromising and dominating. Furthermore, participants reported a perceived low level of workplace incivility.

**Implications for Practice:** Professional development for the population should consider the preferred conflict management styles and perceptions of incivility.

**Implications for Future Research:** Because incivility is defined as low level deviant behaviors it is critical to survey participants in lower levels of the organization. For example, senior level administrators are not made aware of low level deviant behaviors until behaviors have escalated to bullying or violence.
Nighttime Recreation in Parks and Protected Areas:
Motivations, Benefits, and Experiences

Many protected areas offer nighttime programs for visitors; however, nighttime hours have not been fully recognized as a potential resource in these areas. Nighttime hours in protected areas could provide visitors with experiences unique to these times of the day. Also, typically low levels of visitation during nighttime hours could provide visitors with additional or better suited opportunities to fulfill motivations and benefits sought during daytime activities. Therefore, a study was conducted to explore the motivations, benefits, and visitor experience associated with nighttime hiking.

Semi-structured interviews were used to examine both the visitor and park management perspectives. In total 31 visitors and 4 interpretive rangers were interviewed.

Seven different themes emerged from the visitor interviews, and ranger interviews supported all but one of these themes; rangers did not report solitude as a benefit or expected experience of nighttime programming while participants did report experiencing a greater sense of solitude during nighttime participation. Night sky and night soundscape were reported to be an integral part of the nighttime hiking experience for informants. These are night-dependent attributes, which suggests that nighttime hours are truly a resource unto themselves. Parks and protected areas may need to specifically protect and manage this resource. Informants also reported a heighten sense of perceived risk prior to the hike which may indicate that many informants would not have had a nighttime experience outside of an organized and guided hike. Some informants thought it was illegal or against the rules to hike at night within these parks (and other recreational areas). This finding suggests that other visitors may be unintentionally kept from participating in and gaining the benefits of nighttime hours because of a false perception of illegality. Protected area managers suggest that nighttime hiking experiences provide visitors with a different perspective of nature, which may lead to more appreciation for the resource.
The purpose of this project was to assess the Belton community and identify health needs within the Mt. Zion Baptist church, intervening where necessary. After careful assessment, educational needs were identified. The information was collaborated into two interventions, which were then tailored to the population.

The audience included members of the Belton community and surrounding areas. The ethnicity of the population was chiefly African American, with varying educational levels, as well as socioeconomic statuses. The interventions were targeted at two general age groups; one predominately targeted the elderly population, while the second was focused on adults, young families, and children. The population faced many health issues, including hypertension, diabetes, obesity, hypercholesterolemia, and high risk for stroke. Some issues could be prevented or reversed by a change in habits and making healthier choices.

Various research methods were used to gather information about this community. To begin with, statistical data about the population was gathered to give the researchers a baseline. A windshield survey was completed, which was used to assess the physical environment first-hand. The findings were individualized and the information was made population-specific by interviewing key members of the community.

After careful assessment, it was concluded that an intervention was needed in this community. Educational health promotion focusing on general health awareness, exercise habits, lifestyle choices, preventative measures and nutrition was presented to the predominately elderly population. For the younger population, education was focused on nutrition, stress management, exercise habits, and environmental awareness.

Overall, the Mt. Zion Baptist Church Health Interventions were successful. The congregation members were actively engaged in the learning process and were receptive to the interventions presented. Tools were given to the congregation to enable them to continue a healthier lifestyle in hopes that they will utilize the information given to them and make positive lifestyle modifications that will impact their health and daily lives.
Contributing Factors to HPV Vaccine Uptake in College Women

Human papillomavirus (HPV) has the highest incident rate among all sexually transmitted infections in the United States and has been linked to 90-98% of cervical cancers. Merck and Co. recently developed a vaccine against four strains of the virus. However, there is little literature available on the most important factors that affect the uptake patterns of young women who may receive benefits from vaccination. To reveal these factors, a cross-sectional survey study was conducted. The attitudes and behaviors of 18 to 24 year-old female students (n=1978) at Clemson University were assessed via an electronic survey disseminated to all females in this bracket. Participants answered questions about HPV-related knowledge and reported information about their sexual behaviors and beliefs associated with the vaccine. Thirty-seven percent (37%) of the sample had previously received the vaccine. The mean HPV knowledge score, on a 10 point scale, was 6.8. A weak positive correlation ($r=.123, p<.001$) was found between knowledge score and having already received the vaccine. Parent recommendation, doctor recommendation, and a family history of HPV-related problems were strongly related to previous vaccination. Not being sexually active, the high cost of the vaccine, and not having a recommendation from a physician were the most frequently cited reasons for not receiving the vaccine. These data suggest the need for increased education about the vaccine and the importance of physician recommendation in increasing vaccine uptake in this population.
Determining ‘Best Practices’ of Local Summer Day Camp

The school year approximately runs ten months of the year, during which youth spend between six and nine hours learning new skills, academics, enrichment activities, and remaining active. While children are occupied during those school hours, parents are able to earn a living and run errands. During the summer months, the opportunities for children to remain actively engaged decreases dramatically. Working parents are inclined to find a safe environment where children will remain engaged rather than remaining home unsupervised and caring for themselves.

The faculty and staff of Clemson University were lacking a summer enrichment program located in a safe environment close to campus where children could be left while parents continued to work at the University. In 2004, Fike Day Camp (FDC), a non-profit program in Clemson, SC, was established to address the issues of latchkey children and lack of local childcare. FDC provides an environment focused on recreation and wellness for children ages 6 to 12.

Running for five years, FDC has yet to create a mission and/or specific goals for the program. In the interest and importance of firmly establishing FDC’s mission and program goals, an evaluation will be conducted to provide the first comprehensive look at the program. The poster exhibits the proposed evaluation design for FDC. Using the American Camp Association’s (ACA) camp benefits and the Search Institute’s 40 Developmental Assets, which the ACA adapts and uses itself, an outcome monitoring evaluation will be implemented. Methods used will be a combination of participant-observation and surveys. Participant-observation will commence on June 8, 2009 through August 7, 2009. Two surveys completed separately by parents and children will be given at the end of the 2009 summer cycle.

Analysis of the results will be used to determine which, if any, of the 40 Developmental Assets are incorporated into the day camp and if the camp provides children with any of ACA’s benefits. If the FDC’s environment does implement any assets or provide benefits, the evaluation should reveal that the program follows these best practices and can be used to establish an official mission statement. As for the assets the program does not implement, goals can be established for the future. Long term effects of this evaluation might make the program more credible and could lead to grant funding and partnerships throughout the Clemson community.
Impact of Daily Homework Completion on High School Graduation

As part of its strategic plan Impact 2012, the Boys & Girls Club of America (BGCA) movement is working to attempt to help reduce the high school drop-out rate. BGCA has a five point plan to promote High School Graduation and there are programs for Academic Success that are being highlighted to aid in the effort. One program, Power Hour, an afterschool homework tutorial program, is currently implemented in over 90% of Boys & Girls Clubs in the United States and abroad.

This poster reports on a proposed pre- and post-test evaluation design and I am considering including quantitative and qualitative measures of adolescents attending two local Atlanta BGCA sites. One site participates with the Power Hour program and the other does not. I am interested in the impact of the program and outcomes that are being realized by the participants.

This design will address whether doing homework on a daily basis, in a structured format with tutors, has the ability to increase the high school graduation rate. Participants will be observed as well as given surveys to assess attitudes about doing homework. Teachers will be surveyed to determine if there are attitudinal differences regarding completion of high school. Also, grades will be assessed to determine if grades are higher for Power Hour students. Parental assessment is key as well therefore surveys will be given to this stakeholder as well.
Religious Involvement among First-year Male College Students

**Purpose:** The purpose of this study was to determine the extent of religious involvement and its associations with high-risk behaviors among a sample of first-year male college students. Our research is intended to address a gap in what is known about the role of religion among college students.

**Subjects:** Participants included 795 male students at Clemson University who completed confidential surveys at the end of their first year in college.

**Methods:** The survey was conducted as part of a grant through the National Institutes of Health. Participants were recruited via email and flyers. Males were asked to come to the student health center anytime from 9:00-4:00 Monday–Friday during the week following spring break. Participants received $20.00 for their participation. Males who completed the first survey are now being surveyed one year later. Data for this study focus on measures assessing religiosity and several high-risk behaviors – alcohol use, drug use, sexually coercive behaviors, and sexual promiscuity.

**Findings:** Results indicate that males were more likely to attended religious services before coming to Clemson than during their first year in college ($X^2 = -16.27, p < .001$). Whereas 60% attended religious services weekly before college, only 25% attended weekly during their first year in college. Men who participated at least weekly were less likely than their counterparts to have used pot (17% v. 57%; $X^2 = 96.42, p < .001$) or other illegal drugs (3% v. 14%; $X^2 = 19.04, p < .001$) in the past month, less likely to have engaged in binge drinking (17% v. 58%; $X^2 = 98.70, p < .001$) in the prior two weeks, less likely to have engaged in sexually coercive behaviors (5% v. 14%; $X^2 = 11.43, p < .001$) during the school year, and to report fewer sexual intercourse partners (0.88 v. 2.58, $t = 5.43, p < .001$).

**Conclusions:** Religious involvement significantly decreases as young men transition from high school to college. This is particularly problematic because increased religious activity protects males from a variety of high-risk behaviors.
Evaluating Traditional 4-H Club Programs: Focus on Programming to Meet Developmental Needs and Life Skill Development

The field of Youth Development has been in existence for hundreds of years; people have always wanted to help children so that the next generation was able to surpass their own. It is only recently that this field needs concrete data that shows impact. This data is relevant to parents, volunteers, and especially funders. As the competition grows between youth development programs (i.e. 4-H, Scouts, Sports, Parks & Recreation, YMCA, Boys & Girls Clubs, Camps, etc.) it is crucial that 4-H provide information to concerned parties.

The purpose of this program is to determine the lasting impact of the 4-H Youth Development Program based on the Eight Essential Elements of 4-H Youth Development (Caring Adult, Safe Environment, Mastery, Service, Self-determination, Inclusiveness, Futuristic, and Engagement) and a set of Life Skills from the Iowa Targeting Life Skills Model. The goal is to determine how youth are prepared to enter adulthood and the level of readiness for the next phases of their lives. While many youth development programs teach basic skills (cooking, hiking, animal care, etc.), it is the deeper level skills that truly prepare youth for the future.

For this program, research will be done on the Carroll County (MD) 4-H Youth Development Program. Using the Maryland 4-H Enrollment System, outgoing 4-H members from 2006, 2007, and 2008 as well as current senior 4-H members who have been in the program for 2 or more years will be sampled (429 youth). Initially, a sampling of 47 4-H Educators/Agents, Faculty Extension Assistants, and Program Assistants and 13 University of Maryland Extension Administrators were sampled to determine the Life Skills that are deemed the most valuable for program impact and youth development.

Research findings for this project are still pending; however initial sampling has begun with 4-H Educators and Administrators. The design of the evaluation system will be a survey conducted both in paper form and also accessible through the internet. Additionally, discussion groups will be formed using a group of volunteers from the sampling group. These discussions will be focused on how 4-H has made an impact on their lives and well as their plans for the future.

It is the overall goal to provide a set of tools for 4-H Educators that will assist them in conducting evaluations geared towards gathering information relevant to stakeholders in their own communities. The implications for this program are far reaching as 4-H Youth Development Professionals nationwide are seeking ways to provide informed data to their stakeholders in an effort to maintain funding through these difficult economic times.
We Improve Involvement (Wii)

A research study was performed evaluating the use of the Nintendo Wii® as an engagement tool for elderly dementia patients with the objectives to improve mental status, depression, and engagement. While the number of elderly dementia patients is on the rise, there are still a limited number of activities being utilized for their engagement. The research team proposed that the Wii® would improve or maintain mental status, depression, and engagement. The study began with fifteen participants matched according to gender and functionality and randomly assigned into two groups. The control group continued usual activities while the experimental group participated in fifteen minute sessions of playing the Wii®, four times over two weeks. Pre and post assessments were completed on all participants using the Mini-Mental Status Exam, Geriatric Depression Scale, and Individualized Dementia Engagement & Activity Scale. The results are not completed at this time. See poster for results and implications.
Lauren Brewer (lnbrewe@clemson.edu)
Meghann Glenn (msglenn@clemson.edu)
Kyle Smith (tks@clemson.edu)
Holli Veasey (kveasey@clemson.edu)
Kathryn Clayton (kelayto@clemson.edu)
Leah Gagnon (lgagnon@clemson.edu)
Farren Inguanti (linguan@clemson.edu)
Laura Thomas (lethoma@clemson.edu)
School of Nursing

**Education on Health Interventions in Ecuador**

A group of eight nursing students traveled to the jungles of Ecuador to educate the native people and help improve the healthcare status of their villages. Due to inadequate access to health care and education, these individuals suffer from multiple preventable conditions. Through demonstration and visual materials, individuals of all ages and genders were taught various subjects such as the importance of proper hand washing techniques, washing fresh fruits and vegetables, boiling water, and oral hygiene. The goal of this project was to decrease the prevalence of preventable conditions such as diarrhea resulting in dehydration, gastrointestinal illnesses, dental carries, and respiratory infections. Clinics were held to distribute needed medicines and provide basic health care services. Our trip, while very worthwhile, is only a small part of what is needed to make a measurable difference in these villages. There is no system in place to evaluate the effectiveness of our intervention. However, through the gratitude of the village people the students were able to tell that many individuals were greatly impacted and hope that many more trips will be made in the future of Clemson Nursing.
Visitors’ Perceptions of Local Climate Change: Awareness, Concern and Civic Action

**Problem Statement:** The South Carolina Botanical Garden (SCBG) in Clemson, South Carolina has experienced a significant period of severe drought conditions and increased temperatures. This has resulted in managers investigating appropriate drought-resistant flora for displays, alternative watering schedules, and educational programs focused on local climate changes. Climate change scenarios, like the one affecting the SCBG, are becoming increasingly common and extremely relevant in domestic and international parks and protected areas. Therefore, the researchers sought to investigate the relationships between differing types of SCBG visitors and their: (1) awareness and concern for local climate change; (2) and willingness to provide civic support in response to local climate change.

**Methods and Analysis:** During the fall of 2008, an on-site quantitative survey was administered to more than 300 visitors to the SCBG. Visitors were asked to respond to eighteen statements about their awareness and concern for local climate, and their willingness to engage in civic action in response to local climate change. Visitors rated these statements on a five-point Likert-type scale ranging from “strongly agree” to “strongly disagree”. Exploratory factor analysis, least squares linear regression, and descriptive statistics were conducted using SPSS 16.0 and EQS software.

**Results:** Initial analysis of results indicate that most garden visitors perceive themselves to be aware of local climate change and moderately concerned about local climate change. However, results indicate that visitors are less willing to engage in civic action at the garden due to local climate. Additional analysis indicates that visitors are more willing to engage in civic action in their home environment (e.g. water conservation) than at the SCBG (e.g. volunteering). Many respondents also indicated a lack of desire to attend educational programs at the SCBG about climate change.

**Discussion:** The results from this study inform management decisions and beckon further research questions such as: 1) how do visitors’ perceptions of climate change differ from the scientific community?; 2) how do visitors’ perceptions of climate change differ across protected area settings (front country vs. wilderness areas)?; 3) what natural resource-based indicators of climate change are most noticeable to protected area visitors?; and 4) what level of noticeable climate changes promote civic action?
Needs Assessment of After School Program in Chittenango, NY

The purpose of this project is to conduct a needs assessment for the Chittenango Child Care Center, Inc. after school program. The Chittenango Child Care Center, Inc. (CCCCI) is located in a rural community in Chittenango, NY. The program is open to students from grades 3-5 and they are bused directly to the center from the elementary school. A program is available for children grades 1-2 and that program runs at full capacity. CCCCI’s program for grades 3-5 can have up to 20 students and has never reached full capacity since its existence in 1988. The needs assessment will allow for a better insight for the center of what the children and the parents in the community would like to see offered at the center for an after school program. The questions that the needs assessment hopes to answer are: What does the community look for in an after school program? What do parents see as obstacle for involving their child in an after school program? What would the current parents and students like to see improved at the program? What would staff like to see improved at the program?

A mix of surveys and focus groups with parents, children, community members, staff, and board members of CCCCi will be used for this evaluation. The needs assessment will give the community, staff, children, and parents the voice in the improvement of the program. It will allow them to share ideas for the program and what changes they would like to see for the program. The data that is collected from the assessment will be used to help improve the current program to make it more attractive for the current students and parents and the community.
The Social Integration Experiences of Community College Students

The purpose of this study was to explore the experiences of students attending a community college as a basis for understanding how to improve students’ experiences. The primary research question guiding this study was “What are the shared educational experiences of community college students?” Secondary questions related to students’ experiences with academics, educational support services, extracurricular engagement, and the campus environment.

Participants were full-time students attending a community college. Ten participants, representing each academic division of the college, attended interview sessions that lasted approximately an hour. The diverse group of participants ranged from 19 to 57 years of age.

A phenomenological methodology was utilized. The use of open-ended questions during semi-structured interviews enabled students to describe their experiences in their own words. Exploratory questions were designed to foster comments on multiple aspects of students’ experiences. Interviews were audio-recorded and transcribed. Verbatim transcripts were analyzed using NVIVO qualitative analysis software. Analysis involved reviewing transcripts within the attitude of the phenomenological reduction, identifying meaning statements, establishing nodes through open coding, grouping meaning statements into themes, and using free imaginative variation to determine which themes were essential.

Emerging from the data was the salient theme of students’ need for social support in reaching their academic goals. Sub-themes included the following: studying together, seeking the comfort of familiar faces, connecting with diverse others, and encouraging and supporting. Findings were linked to retention theories, existing literature, and recent research. The results of the study reinforce the need for initiatives that expand and support students’ social integration within a commuter setting.

Findings from this study can inform strategies to enhance students’ experiences. Because course-based interactions provide the primary impetus for forming social networks in community colleges, practitioners interested in enhancing students’ experiences might explore the implementation or expansion of course-based learning communities, the use of active and collaborative pedagogical approaches, cohort-based curricular options, and development of environmental conditions that stimulate informal socializing. The authors recommend additional research on the role of social support as related to academic goal attainment of community college students.
The Dangers of Adolescent Alcohol and Prescription Drug Abuse

Purpose: To educate parents of Walhalla Middle School students on the dangers of adolescent alcohol and prescription drug use, and to present the results of an alcohol use survey conducted by Clemson Nursing Students in 2008 on Walhalla Middle School eighth graders.

Subjects: A series of interviews were performed to gather information about the town of Walhalla and teens in the area. Teachers, school nurses, safety officers, PTA, community members, and the school principal answered questions concerning extracurricular activities for Walhalla teens and their knowledge of adolescent alcohol and prescription drug participation.

Research: Personal interviews, windshield surveys, and internet research of the town of Walhalla was conducted. Information concerning dangers of and prevention of teen alcohol and prescription drug use was also gathered.

Summary of Findings and Conclusions: Three presentations were prepared and presented at Walhalla Middle School Parents Night on February 17, 2009. Parents voluntarily attended a variety of informational sessions at this event. A pre test was given in the Eighth Grade Survey Results presentation and revealed most parents believed their children were not involved in alcohol use and were not aware that their middle school children were curious about alcohol experimentation. Overall, parents were very receptive of the information at each presentation and showed interest in these topics. We believe we were able to provide valuable educational information to Walhalla parents about how be better aware of their child’s interest in and the warning signs of alcohol and prescription drug abuse. All information and research from this project can be found in our project notebook titled, “Walhalla: A Community Assessment”.

Jessica Burkhard (jlburk@clemson.edu)
Hannah Haile (hhaile@clemson.edu)
Katy Jameson (k jameso@clemson.edu)
Megan Langworthy (mlangow@clemson.edu)
Jennifer Poole (japoole@clemson.edu)
Casey Skelnik (c skelni@clemson.edu)
Brittany Trefzger (btrefzg@clemson.edu)
Amy Turner (amyt@clemson.edu)

School of Nursing
The Effectiveness of Cymbalta for the Treatment of Pain

In 2004 the Food and Drug Administration (FDA) approved a new drug, duloxetine (Cymbalta), for the treatment of major depressive disorder and for the management of diabetic neuropathic pain. Cymbalta is a selective serotonin and norepinephrine reuptake inhibitor (Eli Lilly & Company, 2007). Although, Cymbalta is used primarily for the treatment of depression, there are studies being performed to find the extent to which Cymbalta treats general pain. By researching Cymbalta’s effects on pain, researchers hope to determine the level of pain improvement that patient’s experience over time with Cymbalta.

Cymbalta’s use in pain treatment will have a positive impact on nursing practice if proven to reduce pain. Patients who experience decreased pain levels will hopefully report a more positive therapeutic regimen and an increase in quality of life. Also, taking fewer drugs at one time decreases the patients’ chances for multiple drug interactions and side effects related to polypharmacy. Patients that are already on anti-depressants could switch to Cymbalta since it might treat pain as well as signs and symptoms of depression. The use of Cymbalta for the treatment of pain will provide physicians another option when prescribing pain relief medication.

A group of Clemson University honor students will perform a pilot study on a group of patients within an inpatient setting who suffer from a type of chronic pain and are being treated with Cymbalta. Certain inclusion criteria will apply. A data collection form will be used to gather pain scale ratings from patients’ charts. Data analysis will then be evaluated by a Clemson University School of Nursing biostatistician.
The purpose of this project is to establish a comprehensive health education curriculum for the Freshman Class at Seneca High School. The target population is the freshman class. The age ranges from 13 to 16 years old. The subjects are living in Oconee County and attending Seneca High School. To collect data, we assessed the town of Seneca, Seneca High School and interviewed the assistant principal and the school health nurse. We identified the need for an established comprehensive health education package which would include all identified topics and classroom lectures. Our goal was to develop an educational program including 750 minutes of health education specific to high school freshman based on the South Carolina Public Education guidelines. We created fourteen PowerPoint presentations that the school health nurse can use throughout the year. We began the program with an auditorium presentation on peer pressure for the entire ninth grade. The school district is planning to utilize this program in other schools throughout the county.
Introduction/Purpose Statement: The Centers for Disease Control’s [CDC] guidelines for physical activity suggest that adults be physically active for a minimum of 30 minutes, five days a week, at moderate intensity (CDC, 2009). Although it is important for all adults to meet the CDC’s guidelines, women and in particular overweight women have greater difficulty being physically active on a daily basis (Ball, Crawford & Owen, 2000). The constraints women face in regard to their physical activity participation are varied and many. In addition to physical and structural constraints having to do with access and dual role responsibilities (Shaw & Henderson, 2005), women must negotiate a number of interpersonal (e.g., family) and intrapersonal (e.g., self-consciousness) constraints as well (Green & Hebron, 1988; Henderson & Shaw, 2005). Intrapersonal constraints such as gender and weight stigmas (Ball, Crawford & Owen, 2000; Shaw & Henderson, 2005), high self-consciousness about their appearance (James, 2000; Frederick & Shaw, 1995), and low self-esteem about their abilities while being active (Hayes, Crocker & Kowalski, 1999) discourage frequency and length of participation among many women. The purpose of the study is to explore the effects of confounding variables of various barriers to physical activity, stigma consciousness, physical activity competence, on length of physical activity per week.

Method/Sample: Participants were recruited for the study using a snowball sampling method. Men and women aged 18 years or older who were entering a weight management center were asked to participate and whether they knew anyone else 18 years or older who would be interested. Women were the target of interest for this study, so the few men who participated were eliminated. Data were collected using a self-administered questionnaire consisting of scales measuring weight related stigma consciousness, physical activity competence and physical activity barriers.

Results: OLS regression was used to determine the relationship between stigma consciousness, physical activity competence and physical activity barriers on length of physical activity per week. The model was significant ($r=.40$, $p <.05$). The results suggest that all three confounding variables have a significant effect on physical activity levels. It is also important to note that each predictor alone did not significantly predict physical activity levels per week. Lastly, just fewer than 50% of the sample exercised for at least 30 minutes to 1 hour per day.

Conclusion/Implications: The study showed that women’s physical activity per week is constrained by how they feel about themselves and their beliefs about how others view them as well as their physical competence and the physical activity barriers they face. The results of the study revealed that women’s amount of physical activity is not determined by one factor, rather multiple factors working together. Constraints to women’s physical activity are confounding and complicated; there is no one simple solution to resolving the lack of women’s physical activity participation, particularly for those who are overweight.
Using Social Stories to Improve Social Skills for Children with Autism Spectrum Disorder

Over the past several decades, the prevalence rates of children classified as having an autism spectrum disorder (ASD) have been increasing. These children now represent the second most common serious developmental disability after mental retardation (Center for Disease Control [CDC], 2007). Children with ASD who are unable to communicate their wants and needs in an appropriate manner may engage in disruptive behaviors and lead to the student being rejected by their peers. Without the appropriate interventions, deficits in classroom behavior and functional communication skills may limit a child’s social and educational progress. A Social Story is a popular intervention that is designed to teach children with ASD to identify and respond appropriately to social cues in a wide variety of situations (Reynhout & Carter, 2007). The purpose of this study is to investigate the implementation of Social Stories as an intervention to improve the social skills, specifically greetings behavior, of children with ASD.

The participants in the study are two boys, both 9 years of age, diagnosed with ASD. The students receive intensive teaching services in a self-contained special education classroom for students with ASD. These two students were selected due to their difficulties in social interactions with others, specifically greeting others. Both students demonstrated poor eye contact and typically would not respond when greeted or would engage in echolalia (i.e., repeat the greeting of the adult). The students’ teachers had attempted to teach appropriate greeting behaviors using modeling, prompts, and corrective feedback but the students still had not acquired the social skills necessary perform the target behavior.

A single-subject, multiple-baseline across individuals was used for this study to assess changes in social interaction skills. In this design, baseline data are collected on a particular behavior performed by two or more subjects. The effect of the intervention is displayed when the change in behavior occurs at the time the intervention (Social Story) is introduced, not before that time (Kazdin, 1982).

Results of the study demonstrate the efficacy of implementing Social Stories as an intervention to improve the social skills of students with ASD. Efficacy is evidenced by an increase in the appropriate greetings behaviors (waving and verbal response). Since ASD can significantly affect social interaction, this study adds to the body of research by investigating an intervention of clinical significance for practitioners working with this population of students.
Health Fair in Southeast Anderson

The purpose of this project was to address health disparities in Southeast Anderson, South Carolina, by providing free screenings for common health problems at a health fair event. The objectives were to (1) provide screening for diabetes and prostate cancer and (2) provide health education related to controlling blood sugar and prostate cancer awareness.

Anderson County statistics revealed in the 2000 census indicated that the population composition in Southeast Anderson necessitates specific health screenings and health education. According to the census, the second largest population group is African American. African American males have a prostate cancer incidence rate of up to 60% higher than white males. The 2006 South Carolina Department of Health report indicates that the number one leading cause of death in South Carolina was cardiovascular disease, a common co-occurrence with diabetes. Screenings in a community such as Southeast Anderson provide an opportunity to identify individuals who are high risk for both diabetes and prostate cancer.

The collaborative efforts of the Clemson University School of Nursing, Public Health Science, and Department of Food Science and Human Nutrition provided screenings for height/weight/BMI, glucose, blood pressure, and prostate cancer. Additional community agencies assisted in providing screenings for cardiac health, cholesterol levels, PSA levels, and education related to health and safety. These agencies included AnMed Health, US Too (a prostate awareness group), Anderson Police Department, and the Southeast Anderson Community Taskforce. Evaluations completed by participants indicated that the services provided were helpful. One hundred percent of participants reported that they would return to a similar event in the future.
The Benefits of the MD/MBA Degree, a Ten-Year Follow Up Study

Findings from a ten-year follow-up study of MD/MBA program graduates from seven educational programs will be presented. In 1998, students enrolled in MD/MBA programs were surveyed and interviewed to determine student motivations and expectations for pursuing the dual degree. The proposed presentation will provide a report from recent surveys and interviews with a sample of the original study participants. The ten-year follow-up study is designed to assess the benefits of the MD/MBA degree in today’s health care system. Study findings will be compared with the data collected previously to determine whether or not the expectations for obtaining this degree have been fulfilled. Career paths, leadership styles and management roles of dual degree program graduates will be presented.
An Exploratory Study of Perceived Leisure Time Motivational Influences Among Male Juvenile Delinquents

**Introduction:** Data indicates that more than 500,000 juveniles are under community supervision as a result of delinquent behavior (Borum, 2003). According the World Youth Report (2003), juvenile delinquency has increased significantly since the 1980s. Because delinquent behavior is most often pursued during leisure time, understanding the motivations behind leisure behavior is important. However, a variety of different intrinsic and extrinsic factors influence adolescent’s motivations during their leisure time. To date, research has investigated leisure time motivational influences of at-risk youth but little has been done exploring influences of juvenile delinquents incarcerated in a South Carolina state run juvenile justice program.

**Purpose:** The purpose of this study was to explore the perspectives incarcerated male adolescents have in regard to what influences their leisure activities. Participants included 50 adolescent males ranging in age from 13 through 17. All participants were serving sentences in a low-security juvenile justice facility for low-risk, non-violent offenders in South Carolina. Greater understanding of adolescents’ perspectives of influences in their lives will facilitate in the development of effective interventions designed to help adolescents make better choices during their leisure time.

**Methods:** Participants were asked to complete a questionnaire administered by a trained research assistant. Data for this study were drawn from the Free-Time Motivation Scale for Adolescents (FTM-A) section of questionnaire (Baldwin & Caldwell, 2003). The FTM-A was developed to measure amotivation, intrinsic, and extrinsic motivation among adolescents. Only the extrinsic items were evaluated for this study. The trained research assistant read each item aloud to participants in a group setting. Participants were asked to respond to the scale items on a 5-point Likert scale ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). Extrinsic motivation items included information regarding community, parent, and peer influences on leisure activity choice.

**Results:** Descriptive statistics of the scale indicate that adolescents perceive high levels of independence in their leisure activity choices (“I let someone else make decisions for me”, $\bar{x} = 1.94$; “I plan activities without my parents help”, $\bar{x} = 4.37$; “I plan activities without my friends help”, $\bar{x} = 4.27$). Descriptive statistics also suggested that participants perceived that they make good choices during their leisure time (“I make good decisions about what to do in my free time”, $\bar{x} = 3.7$).

**Conclusions and Implications:** The exploratory data from this study suggest that male adolescent juvenile delinquents do not perceive high levels of extrinsic influence in their leisure time activity choices. Further study is needed to better understand specific roles friends and parents play in adolescents’ leisure time activity choices.
A Study of Cardiovascular Disease and Hypertension in Southeast Anderson

The goal of our project was to address health disparities of Southeast Anderson. We directed our research towards the heart health and hypertension status of this population. Our objectives were to provide screening and education related to preventing heart disease and hypertension. Heart disease and hypertension are the principal components of cardiovascular disease (CVD). CVD claims 35 lives a day in South Carolina. It is one of the causes of heart attacks and the leading cause of death in SC and the nation. In SC, 40% of African Americans and 20% of Caucasians will die from hypertension-related disease. Anderson, SC is a city in which the incidence of heart disease and hypertension is greater than in other regions of the country. It is estimated that only 30% know they have hypertension.

Our project was planning and conducting a health fair in Southeast Anderson. Screenings provided for heart health and hypertension included blood pressure, cholesterol levels, nutrition information, BMI measurements, and height and weight measurements; all of which were components of the overall Heart Score screening. The event was held at the Hannah-Westside Extension Campus in Anderson, South Carolina.

The health fair took the contribution of many people, including nursing, public health, and food science and human nutrition students from Clemson University. Phlebotomists and other health professionals from AnMed Health drew blood for cholesterol levels and provided individual counseling to participants, respectively. Emergency medical technicians assessed heart rhythms, and other community leaders were present to show support. The health fair was organized and ran very effectively with over 70 participants. All participants reported the screenings and information to be helpful and that they would attend future health fairs.
An Integrative Review of 2/4 Transfer Programs

Background/Problem: The 2/4 transfer function is one of the most important state policy issues in higher education because its success (or failure) is central to many dimensions of state higher education performance. Although many states have legislated policies with respect to transfer programs, there appears to be no explicit model for transfer programs. Without a model (a) there is a lack of standards for judging the quality of transfer programs; (b) it is difficult to make accurate comparisons among various transfer programs; and (c) it is difficult to monitor the evolution of transfer programs over time.

Purpose: The purpose of this integrative review paper is to examine the most recent research data as it pertains to transfer programs between two-year colleges and four-year colleges in the United States. This examination is guided by the research question: What are the suggested components of a quality transfer program?

Design and Methods: This integrative review paper was created using the integrative review process as posed by Jackson (1980) and Cooper (1982). This examination is conducted using computer aided literature searches of journal articles, governmental agency documents, and non-profit organizational documents. Textbooks and doctoral dissertations were also investigated due to the limited number of journal works on this topic available from established authors.

Results: Suggested components of transfer programs are Transfer Centers which provide one location for student assistance. Services include articulation agreements, transfer student advising with separate advising programs unique to the individual college units, a pre-transfer orientation course campus, and university tours. Participation in academically related clubs and peer mentor programs are also suggested.

Conclusions: There are three key stakeholders: transfer students, community colleges, and 4-year universities. Transfer student transition is a collaborative process among the three, working together to assist with the transition. States also have a great interest in the success of transfer programs. States with strong programs will have lower appropriations per degree. Transfer Centers providing essential transfer services are needed to help students achieve their goals of achieving a baccalaureate degree.

Evaluating Study Abroad Opportunities and Interest at an Urban Historically Black University

Studying abroad is a highly recommended academic component of the undergraduate experience. Some universities even hold it as a requirement for graduation. Historically Black Colleges and Universities (HBCUs) have lagged in successfully incorporating the inclusion of a study abroad component into their academic programs. In an article titled “Going Global” by Linda Meggett Brown, interviewed staff at HBCUS cited the lack of student interest, student attitudes toward studying abroad, lack of promotion of study abroad opportunities, and the lack of financial support for students as the reasons why students at HBCUS do not typically study abroad. There are many questions underlying these assumptions. Are they true? How do they interact with each other in a students study abroad decision? Are there other factors that may encourage or prohibit a student from studying abroad? I will address some of these factors and the underlying questions in the study of an urban historically black university.

The study abroad program at this particular university exists to provide those students who seek international experience, exposure to other cultures, and the academic advantages that come with studying abroad a chance to explore and achieve access to these opportunities. As a program, it seeks to also increase the number of African American students studying abroad. The program contains both a guided and information sharing process. The guided process entails an information session, a preliminary screening of candidates, and an intense application portion that involves several draft versions of the application to one particular external study abroad opportunity. Information sharing includes a promotion of programs offered by other centers and universities, the advertisement of scholarships available for the purpose of study abroad and the presentation of study abroad experiences from current and former students. The advertisement takes the form of bulletin boards, information presented in classes, and special presentations. The program officials have had a difficult time in expanding the program successfully to include a study abroad program that is generated at the campus.

The evaluation process will begin with gaining a better understanding of the goals, components and support structures of the program through interviewing key program leaders. The evaluation will then focus on surveying another important stakeholder group: the students. Incoming students will be surveyed as to their attitudes and interests towards studying abroad. This portion of the evaluation will be crucial in determining the demand for the study abroad program. Analysis of the data will help to determine if the program in its current form is able to meet the demands of the interests.

The evaluation will take place during the summer and fall of 2009.
Assessment of University Student Awareness Regarding Pandemic Influenza and Preparedness to Respond to Administration Plans in the Case of an Outbreak

In the event of a pandemic influenza outbreak on a university campus, students would need to be prepared to make educated decisions about protecting themselves. Clemson University, a public school of approximately 17,000 students in South Carolina, has been planning a coordinated and comprehensive response to the threat of a severe pandemic since August 2004 through the efforts of its Pandemic Planning Team, which consists of representatives from various administrative units of the university. In 2007, a group of undergraduate students began assisting the Pandemic Planning Team to provide student input into the planning process. These undergraduate researchers discovered that very little literature exists pertaining to university student knowledge and their perceptions about pandemic influenza outbreaks. Two student body surveys were conducted that showed the need to educate the students about pandemic flu. More than half of the 1st survey respondents reported that they did not know the difference between seasonal and pandemic flu. Seventy-six percent of the 2nd survey respondents said that they had not received a flu shot. The results demonstrate a pressing need for Clemson to develop an educational campaign to improve student knowledge about pandemic flu and the protective strategies the university administration plans to employ in the case of an outbreak, such as non-pharmaceutical interventions like social distancing, the wearing of masks and more vigilant hand-washing. An educational campaign is especially important to prepare students for a prompt response to administrative instruction about class cancellations or university closure and evacuation.
Examining Intervention Effects using Hierarchical Linear Modeling

Purpose: The purpose of this study was to apply Hierarchical Linear Modeling (HLM) to study the intervention effects and growth trajectories among a sample of minority women at risk for suicide. HLM analyzes change at two levels – intra-individual change over time (level 1), and inter-individual change between people (level 2).

Subjects: Participants included 208 low-income African American women, ranging in age from 18-55 years (M = 34.77; SD = 9.38).

Methods: Women were randomly assigned to a control or intervention condition. They were interviewed at four time points (pre-intervention, post-intervention, 6 months later, and 12 months later). Outcome measures for this study included depression, suicidal ideation, and general psychological distress. HLM was used to assess the intervention effects and trajectories of change on the three outcome measures.

Findings: HLM level 1 findings indicated that depression and general psychological distress had quadratic trajectories, with a reduction in negative symptoms at post-intervention and 6 month follow-up, but increasing slightly 12 months later. Suicide ideation had a cubic trajectory, with a reduction in symptoms across the 4 time points. Level 2 findings indicated that the growth curves for depression and general psychological distress differ significantly (p < 0.05) by group, with women receiving the intervention showing a greater reduction in symptoms. Both groups showed reductions in suicide ideation, but did not differ significantly in their rates of change.

Conclusions: HLM can supplement traditional analytic approaches such as MANOVA in order to provide a more powerful test of the longitudinal effects of interventions.
The Effects of Reciprocal Teaching on Latino Students' Awareness of Comprehension Strategies for Expository Text

The reciprocal teaching method can aid Latino students’ by providing strategies that facilitate a greater understanding of expository material. Approximately 80% of Latino students are English Language Learners (ELLs); moreover, the Latino population in the United States is predicted to continue to grow. As such, the public school system must be prepared to address the cultural and linguistic needs of the Latino students. The Latino students in schools are at risk for dropping out of school, as well as being improperly identified as having learning disabilities. Educators need to have instructional strategies that effectively support the needs of Latino students who may be struggling with a second language. Reciprocal teaching is a method that can provide support for struggling ELLs with a few simple modifications to classroom instruction.
The Mechanisms by which Raspberry Extracts Kill Cancer Cells
Vary with the Cancer Cell Type

Abundant data support the anti-cancer effects of diets containing large amounts of fruits and vegetables and many laboratories are investigating different fruit and herbal extracts. Our earlier data indicate that total aqueous extracts from raspberries, blackberries and muscadine grapes could be very promising components of an anti-cancer diet or as sources of cancer-inhibiting drugs. These inhibit the mutagenesis which initiates cancer, have strong antioxidant activity and block enzymes involved in metastasis.

Our recent data indicate that aqueous extracts from Meeker raspberries are highly toxic to cultured stomach and colon cancer cells, but less so for MCF7 breast cancer cells. LoVo colon cancer cells, AGS stomach cancer cells and MCF7 breast cancer cells were treated with different concentrations of raspberry extract and cell viability was measured with the MTS assay. Since the extract is acid, solutions of HCl and ascorbic acid were prepared with the same pH as the extract.

The data indicate that the stomach and colon cancer cells are strongly affected by 7.5% extract and essentially completely killed by 10% extract. The breast cancer cells are less affected. Seven and a half percent extract has a small effect on these, but 10% extract kills about 75%. A change in pH of the medium has essentially no effect on cell survival, but the antioxidant effect produced by ascorbic acid at a particular pH accounts for 15 -30% of the total inhibition produced by berry extract for the stomach and colon cancer cells. It is interesting that the breast cancer cells are affected quite differently. For these, the antioxidant effect seems to be the major cause for cell death.
The Use of Assistive Technology to Improve Time Management Skills of Young Adults with Intellectual Disabilities

A growing literature base related to self-determination skills supports the demand for positive intervention support for individuals with intellectual disabilities. Time-management is a crucial area that needs to be addressed in the efforts to equip adults with the skills necessary to achieve independence, success in employment, and improved quality of life. Lack of effective time management could hinder an individual’s ability to gain and maintain successful employment and live an independent life. When the primary issue is time management, vibrating watches may be an uncomplicated and cost-effective intervention. The purpose of this study is to examine the use of assistive technology, specifically vibrating watches, to affect the time management skills of students with intellectual disabilities.

The authors used a single subject ABAB design to evaluate the use of assistive technology on time management for two adults with intellectual disabilities. The participants are two young adults with intellectual disabilities who are currently enrolled in the ClemsonLIFE™ program here at Clemson University. ClemsonLIFE™ is a program that provides a post secondary education on a college campus for students with disabilities within the ages of 18-25.

Adults with intellectual disabilities must be taught how to be active agents in their own independence, thus giving them the skills necessary to be successful employees. It is clear that developing the skill sets necessary to be successful at self-determination is crucial not only for success in employment, but also for satisfaction with life. The need to empower individuals with intellectual disabilities to take ownership and responsibility of choices and consequences within life by promoting self-determination and independence is evident. Skills associated with independence and self-determination share the common denominator of time management. Time-management is a crucial area that needs to be addressed in the efforts to equip adults with the skills necessary to achieve independence, success in employment, and improved quality of life. Benefits for students with disabilities include gaining a sense of independence due to being able to effectively manage time and arrive at specified time without prompting from another adult.
Diseases such as obesity, heart disease, and diabetes are major issues among African Americans. Small changes in diet and exercise can prevent disease and help decrease the risk of health problems for this population. To address this problem in Greenville County, this research team joined Janice Lanham, RN, MSN, CCNS, FNP, Nursing Faculty in Clemson University’s School of Nursing and Community Health Coordinator for the Greenville Hospital System, to evaluate a community-based health interventions program. The intervention will target nutrition and cooking behaviors as outlined by the “Cooking with the Chefs” program implemented by the Food Science and Nutrition Department at Clemson University. This project will seek to improve the nutrition, health, and health education of minority African American women.

Project implementation included monthly health education sessions using the “Cooking with the Chef” program. Each health session for the participants began with health education instruction (30 minutes) followed by a culinary demonstration conducted by a local celebrity chef. Nutrition and physical activity were major emphasis areas as these components were identified as primary factors impacting health during a pilot study. Topics included in the sessions provided information on basic cooking skills and nutrition goals including: increased fruits, vegetables, whole grains, reduced sodium and fat.

Data was collected using a 60 item questionnaire. The questionnaire is designed to measure the cooking and nutrition knowledge, attitudes, and behaviors of the participants. Additional information about the effectiveness of the program was collected through a small focus group in order to identify barriers to participation and ideas for improvement. The results from the pre- and post-test questionnaire and focus group with participants allow us to conclude that the major objectives of the Cooking with the Chef program were met during the implementation of the program in the current sample group. Several areas demonstrated improvements despite failure to reach statistical significance. Anecdotally, the focus group indicated adoption of healthy nutritional behaviors.
Longitudinal Study of Unscheduled DNA Synthesis as Predictor of Breast Cancer

Key Words: Breast Cancer; Unscheduled DNA Synthesis; Cell cycle-S phase

Purpose: Determine if previous level of unscheduled DNA synthesis correlates with diagnosis of breast cancer in women.

Design and methods: Participants (n=40) in a previous study provided a blood sample which was centrifuged and separated for buffy coat, divided into equal aliquots as control and experimental samples for damage by ultraviolet irradiation. The damaged DNA from white blood cells of each participant was tagged and evaluated for level of unscheduled DNA synthesis. There was a highly significant (p<.0005) difference between women at high risk versus normal risk for breast cancer.

After IRB approval participants from previous study 10+ years ago were contacted to determine: current breast cancer status; use of hormone replacement over the past 10 years; and, use of chemoprevention such as tamoxifen.

Findings: Data compilation being completed.

Implications: Changes in DNA activity could be used as a predictor of the development of breast cancer.
Ecotourism and Wildlife Impacts: Loving Nature to Death at the Ends of the Earth

Over the last two decades environmentalists and scientists have promoted ecotourism as a valid tool for conservation. Yet, unchecked ecotourism can negatively impact wildlife populations. This research will review the impacts of ecotourism and human interaction on the physiology and behavior of such flagship species as: penguins, cetaceans, bears, and primates. Previous research has indicated that ecotourism may lead to depressed reproductive success, habituation, changes in natural behaviors, and premature death. An urgent call is made for the need for more research and an integrated management approach. Additionally, site specific ecotourism management guidelines, such as ecotourist carrying capacities and maximum approach distance to animals, are needed to mitigate these impacts. Recommendations and management implications are discussed.
Intersecting Theories of Sustainability and Resilience:
An Application for Tourism Management

Traditional tourism management relies on a narrow focus based in scientific approaches that are often linear in conceptualization. The downfall of this type of thinking may lead to some shortcomings in terms of planning and in the holistic understanding of how the tourism industry operates on various scales. The purpose of this research is to relate the theories of sustainability and resilience from a tourism perspective. Resilience explains the ability of a system to absorb change and still persist. True sustainability operates at the nexus where economic, social, and ecological variables meet and cooperate. This heuristic model is intended to stimulate theoretical thought on the applications of these concepts in the tourism field.
Actor-Observer Bias in Obesity Attributions

A study was conducted to determine whether or not the actor-observer bias applies to obesity attributions. Participants’ answers to a questionnaire consisting of pre-existing scales and questions developed by the researcher were analyzed. Participants were 44 volunteers (22 males and 22 females; 43 Caucasians and 1 African American) gathered from two church congregations and the faculty of Clemson University. The sample was chosen from church congregations because of the likelihood of getting a broad range of ages and body compositions. Participants’ ages ranged from 19 to 65 years ($M=39.18, SD=13.09$). The participants were classified as “normal” or “overweight” based on their Body Mass Indexes (BMI) calculated from their heights and weights. The BMIs ranged from 16.10 to 48.40 ($M=25.64, SD=5.61$). Results showed no significant difference between the attributional styles of normal and overweight respondents when making attributions for others’ weight status. There was a significant difference in the attributions that overweight individuals made for their own and others’ weight. Overweight respondents made more external attributions for their own weight status than they did for other overweight people, therefore succumbing to the actor-observer bias.
The Role of Peer Health Educators and Undergraduate Research Assistants in an Expanded Intervention Project

Program Objectives: Undergraduate students served as research assistants and peer educators as part of the expanded application of an Alcohol Skills Training Program plus Context (ASTP+Context) coordinated by Salley Ouellette in the Health Promotion Office of the Redfern Student Health Center. The ASTP+Context program was developed as part of a three year cooperative agreement grant funded by the National Institute on Alcohol Abuse and Alcoholism. By participating in program revision efforts, survey development and administration, data entry and data analysis, the students gained practical research experience and acquired a range of research skills.

Problem Statement: Alcohol abuse among incoming freshman is a serious problem across the country and Clemson students are particularly familiar with the negative consequences of alcohol abuse. Clemson staff is greatly concerned with this issue and is taking many initiatives to strengthen and expand alcohol awareness and abuse prevention plans.

Intervention Program: The ASTP+Context program was presented to three subpopulations of incoming first year students: freshman athletes, selected sections of CU101, and new Greek organization members. Student peer educators attended training seminars conducted by Dr. Jason Kilmer, to learn how to present the information using an ASTP (Alcohol Skills Training Program) approach. Students also assisted in distributing and analyzing Pre and post surveys administered at the presentation and follow-up surveys given at three-month and six-month time intervals. Students have worked to administer all surveys, enter the survey data, and facilitate focus groups on a select number of first year students.

Results: The alcohol skills training program was successfully administered, data is being entered, and the results will be used to revise the ASTP+Context program for ongoing evaluation with incoming freshman athletes and new Greek organization members in the fall of 2009. Efforts of the peer educators were very effective in presenting the program and conducting the two follow-up surveys. Several focus groups were successfully executed to give further insight to drinking habits of the students.
From a Teacher to a Leader: A Process Evaluation of the Call Me Mister Program

The Call Me Mister program is a teacher leadership program that provides African American men the necessary tools to succeed as elementary school teachers. The mission of the Call Me Mister program is to increase the pool of available teachers from a broader, more diverse background, particularly among the lowest-performing elementary schools. The acronym “MISTER” stands for Men Instructing Students Toward Effective Role modeling. The program started in Clemson, SC, at Clemson University in 1999. Along with Clemson University; Morris College, Claflin University, South Carolina State University, Orangeburg/Calhoun Technical College, Tri-County Technical College, Trident Technical College, Midlands Technical College, and Benedict College, all helped create the program that now has placed 20 African American male teachers in South Carolina elementary schools.

In the interest of identifying the program and inputs of the Call Me Mister program, a process evaluation will be conducted with key stakeholders and current “MISTERS”. A mix of surveys and interviews with key stakeholders and “MISTERS” will be the research methods used. Dr. Roy Jones, Program Director, Mr. Winston Holton, Field Coordinator, and Ms. Tanya A. Miller, Administrative Assistant, will all be key stakeholders participating in the study. Current and past MISTERS will also be interviewed to evaluate the experience the Call Me Mister provides to its participants.

The comprehensiveness of the evaluation will be conducted by using surveys, however; the depth will take place in the interviews with key stakeholders. The process evaluation will provide key stakeholders with important qualitative data concerning how things are being conducted within the program. This evaluation will also provide useful information to those who are making key decisions on the future direction of the program. Ideally, the stakeholders of the Call Me Mister program will take the feedback seriously and consider making the changes accordingly.
Weed and Seed of Cleveland County, NC: A Proposed Evaluation Design for a Community-Based Initiative

Despite efforts to eradicate crime in target areas, there is still a concern that youth may be negatively influenced by neighborhood factors such as low literacy rates, poor attitudes toward learning and unsightly housing. Weed and Seed is a strategy that is focused on helping neighborhoods weed out criminals and gang-related activities while helping them devise and “seed” activities or programs that will promote positive behavior and an improved quality of life. This report will focus on the Prevention, Intervention and Treatment component of Weed and Seed. This component implements programs that can serve as bridges between families and communities. Key stakeholders involved with the initiative address target problem such as, lack of homework assistance, truancy, or behavioral problems. This conceptual framework, of targeting a community problem, allows the initiative to begin proposing an intervention strategy with the help of a steering committee. The steering committee comprised of community leaders and residents, has a direct interest in helping the initiatives to succeed.

This poster will present the evaluation proposal that I will design to address key evaluation questions. The key evaluation questions posed will help determine if the needs and interests of youth are being met in order to help prevent the likelihood of increased crime in low-income neighborhoods. Are youth actively involved with academic and after school programs? Are attitudes toward learning changing as a result of the programs initiatives? What other interests do the youth show besides academic involvement? (e.g., after-school athletic programs, dance classes, Boy Scouts and Girl Scouts, etc.).

The proposed design will combine two evaluation approaches: process evaluation and outcome monitoring. With the process evaluation, the question of how well the program is operating will be addressed. With Weed and Seed still being fairly new in the Cleveland County, NC area, (operating since May 2005) it is important to inform key stakeholders as to whether the Weed and Seed initiative itself is affecting the target audience as desired or intended. In order to deliver such information, service and program organization must be reviewed. Surveys and questionnaires will be used to collect this information. By finding out if participants and other stakeholders are pleased with the program results, the steering committees can make suggestions and recommendations on how to better service the targeted population. Though it is sometimes hard to link change with the actual program itself, target participants will be able to indicate if their attitudes about the community, themselves and the learning process have improved as a result of the various implemented programs. A pre-test/post-test design will help to assess if there was some change in the academic standings, attitudes and behavior of the youth/participants involved in the Weed and Seed initiatives. Therefore, the proposed data will give insight as to whether or not the Prevention, Intervention and Treatment components are effective.

Collaborators include: The City of Shelby, Department of Social Services, Shelby City Schools, Faith-based agencies, Shelby Police Department, Communities in Schools, Boys and Girls Club, Boy/Girl Scouts, Health Care agencies and Community residents.
Facilitating Leadership in Youth (FLY) is a non-profit, out-of-school time-based program that provides comprehensive academic, arts, cultural, and leadership opportunities and activities for 40 youth ages 8-19 who reside in the Barry Farm community in Southeast Washington, DC. FLY serves youth east of the Anacostia River by providing leadership opportunities that support participants academically from third grade until they complete high school and enter secondary education or employment. FLY was started in 1999 by three American University (AU) students who were involved in community work in the Barry Farm community. They developed an effective system of volunteer support primarily from fellow AU students. FLY’s list of program opportunities include: summer camp, one-on-one tutoring, digital media & art, a young women’s program and a youth council. The participants of the FLY Youth Council program are engaged in intensive community research, weekly campaign meetings, conducting focus groups with teens, attending youth organizer trainings, campaign education sessions with local policy-makers, and implementing action-plans. The focus of this evaluation will be to assess the process and outcomes of the FLY Youth Council program. The evaluation will address the following questions: What is the theoretical framework for the program and how is it implemented by staff? What are the explicit or intended outcomes for the youth? How are the youth engaged in reaching these outcomes? What are the indicators that these outcomes have been met and how are they reported to the various stakeholders?

The evaluation will use interviews with key stakeholders to collect data about the process and outcomes of the program. Specifically the evaluation will use surveys, focus groups, and interviews. FLY’s stakeholders include the youth participants, their families (parents), the community, the volunteers, Board of Directors, and funders. The youth are the prime beneficiaries of the program as well as the source of the expected return on investment through their leadership and community participation. Parents and families benefit greatly from the academic support as well as character building experiences provided to their children. The community as a whole, has a stake in the leadership and advocacy projects where FLY youth are involved. The FLY Youth Council has addressed issues such as gun violence and police brutality and produced informational publications and presentations for their peers. The program has been a major source and opportunity for scores (20 to 30 per year) of American University students to get involved in the local community – expanding their educational experience beyond the campus. The Board of Directors has an inherent stake in the success of FLY aligned with their leadership responsibilities but also a unique interest because its membership includes two youth with full voting authority. Funders would be vested in knowing that the program is cost effective and works. An evaluation of the process and outcomes of the FLY Youth Council would benefit not only these stakeholders but provide a model for youth service providers endeavoring to develop leaders not only for tomorrow but for today.
Putting it into Action: Engendering Civic Engagement and Social Capital Through Summer Camp Programming

The decline of social capital, civic engagement, and community involvement in American society has become a topic of debate in both popular discussion and academic research. As this debate grows, researchers and practitioners alike strive to identify the structures and organizations that foster social capital and civic engagement. Previous research has centered on recreation organizations such as extracurricular activities, sports teams, volunteer opportunities, and leadership programs as avenues for civic development in youth. Little research exists, however, on the possible civic outcomes afforded those youths who attend summer camps that incorporate volunteer or leadership programs into their curriculums.

The purpose of the current study was to understand the effects of the CREW (Courage, Responsibility, Expectation, Worth) leadership and service program at a residential camp in Western North Carolina on the civic engagement of CREW campers once they returned to their home communities. In-depth interviews, participant observation, and civic engagement questionnaires were undertaken with 8 CREW campers. All study participants were last year campers entering the tenth grade. Interviews and questionnaires were carried out directly before and after camp to understand the participants’ CREW experience and three months following camp to understand the effects of the CREW experience on participants’ civic engagement. Findings demonstrated that the surrounding camp environment, in addition to the CREW program, determined participants’ outcomes. Further, findings also indicated that participants gained leadership, social, and service skills from camp but not all participants applied these skills once they returned to their home communities. The findings from this study have implications for both summer camp programming and future civic engagement research.
Group Associations and Alcohol-Related Victimization of College Females

**Purpose:** The purpose of this study was to determine mediation of high-risk drinking between three groups: varsity athletics participation, sorority involvement, and religiosity; and sexual victimization.

**Subjects:** Only 660 of a sample of 719 college freshman female students were used for this research question because those students who experienced rape, attempted rape, or sexual coercion (n=68) were given highest consideration. The remainder of the sample was non-victims (n=592). The participants ranged from 18 to 20 years of age and were 84.5% white.

**Methods:** The sample of 719 college freshman females took surveys pertaining to their alcohol use, sexual victimization, group involvement, religious views, as well as other topics that are not of interest to this research question. Bivariate regression tests were used to determine the correlation between involvement in the three groups and sexual victimization. Drinking was controlled for and the bivariate regression tests were repeated to test for mediation.

**Findings:** These tests showed that high-risk drinkers were more likely to become sexually victimized than non-high-risk drinkers, women in sororities had a greater risk of being sexually victimized, religiosity was a protective factor against sexual victimization, and varsity athletics was not significantly correlated to sexual victimization. When binge drinking was controlled for in the independent variables of religiosity and sorority involvement, they became insignificant which confirmed that high-risk drink was in fact a mediator.

**Conclusions:** These conclusions will be helpful when determining how to solve the sexual victimization problem, especially in sorority women on college campuses today. The idea of social capital may be helpful when considering applications for intervention due to the fact women who participated in varsity sports were at a lower risk for victimization.
Constructive Enabling: Applying a Wilderness Skills Intervention to Support the Therapeutic Change Process of Adolescent Females in Residential Treatment

The purpose of this study was to explore the potential benefits of a primitive wilderness skills intervention (POST) on the therapeutic change process of adolescent females enrolled in a residential treatment center. A qualitative data analysis approach was used. A convenience sample of eight female adolescents was selected by therapist referral. The data were analyzed using open, axial, and selective coding. Data analysis was used to assess participants’ progress in the therapeutic change. Further analysis revealed a core theme connecting participants’ POST experience with feelings of self-empowerment and reflective connections to their individual therapeutic change process. The gerund constructive enabling is provided to represent this core theme. Attributes of constructive enabling included the opportunity for creative expression, the recognition of and reliance on social resources, the application of individual effort in challenging situations, the completion of a finished product, and the facilitation of reflective thought.
A Process Evaluation for the Frazee Dream Center

A process evaluation is designed to investigate how well a particular program is operating and to examine if the prior goals and objectives are being met. The Frazee Dream Center’s participants consist of elementary to junior high school students, ranging from 6-13 years of age. The Frazee Dream Center strives to offer assistance and guidance in the areas of Academics, character and development, sportsmanship and emotional wellness through their free after-school and summer program. The objective of this evaluation is to determine if the Frazee Dream Center is meeting the aforementioned objectives that were established at the beginning of the program. The objectives of the Frazee Dream Center are: to create a safe environment for the children to enjoy, to give the participants a set time slot focused on intense tutoring to help them achieve success in their academics, to help teach the youth participants how to interact with others and to help them take responsibility for their actions, and last, to teach them to work hard and make wise choices that will improve their quality of life.

The process evaluation will yield quality assurance while reviewing the degree to which the program is operating. This study will make available the positive outcomes, while also identifying possible negative outcomes that the program may be experiencing. This study will attempt to determine whether or not the Frazee Dream Center is reaching, as well as enforcing the objectives through servicing the programs daily interaction with the participants. The Frazee Dream Center started in August of 2006, and this evaluation will also examine if the agency is reaching their objectives in a timely manner by comparing the agency with other programs that have similar goals and objectives. Are the participants leaving the program with a better understanding as a result of the services that the Frazee Dream Center provides, and if so, what did the program do to fully accomplish this task? And finally, this evaluation will attempt to answer the simple question of whether or not the program is utilizing their resources to better enhance the quality of life for each of its participants.

The Frazee Dream Center is going into its third year of existence and has experience a great amount of success. The program has tripled in its size since its establishment, growing from 12 participants when it started to 60 youth. The only funding that the agency receives comes directly from community donations. This study will set out to provide a thorough evaluation of the Frazee Dream Center.
Risk Factors for Sexual Revictimization in College Females

**Purpose:** The purpose of this study was to identify risk factors for sexual revictimization among first year college women who had been sexually victimized before coming to college.

**Subjects:** The sample for this study consisted of a subset of women (n= 169) from a larger study (n= 719) on risk factors and consequences of sexual victimization in college women. The sample for this study was all female with a mean age of 18.52. The sample was also primarily white with 78% of the sample being white and 22% being minority.

**Methods:** These 719 women completed anonymous surveys at the end of their first year in college. The 169 women in the current study were identified as victims of sexual victimization before coming to college from the Sexual Experiences Survey. Among this subsample, participants were classified as to whether or not they were victims of sexual revictimization (SRV). Bivariate and multivariate logistic regression analyses were used to determine the importance of risk factors in SRV from three categories of variables: psychological, cognitive processes, and behavioral.

**Findings:** Among the 169 women who were sexually victimized before coming to college, 69 (40.2%) were sexually revictimized during their first year in college. Based on bivariate logistic regression analyses, the following factors were shown to increase the likelihood of sexual revictimization: expectancies regarding the sexual enhancing role of alcohol, largest number of drinks in 24 hours, number of sexual partners since college, and alcohol-related negative consequences. Self-blame, depression, posttraumatic stress symptoms, and sexual refusal skills did not affect the risk for revictimization. A multivariate logistic regression analysis revealed that only the number of sexual partners predicted sexual revictimization (p<.005).

**Conclusions:** Findings suggest that behavioral variables are more important in predicting SRV than psychological or cognitive variables. Interventions to reduce SRV should focus on educating women about how risky drinking and sexual behaviors can increase their risk for SRV.
The Charleston County Park and Recreation Commission (CCPRC) is one of the premier parks and recreation agencies in the state of South Carolina, and is widely recognized as such on a national scale. A perceived problem within the Charleston educational community is an increasing disconnect between students and their natural environment, diverse in landscape and rich in cultural and historical significance. The mission of the agency’s Interpretive Department is to increase community knowledge through involved interpretation of the county’s natural, historic, and cultural resources. In the pursuit of this mission, a variety of school programs have been developed, in accordance with South Carolina Standards of Education, aimed at addressing this need. Last year alone, over 16,000 students from Charleston County School District passed through at least one of these programs.

In 2008, the Interpretive Department was awarded a grant to allow the purchase of a portable planetarium and digital star lab as well as the design and delivery of relevant programs. One such program, entitled Follow the Drinking Gourd, is unique in that it develops concepts of astronomy, applies them to human history, then focuses a local emphasis on plantation life, slave culture, and the Underground Railroad. A formative evaluation is currently being designed to assess all aspects of the planning, recruitment, and delivery of this program. It is the evaluator’s hope that not just the Commission and the program’s facilitators benefit from the findings of this evaluation process, but more importantly the program’s recipients draw the benefit of a well-organized and directed delivery. It is also the evaluator’s stance that successful delivery of this program has a lasting benefit to the greater Charleston community as a whole.

A mixed-method evaluation will be implemented that approaches many key stakeholders including students, teachers, agency commissioners, and program facilitators. Initially, demographic research will be conducted to examine the breadth of schools and students eligible to participate in this program throughout the county. Interviews and document review will be conducted internally with agency commissioners and program facilitators to clearly define stated objectives, recruitment and delivery methods, and desired outcomes. Finally, a mix of focus group, survey, and participant-observation evaluation will then be conducted within the student and teacher population of groups who have already participated in the program to examine initial effectiveness. Initial research and data collection for this evaluation has already begun and is currently in progress.

Results and findings of preliminary research and internal review will serve in shaping and narrowing the focus of the student and teacher evaluations to follow. Likewise, findings from the latter evaluations will be reported and interpreted by all levels of the program’s funders and facilitators in an effort to highlight assets as well as isolate deficits found in results. It is an overarching goal that results and findings be conclusive and mutually beneficial to all key stakeholders, as well as useful in promoting the longevity continued success of this program.
Health and Wellness Day at Tamassee Daughters of the American Revolution School

After meeting with administrators at the D.A.R. School, we identified a problem with the students’ knowledge regarding health and wellness, specifically, nutrition, exercise, and stress management. The students at the D.A.R. School that we will be working with are middle and high school children from all over the state of South Carolina. These children live independently from their families, so they need outside role models in order to learn valuable life skills, such as maintaining health and wellness. We collected data from personal interviews with people close to the children, such as the D.A.R. administrators, the Tamassee Salem Middle and High School faculty, and other community members. We found that these children are in need of education regarding independent life skills because of their position outside of the “normal” family environment. We plan to teach these skills through moderation and body mass index teachings, regular exercise, and having an open discussion about stress management. One can assume from our study that other students living in a boarding house situation could make use of outside guidance regarding emotional support and skills such as health maintenance.
Correlation between Cortisol Concentration and Peripheral Blood Mononuclear Cell Levels

Experiments done in this laboratory have shown a correlation between breast cancer susceptibility and the presence of an abnormal type of monocyte in the peripheral blood. Cancer patients are known to have abnormally high levels of cortisol. Therefore, we looked for correlations between cortisol levels and the concentrations of monocytes and other cell types in the peripheral blood of female donors.

Women were asked to provide an early morning blood sample and a saliva sample. The blood was anticoagulated with heparin and centrifuged on Ficoll-Hypaque gradients. The mononuclear cells were collected and analyzed by flow cytometry.

The levels of monocytes and non-T lymphocytes were found to increase almost linearly with cortisol concentration. One exception was a newly-diagnosed breast cancer patient for whom the non-T lymphocyte level was lower than expected.
Is It All about the Grizzly? Relationships between Wildlife Viewing and the Visitor Experience at Denali National Park

Wildlife viewing is one of the fastest growing recreational activities in the United States. To accommodate this growing demand, managers are encouraged to employ Experience Based Management. This study sought to understand: 1) the relationship between visitor wildlife viewing and overall satisfaction levels with visitors’ viewing of ‘Big 5’ species: Grizzly Bear, Caribou, Dall Sheep, Wolf, and Moose; and, 2) experience opportunities by investigating how wildlife viewing and overall satisfaction levels related to visitors’ understanding of why Denali National Park was established. Results showed viewing Grizzly Bear and Caribou provided the highest levels of satisfaction and understanding improved with increased levels of species viewed. Management implications are discussed.
Teachers’ Approaches to Content-Embedded Inquiry-Based Instructional Practice

This collective case study focuses on three secondary science teachers’ approaches to implementing content-embedded inquiry in their classrooms. This study specifically examines how sustained involvement in a professional development institute (PDI) assists teachers as they transition to more inquiry-based instructional practice. Three teachers (Anne, Beth, and Carla) comprise the cases for this study. These teachers were participants in a year-long professional development institute that focused on increasing the quantity and quality of inquiry in secondary science classrooms.

Collectively, this study design was framed by Yin’s (2003) multiple-case and embedded design. True to this design, within-case analysis (analysis of individual cases) preceded the cross-case analysis (comparison of multiple cases) (Creswell, 2008; Merriam, 1998; Yin, 2003). Data collection involved the following: (1) pre-and post-definitions of inquiry-based instruction, (2) classroom observations, structured through the use of an inquiry observational protocol, (3) field notes from observations, (4) pre- and post-survey data, (5) teacher interviews and (6) transcripts of classroom recordings.

The conceptions of inquiry represented by these three teachers at the beginning and end of the PDI varied. Additionally, there was variability in the teachers’ beliefs about inquiry. Their conceptions about inquiry possibly affected their beliefs. All three teachers indicated that their instructional interactions changed over the course of the year as they implemented inquiry in their classrooms. These teachers transitioned from commonly being “a giver of knowledge” to a role of “facilitator” as students explored science content. All three teachers described specific challenges of breaking students out of their role as passive recipients of knowledge, common to many non-inquiry science classrooms. Evidence from all three cases supports the notion that teachers with stronger content knowledge tend to be more effective in planning and facilitating inquiry-based instruction.

If we hope, as leaders of PD experiences, to assist teachers in transitioning toward more and higher quality of inquiry-based practices, then we need to provide experiences that differentiate based on prior knowledge, understandings, and beliefs of the participants. This can be partially achieved by providing group interactions that provide sufficient time for reflective practice to bridge the current experience and individual classroom needs. Also, by providing individual support during the academic year, teachers are provided with guidance as they transition their practice.
A Field of Dreams: Increasing Compliance in Students with Autism Spectrum Disorder in an Extracurricular Activity

**Purpose:** Non-compliance in individuals with Autism Spectrum Disorder (ASD) is largely due to one of the defining characteristics of individuals with ASD: a difficulty in expressive and receptive language. The purpose of this study was to examine response times (compliance) in students with Autism Spectrum Disorder (ASD) when following commands. Specifically, this study was intended to identify the type of command that students with ASD respond best to (a) alpha, (b) alpha plus physical prompt, or (c) alpha plus picture prompt.

**Participants & Setting:** This study focuses on ten children, ranging in age from 4 - 14 years old, that have been diagnosed with Autism. All ten students scored within the Mildly-Moderately Autistic (30-36.5) to the Severely Autistic (37-60) range on the Childhood Autism Rating Scale (CARS). The study took place during a university-sponsored Challenger Baseball program.

**Method:** The goal of this study was to record latency measurements of students with ASD to differing commands during a community baseball game. Commands were given nine times per game: (a) before the team took the field (e.g. “Johnny, please put your glove on”); (b) before the player batted (e.g. “Johnny, please put a helmet on”); and (c) after the player reached first base (e.g. “Johnny, please run to second base”). Undergraduate students were recruited and trained as command givers and data collectors.

**Findings:** The forthcoming results of this research study will identify response times (compliance) in individuals with ASD while participating in an extracurricular activity.

**Implications for Practice:** As compliance in individuals with ASD is a difficult occurrence to achieve, techniques to aid in this process are much sought-after. This research adds to the body of literature on compliance with individuals with ASD.
Risk Assessment for Familial Melanoma: A Systematic Review

Familial cutaneous melanoma is a genetic disorder, influenced by host and environmental factors. Although clinical genetic testing is available for familial cutaneous melanoma, the United States Preventive Services Task Force in 1989 recommended use of a questionnaire or interview, to assess risk factors for persons at risk of developing familial cutaneous melanoma. Clinicians can reliably measure some risk factors for melanoma; however, standardized risk-assessment tools have not been established. This systematic review was conducted to discover what effective, reliable risk assessments are available for healthcare providers to identify patients at risk for familial cutaneous melanoma. An extensive electronic database search was done to find peer-reviewed research articles using risk assessments asking about family history of melanoma along with other factors. Eleven articles, published in a variety of medical journals, using a variety of questionnaires and interview techniques were examined. Research study designs varied from prospective, comparative and cohort designs to case-control studies. Findings showed questionnaires incorporating family history, host and/or environmental factors are effective and reliable in identifying persons at risk for familial cutaneous melanoma. Limitations of the research showed self-reporting and recall bias of environmental factors to be the biggest threat to validity. Implications for healthcare providers are that risk assessments are quick, easy to administer and cost-effective to incorporate at primary care visits. Patients at risk can follow-up with clinical skin examinations and enter into increased surveillance programs. Future research is warranted to establish a standardized risk assessment for public health population screening, determine what healthcare providers provide routine risk assessments and how those risk assessments may be used to educate patients with familial melanoma and their families.
Urban Park Reserves Ecological Restoration Initiatives: Are Neighbors Willing to Participate?

This study will describe whether property owners next to urban park nature reserves are willing to participate in initiatives contributing to ecological restoration. Additionally, the data collected will provide information on how and where to approach and provide educational opportunities for homeowners.

Attitudes and behaviors of homeowners were obtained in two separate phases. In the first phase, a series of focus groups were held to see if proposed ideas were even viable. The second phase involved survey research. Questions focused on context, knowledge/past experience with related issues, and motivations related to implementation of park initiatives. A modified Dillman approach was used with an initial survey, reminder postcard, replacement survey and final reminder postcard sent. Of the 686 surveys mailed, 393 were returned for a 57% percent response rate. Hierarchical cluster analysis using wards method and linear statistics were used to identify and describe characteristics of park neighbors.

Participants were grouped into three meaningful clusters based on attitudes about learning a challenging gardening project. Cluster one was composed of people who prefer to learn about gardening by trying it until they get it right. This group has a misconception that rain gardens may breed mosquitoes. Cluster two consisted of people who prefer to use multiple approaches when learning about a challenging gardening project. Cluster two is more likely to install rain gardens while clusters one and three are less likely to install them. This group (2) is also most likely to participate in park initiatives and be the first in their neighborhood to sign up and be certified as a good park neighbor. Cluster two was composed of people who were clearly disinterested in using any of the suggested techniques to learn about a challenging gardening project, but would hire someone else to do it.

Results demonstrate differences among neighbors based on attitudes on learning about gardening. Based on responses to specific questions, the park district should initiate partnerships with local nurseries and develop wallet-sized cards that list plant species to avoid. Then the park district should hold workshops on installing rain gardens and rain barrels. The workshop should include incentives such as small grants to help defray the cost of installation. The park district’s natural resource division could also help a park neighbor install a rain garden if they agree to host a neighborhood gathering where the resident publicly receives a good park neighbor certificate. Finally, the park must follow up with residents to encourage diffusion of innovation throughout the nearby neighborhoods (Rogers, 2003).
Methods Used in the Development of a National Park Service Stewardship Scale

The NPS Stewardship Scale has been derived from an extensive analysis of both qualitative and quantitative data following the guidelines in scale development by R.F. DeVellis (2003). The purpose of this study is to develop an evaluation instrument to be used to assess the effectiveness of the Junior Ranger program at Great Smoky Mountains National Park in promoting stewardship among youth participants ages 8–12 and their accompanying parent or guardian. The Theory of Planned Behavior and the Elaboration Likelihood Model have been employed in a mixed-method research design to illuminate which variables are most likely to influence individuals to develop environmentally positive attitudes and behaviors associated with stewardship.

This study is to address these issues by developing, testing, and utilizing a survey instrument to assess the effectiveness of the Junior Ranger program. The first steps in the creation of the NPS Stewardship Scale were qualitative and included the use of focus groups, semi-structured interviews, content analysis, secondary analysis, participant observation and cognitive testing. Once ‘stewardship’ was conceptualized, appropriate items were selected or created for each index of the stewardship scale. After undergoing thorough cognitive testing, the instrument was revised, reviewed, and finally pilot tested.

Quantitative methods, including the use of descriptive and inferential statistics, were employed to analyze the pilot test data (n=201). Confirmatory factor analysis (CFA) was conducted on each index separately and then on the full model. The primary purpose of this in-depth examination was to identify and eliminate covariance issues, situations in which items covary with other items or other factors, in an effort to achieve a parsimonious model. Results guided necessary revisions to the NPS Stewardship Survey.

Pending approval by the NPS, data collection is scheduled for summer 2009. Outcomes of this research will provide data to improve the provision of education to the public by: 1) Gauging the influence of the program on participants’ stewardship attitudes, intentions, and behaviors; 2) Elucidating the factors most effective in predicting stewardship behaviors; 3) Suggesting improvements to current offerings by identifying the strengths and weaknesses of different program aspects; and 4) Establishing a baseline for key components, allowing for future adaptive management of the Junior Ranger program and for measuring the relative effectiveness of subsequent program revisions.
Use of the Touchpoints Model to Build Research Skills and Address Practitioner Educational Competencies

Purpose/Problem statement: Advanced Practice education must be focused on meeting basic clinical competencies. Documentation and methodologies of learning experiences that meet these established core competencies vary from program to program. Research in this area has evaluated the use of Touchpoints, a model developed by Dr. T. Berry Brazelton. The national model is utilized in Early Childhood Education and Healthcare to strengthen families and communities by teaching a core set of principles, assumptions, and concepts that providers can use in their work with families. The model is taught in various settings, stages, and to professionals of all levels who work with families.

Description of subjects: This project focuses on utilizing the model to address minimal competency educational objectives while teaching basic research methodology to students in an advanced practice course. All students enrolled in Nursing 819 participate, are divided into groups, and develop individual group projects.

Methodology: Students are exposed to the TP model in the Fall semester during a course focusing on theory. Spring semester, student groups enrolled in the Women’s advanced course, formerly simultaneously taking Pediatrics, are assigned one of the TP principles and asked to develop a basic research project to test the principle working within clinical sites.

Findings: Findings are discussed in a group class presentation, and are offered for presentation in poster format to the HEHD Research Forum.

Conclusions and/or implications for practice: The TP model is an excellent example of a working model that can be utilized for documentation of core educational competencies and to provide novel basic research practice and presentation experience.
Needs Assessment for Faculty Implementation of Principles of Academic Integrity

Honesty, trust, fairness, respect, and responsibility are values which are viewed as fundamental to the academic process. Educators face many challenges in communicating principles of Academic Integrity amidst a changing culture that often defies these values. At this co-educational independent college preparatory school in the Upstate, character education is an integral part of the school mission. The honor code, which supports the premise that a student will not lie, steal, cheat, nor tolerate those who do, is a central piece of the cultural context of the school community. The goal for the evaluation of the Academic Integrity and honor code at this co-educational independent college preparatory school is a needs assessment that will elicit the perceptions of faculty members regarding the teaching of academic integrity and interpret the support needed to ensure honor code compliance. Questions will focus on assessing the perceived level of expertise by faculty members on issues concerning academic integrity, the importance of ethical issues, and will identify areas where concerns may exist. The evaluation objectives will address the following underlining questions: What are the practices, attitudes, and beliefs of faculty members concerning Academic Integrity? To what extent does the faculty feel a perceived level of expertise on issues concerning Academic Integrity and the school’s Honor Code? What barriers to enforcing issues of Honor and Academic Integrity exist or are perceived to exist by Faculty? What programs, strategies, or interventions are most used among faculty members to prevent instances of Academic Integrity?

A needs assessment design will be used for this evaluation. The internal evaluation will utilize surveys to assess the perceptions of faculty members. Open ended questions will solicit suggestions for making the Honor Code more meaningful to students. The evaluation will also access secondary data from the Center for Academic Integrity’s survey of the school’s students conducted in February 2009. The combined survey results will assess the situation of academic integrity as it currently exists among faculty and student populations. Focus groups will be conducted with faculty members, students, and parents to obtain qualitative data and identify emerging themes, and questions for these forums will be based on faculty and student survey results. Key informant interviews will also be conducted with the sponsor of the Honor Council, Honor Council members, and School Administrators. The questions that this evaluation seeks to answer will help identify any gaps between the principles of Academic Integrity intended to foster student honesty and the current situation in this school. Each of the stakeholders in this school community would benefit from acknowledging the changing cultural context in which students are operating and address the concepts of honor and academic integrity as it applies to the here and now. Faculty and Staff are key links in the enforcement of the Honor Code and the concept of Academic Integrity, and a clear understanding of their role in fostering these principles will be beneficial to all.
Youth programming is limited in rural areas often times due to transportation limitations, limited funding, and a smaller pool of highly trained staff. Due to these challenges, children in rural areas can be left on their own for a greater number of hours during the day, may not have community centers or youth programming available near them, and may not be provided with the same opportunities that are available in more urban communities.

Due to these rural constraints and lack of public funding, a private program, Kidzälät, a child development center in Powhatan County located in a rural area of Virginia, was created to overcome some of these challenges in this community. The program is centered on the idea that children should be given early opportunities to learn life lessons and skills that will enhance their lives as they mature and better prepare them to be upstanding members of society, thus has recently incorporated Search Institute’s 40 Developmental Assets into their youth programming.

This poster will present an evaluation design for Kidzälät. The Kidzälät summer program will be evaluated against Search Institute’s 40 Developmental Assets to determine if the rural program is meeting its intended purpose of building these skills in each of the children. The Kidzälät summer program is offered to children ages 5-12 from all socioeconomic backgrounds. For those families in need of financial assistance, Kidzälät works with the local Department of Social Services and accepts state and federal funding for those who qualify. The program activities incorporate 31 of 40 of the Search Institute’s developmental assets.

To evaluate this program, I will use a mixed-method approach consisting of content analysis of attendance records, surveys and focus groups of the parents, students and staff; and participant-observation. These methods will be employed to obtain data on the program processes and outcomes, beginning in June 2009. The participant data will be analyzed by attendance level and participation level to determine if there is a difference in the impact of the program based on the student participation levels. The data will also be divided into age groups of 5-8 year olds and 9-12 year olds to determine if there is a difference in impact based on the age of the student. The data will be analyzed to determine which of the 40 developmental assets the program is impacting. The impact results for the 40 assets will be compared to determine if the program is having a greater impact on the 31 they have incorporated into the activities and if the remaining 9 assets are impacted at all. The results of the study will then be used to modify program activities for the future, help direct training opportunities with staff, and shape communication with parents.
A Student-Centered Approach to Media Arts Integration in the Classroom: A Needs Assessment of One SC Inner City School

In response to the demands of an ever increasing digital and technologically skilled society, media arts education has gained more inclusion into the mainstream curriculum for grades K-12. Pathways to Success, a mandated initiative of the South Carolina State Department of Education, helps to promote programs that help advance student skills in A/V Technology and Communications. However, curriculum restraints and limited funding prohibit the equitability of programs across the board. Often, as a result at-risk populations are under served. This poster reports on a proposed evaluation design of an inner city elementary school’s efforts to create a student driven program that integrates the use of media arts (videography, digital storytelling, desktop publishing, etc.) into its’ present curriculum. Currently, the majority of activities that involve the usage of technology in this school are teacher-driven (teacher portfolios, technology committee, etc.) At this early stage in the process I am considering the use of a needs evaluation and the following methods to collect qualitative and quantitative data: surveys, focus groups, and interviews with stakeholders. This needs assessment will determine the extent to which media arts is presently being integrated into the classroom and what programs, strategies or which interventions work best with the target population. The findings will be used to develop or improve upon the program at this site.
Market segmentation, as a widely accepted tool in strategic marketing, has long been studied in tourism literatures. The existing indicating variables for segmentation usually fall into four categories: demographic, socioeconomic, behavioral, and psychographic. Psychographic variables have been increasingly valued for its relatively more effectiveness than those traditional demographic and socio-economic variables in segmentation, but they are also facing difficulties in operationalization for tourism industry’s practical use. Trying to mitigate this dilemma of predictability and applicability, this study examined an alternative approach to tourist segmentation and destination marketing by examining the visitors’ social class distinction in their destination consumption patterns. The goal of this project is to test whether the social class differences in (potential) visitors’ destination consumption patterns based on their musical taste and daily musical consumption has the potential to be an effective tourist segmentation and destination marketing tool.

The study first examined the constructs of Thoroughbred Country’s destination commodities and destination image based on a content analysis of its previous tourism advertisements and information fulfillments. A questionnaire was also sent to 2500 information inquirers to Thoroughbred Country, South Carolina during 2006-2007. With all the data collected, a range of social classes of the (potential) visitors was determined based on their cultural consumption patterns (i.e. musical taste and preference in this case). Instead of the conventional sociological way to define social classes using socio-demographic variables as education and income, in this study, the musical-taste-based approach was employed in capturing the essential factors affecting visitors’ destination commodity consumption patterns and their activity-related destination image. Thus, the dominant destination commodity consumption pattern(s) among different social classes of Thoroughbred Country’s (potential) visitors was identified and their relations to the visitors’ destination image were also examined.

The most important application of this study’s results concerns the issues of whether, when, and how to pursue the strategy of market segmentation for destinations. The findings are expected to have practical implication for Destination Marketing Organization (DMO) to better understand their market position and help them locate their expected niche market as well as to promote the effectiveness of their marketing information release and destination image construction.
Graffiti is most often seen as depreciative behavior in parks, costing time and money to clean or cover. However, could it be a symbol to represent the importance of parks in the lives of people? The purpose of this research is to gain insight to the meaning of graffiti in parks and protected areas in order to more fully understand the breadth of park user groups.

Over 700 graffiti inscriptions were collected and analyzed from six protected areas along the Blue Ridge Escarpment and two urban comparison protected areas. Field notes and photos were collected at each site. Inscriptions on rock faces with extensive graffiti were sampled using a grid technique.

“Was here” inscriptions - often termed “tags” in urban studies of graffiti - were the most common form of graffiti in our study. After tags, top themes included love (couples and families), description of character, greetings (complete with pictures of smiley faces and hearts), memorials to loved ones passed away, and symbols and messages about nature. These inscriptions are qualitatively different from the graffiti typically found in urban areas and college campuses, which often contains sexual or offensive content.

The graffiti found in this study demonstrates the positive power of nature in the lives of all types of people, and the essential role of parks and protected areas in society. While we in no way condone the practice of graffiti in parks and protected areas, we believe that graffiti may be a tool in an effort to better understand the breadth of visitors, especially those who do not have a “leave no trace” ethic.
The Institute for Engaged Aging was approved by the Clemson University Board of Trustees in October 2006. The Institute aims to discover, develop and disseminate best practices for engaged aging through research, education and community outreach. Institute initiatives enable older adults to be engaged in family and community living regardless of their social, economic or health status. Researchers represent all five colleges at Clemson University and also external agencies such as hospitals and rehabilitation centers. Research, educational programs and community outreach generated through the Institute are critical to meet the needs of a diverse older adult population in the state and region as it experiences rapid growth due to the aging of indigenous citizens and the in-migration of retirees. The poster will feature selected projects led by IEA faculty.
The Center of Excellence for Adolescent Literacy and Learning (CEALL) is an effort to improve adolescent literacy and achievement through ongoing professional development. Supported by a grant from the South Carolina Commission on Higher Education, CEALL’s mission is to improve adolescent literacy and learning, and thereby adolescent achievement. Our goals include (a) Improving students’ learning and achievement by improving content area teaching and learning; (b) Expanding the professional roles of teachers; and (c) Building capacity to improve teaching and learning in middle and high schools through the development of Teaching Consultants in the content areas of English/language arts, mathematics, science, and social studies.

CEALL was established to address the current crisis in adolescent literacy. That a crisis exists in adolescent literacy is evident from national and international data (NAEP, 2007; OECD-PISA, 2003\(^1\)), which indicate declining literacy performance from elementary to secondary grades. CEALL seeks to provide research-based professional development that actively involves teachers in inquiry into teaching and learning through content-focused lessons, discussion about those lessons, and planning sessions with colleagues. Participating teachers are engaged in an effort to improve their own instruction and thereby address disciplinary literacy needs of their students. During the first year of participation, Apprentices experience strategies embedded in the Learning Cycle, debrief lessons experienced, and adapt strategies to their own students. If chosen for a second year of training, Apprentices become Interns who help deliver the Institute and follow-up workshops, learn about delivering professional development, and mentor Apprentices. In its fourth year of operation, a total of 45 teachers from 24 schools in 21 districts and 3 states have participated in one to two years of professional development.

Research associated with CEALL has been presented at the National Reading Conference each year since 2006. In addition, two chapters authored by Teaching Consultants and Directors are in press, and a book proposal is in development.

**References:**


\(^1\)PISA 2006 – no results in reading are reported for the United States due to an error in printing test booklets.
Center of Excellence for Inquiry in Mathematics and Science:
Improving Middle School Math and Science Education

The Center of Excellence for Inquiry in Mathematics and Science is a program sponsored by the South Carolina Commission on Higher Education. Targeting two middle schools per year, CEIMS works with mathematics and science teachers, steeping them in inquiry-based instructional techniques.

In 2008-2009, we are working with Hughes and Beck Middle School Academies in Greenville County School District. In addition to a two-week intensive professional development institute and four follow-up sessions, we have made more than 120 classroom visits this year to observe and support the teachers. Teachers have created, piloted, and refined more than 50 exemplar lessons that use inquiry-based instruction to target important concepts in middle school math and science. In summer 2009, we will work with several teachers from these schools as they become school-based leaders to sustain a focus on effective inquiry-based instruction. New partners for 2009-2010 will be Seneca and Tanglewood Middle Schools.

With the help of several business partners and Hal Harrison, a Clemson instructor in Career and Technology Education, we led a planning session for a special day we will hold in September 2009 at both Beck and Hughes. This day, entitled “Stepping into STEM Shoes,” will be an interactive career day. Middle school students will have the opportunity learn what a day in a STEM career might feel like, envision themselves in that career, and begin to realize how they can prepare themselves for an exciting future in Science, Technology, Engineering, or Mathematics (STEM).

CEIMS, a part of The Moore School of Education’s Inquiry in Motion Institute, is also restructuring our undergraduate programs in mathematics and science and developing online courses in order to increase the number of highly qualified and highly effective middle grades teachers. For more information, visit http://iim-web.clemson.edu/?page_id=182.
Inquiry in Motion Institute: Improving K-12 Mathematics and Science Teaching and Learning

Inquiry in Motion (IIM) is a collaborative effort that seeks to create a national model and a state resource that accomplishes our mission of improving the motivation, potential, and achievement of students and teachers through sustained engagement in science, math, engineering and technology. Our two primary goals are to (1) increase student achievement in science and mathematics and (2) improve K-12 math and science teaching.

The following initiatives are central to achieving the goals of Inquiry in Motion: (1) Professional Development Institutes, PDIs, (2) 4E x 2 Instructional Model, (3) Dynamic Web-Based Tool for teachers, (4) Exemplars developed for and implemented in math and science classrooms, and (5) Electronic Quality of Inquiry Protocol (EQUIP) for assessing inquiry instruction. Current research involves evaluating the success of the PDIs in transforming teaching practice and improving student understanding, analyzing the 4E x 2 Instructional Model on guiding instructional practice, evaluating the Web Tool’s effectiveness, analyzing the quality of Exemplars, and evaluating the validity of EQUIP.

Inquiry in Motion’s partners include Clemson University’s College of Health, Education and Human Development (HEHD); the Greenville County School District (GCSD); the Clemson University-International Center for Automotive Research (CU-ICAR); Clemson University’s College of Engineering and Science; and business and industry. The projected 5-year impact of the IIM collaborative effort includes approximately 10 schools, 240 teachers, 40 administrators and counselors, 24,000 K-12 students, and 200 CU undergraduate and graduate math/science education students. These numbers do not include the impact realized in other states, schools, and programs via conferences and web-based interactions.
Center for Research on Health Disparities

The Center for Research on Health Disparities (CRHD) provides leadership for the development and advancement of comprehensive, culturally sensitive, community-based participatory research that improves health outcomes and enhances quality of life. CRHD links faculty, students, and community members to advance research on the complex causes of health disparities and strategies to eliminate these disparities. Within this thrust, the primary focus is on obesity as a major contributing factor to many chronic health conditions related to health disparities. CRHD draws on the support of and collaboration among individual and institutional partners to accomplish its goals. The goals of CRHD are to conduct, facilitate, and coordinate transdisciplinary health disparities research, and to increase the number of underrepresented racial/ethnic minority students and pre-tenure faculty engaged in health disparities research.

CRHD collaborators include Voorhees College, Greenville Hospital System University Medical Center’s Community Relations, the Family Health Centers, Inc. and Westside Community Center. In addition, CRHD coordinates the Faculty Associates, an interdisciplinary group of faculty and staff from across the university who are committed to reducing and eliminating health disparities.

This year’s poster highlights the successful research endeavors of CRHD Faculty Associates Drs. Katherine Cason and Karen Kemper. Dr. Cason’s research involves the examination of school-based interventions focusing on nutrition and physical activity. She developed an educational program for elementary school age children and tested the program in several South Carolina schools. The findings of her research indicate that the intervention was significantly related to change in knowledge, food consumption, food-related behaviors, and physical activity behaviors. Dr. Kemper collaborated with the Sullivan Center to explore dietary questions within the Hispanic community. Findings from her pilot research suggest Vitamin D deficiency is prevalent in the Hispanic community and should be addressed through additional research and intervention efforts. Together this research exemplifies the creative work of the CRHD to reduce health disparities in South Carolina.
Grade Retention and African American Students:  
A Review of Research, Policies and Outcomes

The purpose of this report is to provide an overview of research related to grade retention and African-American students. Using data from the Educational Longitudinal Study of 2002 (National Center for Education Statistics, 2002), retention rates by race, gender, socioeconomic status, and region of the United States for a weighted sample of 10th graders are examined. Findings indicate that African-American students are retained at higher levels than any other racial or ethnic group and this outcome is consistent across gender, socioeconomic status, region, and achievement scores. In addition, males are substantially more likely to be retained than females. For African-American students, the negative effects of poor academic performance are compounded by academic retention. On a positive note, efforts to close the academic achievement gap will inevitably impact the retention gap also.

Many researchers are convinced that retention is ineffective as a means of remediation. Furthermore, retaining students is expensive: A 2005 report by Nailing Xia and Elizabeth Glennie for the Center for Child and Family Policy at Duke University indicates that costs for retention may be more than 18 billion dollars per year. In today’s political and economic climate, schools cannot afford to expend resources on ineffective policies. Retention should only be used after other interventions have failed. Educators, especially educators of African-American students, must seek out and utilize evidenced-based alternatives to retention.

This report aligns with the vision of the Charles H. Houston Center for the Black Experience in Education to conduct research, produce scholarship, implement programs, and serve as an information resource on issues pertaining to the Black educational experience in South Carolina and throughout the United States.
A Sampling Design for a Longitudinal Study of the
South Carolina Personal Pathways to Success Initiative

The National Dropout Prevention Center, located at Clemson University, in collaboration with the National Research Center for Career and Technical Education and the University of Louisville, has received funding from the federal Office of Vocational and Adult Education, in partnership with the University of Louisville, to conduct a five-year longitudinal study of implementation of South Carolina’s Education and Economic Development Act (EEDA). The study is focusing on the impact of this legislation on the development of career clusters, or pathways, and majors and the results of these efforts on student academic outcomes (achievement and graduation) and postsecondary transition outcomes. The sampling design in the research study involves four steps. First, four South Carolina Workforce Investment Areas (WIAs) were selected based on a Chi-Square analysis. Key industries were identified and used to select the WIAs. Second, economic variables were obtained for the schools within the WIAs, and a cluster analysis was performed to group schools within the WIAs into either high or low-to-moderate poverty level clusters. Third, after one economic cluster of schools was selected from each WIA, schools within these clusters were ranked based on the preliminary level of EEDA implementation determined from available data. From each of the four WIAs, two high and two low EEDA implementation schools were selected for a total of 16 schools to be considered as study sites. Finally, EEDA implementation validation site visits are currently being conducted at the 16 schools, to select eight schools, two from each of the four selected WIAs that will be a part of the five-year research study.
The Reggio Emilia, Italy, Early Childhood Study Abroad Project: A Collaboration of South Carolina Colleges and University

**Purpose:** The purpose of the Reggio Emilia Collaborative Study Abroad Project is to provide an avenue for early childhood education and human services students and faculty members to travel and study together to N. Italy for the purpose of cultural immersion and the focused study of the primary schools of Reggio Emilia, Italy.

**Relevant Contributions:** This collaborative project is making the following contributions: 1) enhanced understanding of early education in another country; 2) collaborative relationships among the major universities and HBCU and regional colleges in SC and their faculty and students; and 3) research opportunities for faculty and graduate students.

**Project Design and Audience:** This is a faculty-led study abroad originating from Clemson University, open to undergraduate and graduate students in SC. The trip follows the guidelines established by Clemson University for faculty-led study abroad experiences and engages undergraduate and graduate students as well as faculty from South Carolina. The cultural immersion experience is held during Maymester and involves living with host families; participating in primary classrooms; studying the Reggio Emilia Approach and the Italian language; and participating in cultural events and traveling in the Northern Italy region.

**Collaborators:** The following institutions are engaged in this collaborative study abroad experience: Clemson University, University of South Carolina, College of Charleston, USC-Beaufort, Furman University, The Citadel; and Hope International University, California.

**Outcomes:** Enhanced relationships among colleges, students, and faculty in South Carolina and cultural immersion in the Italian culture by all participants.
ACEI Collaborative Project between USA and Italy:  
The Global Guidelines Assessment Project

**Purpose:** The purpose of this international collaborative research project was to translate and pilot test a universal early childhood assessment tool in Italian classrooms and to share the results with the international community.

**Description of Subjects:** Subjects in this study were 32 Italian kindergarten (pre-primary) teachers and their classroom environments in Bologna, Parma, Modena, and Reggio Emilia, Italy. Data were collected by Dr. Cecconi and his research team.

**Description of Methodology:** The methodology for this study included focus groups to gather qualitative data, interviewing of pre-primary teachers, and gathering of quantitative data using an environmental assessment instrument. Descriptive statistics were used to describe the early learning settings across three different kinds of kindergarten classrooms: state-funded, private, and council kindergartens in Parma, Bologna, Modena, and Reggio Emilia, Italy. Data are currently being analyzed by Dr. Luciano Cecconi and his research team of faculty and students from the U. of Reggio Emilia.

**Summary of Findings:** The results of this pilot project are being prepared. Preliminary results point to the importance of the translation process from English to Italian in the use of the assessment tool. Final results will be reported on the differences in learning environments and teacher-child interactions across the 3 types of kindergartens.

**Conclusions and Implications:** The Italian collaborative project is part of the Association of Childhood Education International (ACEI) research and international outreach efforts. The project and its findings are important to establish a European-based data based for the international research project, to provide avenues for discourse about early assessment between Italian educators and educators from around the world, and to inform the Italian educators about their learning environments in comparison to those from other countries.
Center for Research and Collaborative Activities (CRCA): How We Can Help You

The mission of the CRCA is to facilitate and support research and collaborative activities among faculty and staff in the college of HEHD. Our goals include: (1) Increase research productivity in HEHD; (2) Promote collaborative research environment; (3) Support HEHD research initiatives; and (4) Increase participation in CRCA activities/services

Our functions encompass a broad range of services that generally fall into 3 areas:

**Grants:**
- Locate funding opportunities for faculty
- Assist with proposal preparation
- Provide design and analysis consultation for grant proposals
- Assist with electronic submission
- Assist with pre-award and post-award grant budgets

**Research and Scholarship:**
- Provide research design and statistics consultation
- Assist with research (e.g., literature reviews, SPSS database setup, data searches, manuscript editing)

**Training and Other Support:**
- Provide ongoing and special-topic seminars and workshops
- Design and create publications and graphics (e.g., brochures, posters)
Supplemental Nutrition Assistance/Food Stamp Outreach Community/University Partnership

**Purpose:** The Supplemental Nutrition Assistance (SNAP)/Food Stamp Outreach Community and University Partnership (FSOCUP) program’s mission is to enhance community knowledge and improve avenues of access to food assistance and the SNAP program for South Carolina’s most vulnerable citizens.

**Addressing 21st Century Issues:** Since 2000, the economic picture of South Carolina has undergone significant changes, e.g. widening gap between wages and the cost of living; slowing textile and related industrial production; reduced work hours and temporary layoffs; plant closings leading to permanent layoffs; and increased gasoline, heating fuel and other costs. Rural poverty at 19.2% and urban poverty at 13.8% are record highs. Forty-four percent of SC children live in low income families and 19% live in poverty. These forces have combined to increase food insecurity and hunger in families with children, the elderly, disabled, minorities, low income (working & nonworking) families, and the homeless.

**Program Design:** The FSOCUP program is in its eighth year providing support to contractual partner SNAP outreach partners for outreach activities to address knowledge, access and application barriers related to South Carolina’s SNAP program. Faith-based and other community partner agencies provide direct assistance with application completion, assistance in preparing supporting documents, information about the interview and post interview process, and ongoing follow-up support. An annual training and monthly meetings are held to update partners and share strategies.

**Collaborators and Partnerships:** Caressa Louallen, DSS Columbia; DSS Kay Wyatt, Pickens; Laura Mathis, Oconee; Marilynn Cosgrove, Anderson; Sandy McGranahan & Africa Coleman, Greenville; Jean Singh, Spartanburg. Faith-based and other community agencies are: Anderson Interfaith Ministries, Center for Community Services, Clemson Community Care, Holy Ground Church, Piedmont Emergency Relief Center, St. Francis Community Ministries, United Christian Ministries, and United Ministries.