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

Spring 2011

April 28, 2011
1:30 pm – 4:00 pm
Hendrix Student Center
WELCOME

Only one word describes the level of participation in the College of Health, Education, and Human Development’s 2011 Spring Research Forum – TREMENDOUS!

The Forum is our entity for college-wide engagement in research activities. Our sharing through faculty-led roundtables began with last spring’s Forum. We’ve now moved the roundtables to a fall setting to facilitate networking and collaboration across the academic year. The Spring Forum now focuses on poster presentations by faculty, staff, and students. The posters celebrate and communicate the important work with do.

Our many thanks go to Dr. Gerald Sonnenfeld, our new Vice President for Research, for sharing his vision of Clemson’s research mission. We welcome him to our campus and anticipate much research growth and development through his leadership.

To all of our presenters and attendees, we express our “thanks and appreciation.” You are contributing to the evolution of our research presence. Your conversations and contributions will extend beyond today’s agenda to make a difference each day for our students, our colleagues, and our College.

Kathy Headley

Associate Dean for Research and Graduate Studies
532 Edwards Hall
Clemson University
Tel. #: (864)656-2181
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  
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- Karin Emmons  
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- Laurie Crino  
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- Betsy Clements  
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- Amy Merck  
  HEHD Center for Research and Collaborative Activities
- Student Support  
  Laura Mull, Katharine Bradley, Chris Carter, & Merritt Gantt

**2010 – 2011 HEHD Research Committee**

- Lynne Cory  
  Department of Parks, Recreation, and Tourism Management
- Lisa Chismark  
  School of Nursing
- Sam Drew  
  National Dropout Prevention Center
- 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 Spring Forum
MESSAGE
FROM
THE DEAN

Thank you for being a part of the College of Health, Education, and Human Development (HEHD) Research Forum. I hope you find the event to be a rewarding and beneficial use of your time.

We find ourselves in very challenging times. Our creativity and innovative spirit must prevail as we embrace our future. Whatever growth and expansion we experience in the College will be through our own creative initiatives.

I am proud of our faculty, staff, and students. Together, we continue to look forward and accept accountability for our efforts today and our impact upon tomorrow. 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 HEHD Research Forum to foster your research agenda through collegial conversations.

The College is working on initiatives at this time that will address major problems and issues that exist within and around our professional areas of responsibilities. Certainly major questions remain related to health care, education reform, families functioning, population health issues, higher education, and a host of other social issues that are consistent with the expertise within this College. I hope this Forum stimulates some new and innovative ideas among you.

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

10:00 a.m. – 12:00 p.m. SET-UP FOR POSTER PRESENTATIONS

12:00 – 1:00 p.m. POSTER JUDGING FOR UNDERGRADUATE AND GRADUATE POSTER AWARDS

1:00 – 1:30 p.m. ATTENDEE CHECK-IN and REFRESHMENTS

Hendrix Student Center

1:30 – 1:40 p.m. WELCOME AND OPENING REMARKS

Hendrix Center Ballroom
Announcement of Outstanding Graduate Student Awards in Youth Development Leadership

Larry Allen, Dean
College of Health, Education, & Human Development

1:30 – 2:45 p.m. POSTER SESSIONS

Hendrix Center Ballroom

2:45 p.m. Announcement of Poster Awards (Undergraduate and Graduate)

Elisabeth Chismark
School of Nursing representative, HEHD Research Committee

3:00 - 4:00 p.m. FEATURED SPEAKER

Hendrix Student Center - McKissick Theater

Presentation: “Research Opportunities”

Dr. Gerald Sonnenfeld
Vice President for Research, Clemson University

THANK YOU FOR YOUR PARTICIPATION IN THE SPRING 2011 HEHD RESEARCH FORUM
# Spring 2011 HEHD Research Forum

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Career and Technical Education (CTE) Participants vs. Non-CTE Participants: A Comparison from Student Survey Findings

The complete HEHD Research Forum booklet with detailed abstracts can be found on the Research Website at http://www.clemson.edu/hehd/research/research-forum/index.html
SAVE THE DATE

PLEASE BE SURE TO MARK YOUR CALENDAR!

Faculty-Led Roundtable Presentations

October 21, 2011 – Hendrix Student Center
Hendrix Center - Points of Interest for Research Forum Participants

- McKissick Theatre (first floor)
- Einstein's
- Elevators
- Front Entrance (Downstairs)
- Food Court (Downstairs)
- Multi-purpose "glass" room
- Meeting Room A
- Meeting Room B

- Registration
- Stairs
- Concourse
- Ballroom
- Rest Rooms
- Water Fountain
Systemic Challenges and Proposed Solutions: 
An Investigation of SC Park and Recreation Agencies

Problem and Purpose: State and local budget shortfalls have led to increased scrutiny of public park and recreation agencies (Kaczynski & Crompton, 2004; Mulvaney, 2010; Weitzel & Mowen, 2010). Given the existing economic climate, the purpose of this project was to identify the predominant organizational challenges facing South Carolina park and recreation agencies, and to identify the managerial strategies that are being implemented to address these challenges.

Subjects: Initially, 43 agency heads of municipal park and recreation departments in South Carolina were contacted to participate in a series of interviews conducted by graduate students enrolled in PRTM 803 (Seminar in Parks and Recreation Management). The list of agency heads was provided by the South Carolina Recreation and Parks Association (SCRPA), representing three major organizational types: 1) municipal agencies; 2) county agencies; and 3) special purpose districts (SPD’s). Approximately 28 out of the 43 agency heads responded to a request for a phone interview, with participants representing all three organizational types.

Methodology: Semi-structured phone interviews were conducted by graduate students enrolled in PRTM 803. Interview questions were developed based on a similar study conducted in the not-for-profit human services sector (Hopkins & Hyde, 2002). Detailed notes were taken by the main interviewers. Notes were typed and copies were made available to interviewees to check for accuracy. Interview data were discussed in class to determine if overarching themes were present. Discrepant cases were also discussed and reported where applicable.

Findings: Findings revealed continued resource challenges (e.g. financial, facilities, staff) and the inability of park and recreation agencies to keep up with growing demand for services and facilities. Solutions included retrenchment (e.g. cutting staff, programs, services), reorganization (e.g. outsourcing, partnering, creating foundations, new fee structures), and investment (e.g. resource acquisition, creating new programs, investing in marketing solutions).

Implications: This descriptive class project was useful in gaining information that can be used in several ways, including sharing findings with park and recreation agencies across South Carolina, investigating whether strategies are aligned with best practices advocated in the literature (Hopkins & Hyde, 2002; Schmidt, 2004), and providing insight into potentially innovative management strategies and areas to focus on in the future.
Measuring Student Dispositions: A Preliminary Study

The long-term purpose of this project is to examine student development in the College of HEHD by measuring changes in students’ learning “dispositions.” The goal of this study was to develop an instrument that could be used to measure dispositions and to obtain preliminary data on a sample of HEHD students that would enable us to ascertain the reliability and potential utility of the survey instrument. Between 2009 and 2010 investigators developed a survey to measure students’ evaluations of their own motivations, goals and action tendencies in such areas as leadership, lifelong learning, and ethics. In September 2010, all students in HEHD were asked to complete one of two versions of the survey. Two hundred seventy (270) students completed the full length survey which included 31 items; the response rate was approximately 25%. Students reported the importance of the 31 dispositional items on a 1-10 scale. Six variables were constructed to represent student dispositions. In addition to a total average score variable, 5 variables were constructed representing specific dimensions: Lifelong Learner, Collaboration, Resilient, Ethical and Leader. Internal consistency reliabilities (coefficient alpha) were .95 for the total score variable and ranged from .76-.86 for the specific dispositions. There were no differences in total average scores with respect to department, academic level or gender. Students who rated themselves as more conservative and students who rated themselves as more religious scored higher overall on the variable total average score. Grade point average was not related to dispositions. Repeated measures analyses showed that self-ratings of HEHD students on Lifelong Learner, Ethical, and Leader dispositions were higher than for Collaboration and Resilient. A more extensive data collection is to be carried out in the spring of 2011.
Cross-cultural Analysis of Postpartum Depression

Postpartum depression (PPD) is a disease that affects millions of women every year from all over the world. It is such a unique disease because it can manifest itself in different ways depending on a woman’s cultural, ethnic, physiological, and social background. In some cases, the disease can cause mistreatment or harm to the mother or child and ultimately devastate families. It is important to study and understand PPD so that mothers around the world can be helped before physical or emotional harm can take hold of their families. The purpose of our research is to discover where to intervene during the development of motherhood to best prevent PPD and to ensure the best outcome for mother, infant, and family. Our research specifically focuses on culturally sensitive knowledge so that interventions can be tailored to best fit a woman’s specific needs. The research team performed a quantitative correlational/pilot study in order to establish a baseline for future research concerning the cultural significance of PPD. We used the Edinburgh Postnatal Depression Scale as well as a demographic questionnaire to survey women from both Hispanic and Caucasian populations. Due to time constraints, we were not able to collect an adequate amount of data for this study. As an alternative, we looked at a study that was done using the Edinburgh Postnatal Depression Scale by the South Carolina Department of Health and Environmental Control. According to their results, women from the Hispanic population had a significant increased risk for moderate depression as determined by the Edinburgh Postnatal Depression Scale. We hope that future culturally sensitive interventions can be realized so that women all over the world can avoid the negative outcomes associated with this disease.
**Problem Statement:** Inadequate education for English Language Learners persists in the United States despite decades of efforts to improve education for diverse populations. There are political, social and ideological explanations for the continuation of the problem, such as the anxiety prevalent in the State of Arizona over the illegal and dangerous smuggling of immigrants from Mexico. In 2009 the U.S. Supreme Court opined that the State of Arizona is doing enough to provide education for children for whom English is a second language (*Horne v. Flores*). Social science evidence to the contrary was considered regarding both the Arizona situation and the mounting research identifying both kinds and amounts of resources necessary to educate well specifically identified populations of children.

**Theoretical Base:** This work rests upon the theory of legal realism, the belief that law is more than a body of rules, principles and precedents used by judges to decide cases. Law is what legal actors and policy makers actually do in the world. Thus social, psychological and economic forces determine the results of the law (Feldman, 2010.) Proponents of this view often espouse that the insistence that law be a neutral, scientific system really is a cover for enforcing preferences of those in power. Today’s legal realists see the law as reflecting personal and cultural biases and is, and perhaps should be, constantly adjusting to match the realities of a changing world (Bravin, 2009).

**Methodology:** This work is legal analysis using multiple forms of policy studies combined with traditional legal research (First, 2006). Primary sources include U.S. Supreme Court cases affecting the education of diverse populations and the social science evidence used in the opinions and dissents. Secondary sources include subsequent analysis and social commentary.

**Conclusions:** Exposed are conflicting concepts of justice delaying and denying delivery of excellent education to English Language Learners. Highlighted is the legal rejection of social science research on education for diverse populations. Indicated is the need to connect concepts of justice with the operational meaning of justice and the actual delivery of justice in education.
What is the Message: A Content Analysis for Behavior Theory Constructs Within Youth Oriented Food Commercials

The purpose of this study was to examine marketing messages in youth oriented food commercials. Most research regarding marketing food to adolescents has focused on the: number of marketing messages youth are exposed to in a specified time frame; nutritional value of foods marketed; delivery format; or marketing budget. This research differs from previous research by focusing on the specific messages delivered and identifying the specific Social Cognitive Theory constructs that were addressed. The study was conducted by observing commercials on youth oriented television channels. Data was collected using an observational tool developed by the researchers. This tool listed each theoretical construct and provided examples of how the construct could be operationalized in a commercial. During the observation periods the research noted each construct addressed and provide a comment describing how the construct was presented in the commercial. All data collection forms were reviewed by two of the researchers to ensure construct validity. Over 20 food commercials were observed during 10 data collection periods. 15 different products were presented in the commercials. The commercials marketed specific food products such as cereals, pop-tarts, candy, or ice-cream and restaurants such as Burger King and Chuck Cheese. Beliefs about food taste and expectancies were most consistently addressed in the observed commercials. For example, expectancies was addressed through messages regarding how eating the marketed food will make you more cool, part of a privileged group, smarter, or more athletic. Self-efficacy, an important construct within the Social Construct Theory, was most frequently addressed through messages regarding making their own snacks. Self-regulation and goal setting were not addressed in the observed commercials. In conclusion, this research demonstrates that mass marketing efforts frequently include behavioral theory constructs that are used to guide health programs. However, these constructs are used, very often successfully, in an effort to get youth to purchase unhealthy foods.
Milk and Milk Protein Stimulate Growth of Prostate Cancer Cells in Culture

Concern has been expressed about the fact that cows’ milk contains estrogens and could stimulate the growth of hormone sensitive tumors. In this study, organic cows’ milk and two commercial substitutes were digested in vitro and tested for their effects on the growth of cultures of prostate and breast cancer cells. Cows’ milk stimulated the growth of LNCaP prostate cancer cells in each of fourteen separate experiments, producing an average increase in growth rate of over 30%. In contrast, almond milk suppressed the growth of these cells by over 30%. Neither cows’ milk nor almond milk affected the growth of MCF-7 breast cancer cells or AsPC-1 pancreatic cancer cells significantly. Soy milk increased the growth rate of the breast cancer cells. These data indicate that prostate and breast cancer patients should be cautioned about the possible promotional effects of commercial dairy products and their substitutes.
An Evangelical Christian Faith-based Recovery Theory:
Understanding God as Sponsor

Purpose/Problem Statement:
…reports development of a substantive theory to explain an Evangelical Christian-based process of recovery from addiction. Faith-based, 12-step, mutual aid programs can improve drug abstinence by offering an a) intervention option alone and/or in conjunction with secular programs and b) opportunity for religious involvement. Although literature on religion, spirituality, and addiction is voluminous, traditional 12-step programs fail to explain the mechanism that underpins the process of Christian-based recovery (CR).

Subjects:
CR program enrollees; n=10; 9 males/1 female; mean age=46 (SD=4.96). Two (20%) were diagnosed with other health problems (e.g., bipolar disorder, scoliosis, depression). Mean number of months in recovery=12.55 (SD=14.3) from crack cocaine (80%) or combination of crack and other substances (20%). Most (80%) described their health as “good;” others (20%) perceived “fair” or “average.” None completed college; all finished high school or some college. One married, 5 singles, 4 divorcees, and 1 widow. Majority (n=9) was employed and one retired. Five (50%) reported annual income of at least $19,999 and five (50%) between $20,000 and $39,999.

Methodology:
Qualitative grounded theory, in-depth interviews--verbatim transcribed audiotapes, constant comparative data analysis

Findings:
The social process theory (Understanding God as Sponsor) was determined through theoretical memos that generated key elements that allow persons to recover:
  a) acknowledging God-centered crises,
  b) communicating with God, and
  c) planning for the future.

Implications:
Findings identify important factors that can help persons in recovery to sustain sobriety and program administrators to benefit from theory that guides the development of evidence-based addiction interventions.
Health Coaches for Hypertension Control

Community health workers (CHWs) are natural helpers who can be effective in facilitating education, behavior change, health self-management, and access to health care among underserved and hard to reach populations. This poster highlights an ongoing evaluation of a HRSA-funded rural health services outreach program involving collaboration of primary care physicians, state and local health department practitioners, and university researchers to improve hypertension (HTN) control among older patients. The program is led by trained community health workers, known as “Health Coaches”, who facilitate group educational sessions and support groups for older adults with hypertension. To date, our study sample is predominantly female (71%) and White (88%). The average age of participants is 71.5 years old, with a range of 60-88. The average proportion of program sessions attended is 87.5% (7 of 8 sessions). Health Coaches are demonstrating high levels of completeness and dose delivered with average scores based on direct observation of 3.88 on a four-point scale. Participants are reporting high levels of satisfaction by indicating average ratings of 4.78 on a five-point scale. Of the participants who have completed assessments, we have observed a statistically significant increase in HTN-related knowledge with 64% correct at baseline and 78% correct at eight weeks post-test ($P<.0001$). Changes in beliefs about hypertension self-management effectiveness and hypertension self-management importance, hypertension self-management confidence, and perceived competence for hypertension self-management (secondary outcomes) as well as changes in hypertension self-management behaviors and blood pressure (primary outcome) are presented.
The primary aims of this study were to: examine the prevalence and correlates of obesity among a sample of Hispanics living in a “new settlement” area and determine associations between participants’ region of origin on obesity prevalence. This study employed a cross-sectional analysis of data collected from 310 Hispanic adults (>18 years of age) living in SC. Participants were recruited from the upstate, midlands, and coastal regions of SC. Participants were recruited by radio announcements during a bi-weekly nutrition extension program, phone calls, flyers and in person. Formal contact was established with management or service providers for Hispanics including: apartment complexes with predominantly Hispanic residents, a Head Start school, the Latin America Consortium of SC, a Hispanic Store, and two centers that offer English as a Second Language (ESL) classes. Pregnant women and those who were on a special diet for medical reasons were excluded from the study. Each participant completed a 60-75 minute survey through a face-to-face interview led by two graduate students. Each interview was conducted in English or Spanish, depending on the participant’s preference. Data collection included objectively measured body mass index (BMI), 24-hour dietary recall, the USDA Food Security Core Survey Module, a one-item physical activity measure, and a demographic survey which captured: gender, date of birth, country of birth, average monthly income, the number of adults and children living in the home, access to health insurance and years of education. Obesity prevalence increased with length of residency in the U.S. and obesity prevalence was higher among women than men. Significant differences in BMI were observed by region of origin among women; age was the only significant predictor of BMI among men. Findings suggest the need for weight-reduction interventions to be targeted to specific subgroups of Hispanics. Factors that should be considered are country of origin, level of acculturation, and socioeconomic and cultural characteristics.
Not all places are blessed with the natural scenery and resources to become successful tourist destinations. As more and more nations, cities, and small communities recognize the economic potential of tourism, some places find it necessary to design and build their own tourist attractions. However, due to globalization and the homogenization of destinations, the phrase “if you build it, they will come” no longer stands true for all tourism superstructure. For places trying to develop tourism, one key question is: what attracts tourists and what doesn’t? The purpose of this study is to find out what themes and features of a tourist attraction are considered important by tourists, and whether or not these features influence their likelihood of visiting different types of attractions.

McKercher, Ho, and du Cros (2004) examined the attributes of popular cultural attractions in Hong Kong, such as museums, monuments, and temples. They discovered that large, purposely-built attractions and facilities within tourist zones were more likely to be popular with tourists. In addition, they identified five attribute categories of popular attractions: Product, Experiential, Marketing, Cultural, and Leadership. Therefore, this study measures the importance of attraction features as well as tests the dimensionality within the scale. The specific research questions are: 1) For potential travelers to a rural destination, what is their intention for visiting different types of built tourist attractions? 2) What are the underlying dimensions of attraction features preferred by potential travelers? 3) Can these dimensions be used to predict what type of built attraction people are likely to visit? and 4) Does the influence of these dimensions differ according to the type of attraction?

A total of 36 items were generated from McKercher et al.’s (2004; 2006) qualitative findings. The scale was included in a survey as part of a study on potential visitors to the Rocky Knob area of southwest Virginia, USA. The 812 participants had a mean age of 60 ranging from 18 to 94 years old. Half of them were female (52%), and most had college level of education (71%). The level of income among them varied from less than $24,999 to $99,000. First, confirmatory factor analysis was computed with tourist attraction features. Second, descriptive analysis was conducted to explore the level of travelers’ intention to visit different types of built tourist attractions. Finally, Ordinary Least Squares (OLS) regression analysis was conducted to explore the relationship between tourist attraction features and preferred scenarios of built attractions by visitors.

The findings revealed that attraction features can be categorized into five dimensions: Experience, Cultural Value, Site Accessibility, Marketing and Leadership. The five dimensions of attraction features appeared to be a useful tool to predict what type of built attractions travelers intend to visit. The influence of the factors differed according to travelers’ preference for types of built attractions. It is worth noting that the five dimensions of tourist attraction features were demonstrated by this study empirically. The findings of this study also demonstrated that the small local tourism can benefit by focusing on developing identified dimensions.
Gender Differences of Travel Constraints and Travel Opportunities Among Older Adults: A Case Study of Florence County

The purposes of this study were to explore pleasure travel constraints among adults aged 50 and over and investigate the gender differences of pleasure travel constraints. Moreover, this study investigated whether there were changed pleasure travel patterns among a specific group of older adults since an organized tour opportunity is available in their resident county, Florence County, South Carolina. The provided organized tour opportunity is the Florence County Park and Recreation Department travel program.

A mail survey was included in the regular mailing of FCPRD’s senior travel program newsletter. 98 surveys were usable, resulting in a response rate in 11.5%. The participants had a mean age of 68; most were female (78%), Caucasian (87%), retired (72%), and in excellent or good health condition (69%). First, exploratory factor analysis was conducted with the travel constraints and find five dimensions: Travel Disturbance, Travel Cost, Physical Barriers, Lack of Interest, and Lack of Travel Companions. T-tests were computed to investigate the gender differences on five travel constraints factors. Female travelers perceived more travel constraints in terms of Travel Cost and Lack of Travel Companions than male travelers, however, they had a higher level of travel interest than males. As the FCPRD organized travel program was introduced, females (49%) appeared to take more opportunities to travel than males while 67% of males took fewer or the same number of travels. Comparing the proportion of changed pleasure travel patterns with the FCPRD travel program, while 28% of females did not change their pleasure travel patterns, 72% of female travelers chose to participate in the FCPRD travel programs.

Older adults experienced travel disturbance such as the long distance of travel destination, weather conditions, fear of traveling alone, and choices of travel activities. They also had constraints in terms of travel cost, declined health, lack of travel interest, and lack of travel companions. Females perceived more travel constraints than males in terms of cost and travel companions. The findings suggested that females in later life might feel more travel constraints because they may be more interested in planning and travel than males. On the other hand, males showed a relatively lower level of travel interests; therefore, the increased opportunities were not an influence to negotiate their constraints for travel program participation. Therefore, the opportunities of the organized travel programs in their community such as the FCPRD organized travel program may facilitate female older adults’ participation.
Social engagement is known to be linked to better physical and mental health among older adults (Hong, Hasche, & Bowland, 2009). The purpose of this study was to examine whether older adults have a tendency to continue to participate in social activities they used to participate in previously. The effects of current predictors were also investigated in order to identify the characteristics of participants and non-participants of social activities. In addition, the amount of social activity participation over an 8-year period was investigated to determine how older adults have changed their number of social activities as they aged.

The Second Longitudinal Studies of Aging (LSOA II) are studies of a nationally representative sample of American adults aged 70 years and over (N=4755). The participants had a mean age of 81; most were female (63%), White (89.1%), 53% were married, 63% graduated high school; 42% reported their very good and excellent health. The LSOA II measured seven social activity with three waves: 1) get together with friends and neighbors, 2) talk on phone with friends or neighbors, 3) get together with relatives, 4) talk on phone with relatives, 5) go to church or temple services, 6) go to movies & sports events, and 7) go out to eat at restaurant. Activities of daily living (ADLs) and instrumental activities of daily living (IADLs) measure an older adult’s level of functioning in daily tasks (e.g., the ability of bathing, dressing, eating, preparing meals). NAGI scale is designed to measure physical functional limitations (e.g., difficulty walking for a quarter-mile). Logistic regression was computed to investigate influential factors (e.g., gender, income, health, and physical functioning difficulties) which are associated with social activity participation in 2000. With a generalized linear model (GLM) the estimated means of the number of social activity participation were calculated.

It is worth noting that the findings revealed that older adults participating in seven social activities in Wave 1 and 2 were more likely to participate in these social activities in Wave 3 in consistent with the study of Agahi, Ahacic, and Parker (2006). The highest continuing social activities were talking on the phone with others over the period of 8 years. There were differences in social activity participation in terms of current socio-economic status. For example, Women showed more stable participation in these social activities than males. Income was also an important predictor and older adults with smaller incomes were less likely to get together with friends and neighbors, go to the movies and sports events, or go out to eat at a restaurant. Old adults in poor health and with physical difficulties were less likely to get together with friends and neighbors, go out to a restaurant, and go to church. Adults aged late 80s still participate in less than 2-3 social activities. This finding suggested that older adults with higher age continued their social activity, but some social activities such as going to movies and sport events, going out to restaurants or church, or getting together with others, which requires much more physical energy and income, were discontinued.
What Happens to a Rush Deferred: The Perceived Impact of Deferring Greek Rush on the Academic Performance of First Time Freshman Greek Students

Purpose: This qualitative study aimed to evaluate the perceived effects of deferred Greek social organization recruitment (rush) at a mid-sized southern university on first time freshmen students’ (freshman students who are enrolled in higher education for the first time) academic performance. The purposes of the study were to form a better understanding of the overall challenges that first time freshmen face during their Greek rush, and to better understand students’ perceived notions on how their academic performance would have been altered had rush been deferred to the second semester of the academic calendar.

Subjects: Four, second semester, first-time freshman male students who took part in Greek recruitment during their first semester of college.

Research Methodology: Students who met the qualifications of being a first time freshman male who had participated in Greek rush were contacted. Students who were willing to be interviewed were done so individually in a private location. Interview topics included the perceived impact of Greek rush on academic performance and the affects that said recruitment had on their transition into higher education.

Summary of Findings: Students interviewed displayed a genuine appreciation for their Greek rush process. The participants expressed that rush was beneficial to their academic performance and to their transition into college. While their recruitment did at times negatively impact their class attendance, it was conveyed to the research group that Greek rush aided the students’ efforts with regards to positively impacting their GPR’s and their study hours.

Conclusions/Implications: The findings in this study provided an understanding of a first time freshman male’s views on deferred Greek recruitment (rush). It was apparent that the participants were in favor of a first semester rush as they felt it benefited them both academically and socially. A major theme seen throughout the interview process was related to students’ abilities to create balance and time management in their lives and how rush allowed them to develop those skills. The information within this study is an effective starting point for conversations on possibly implementing new deferred recruitment policies, should an institution become interested in deferring Greek recruitment.
**High-risk Drinking as Mediator of Associations between Student Organizations and Academic Performance in Male Undergraduates**

**Purpose:** The study’s purpose was to determine if high-risk drinking mediated the association between participation in certain campus student organizations and academic performance.

**Subjects:** The sample included 795 first-year, full-time male students at a large southeastern university.

**Method:** The study used cross-sectional data from the first wave of a longitudinal study on high-risk behaviors among college men. Participants were invited through email, newspaper announcements, and flyers to come to the student health center to complete confidential self-report surveys focusing on men’s attitudes and behaviors regarding relationships with women. Measures for this study included three types of student organizations - fraternities (24%), religious organizations (26%), and intramural sports (60%), high-risk drinking (higher scores on mean of 5 problematic drinking behaviors (e.g., binge drinking), and academic performance assessed by grade point average at the time of the survey (M = 3.15; SD = 0.70).

**Findings:** Results from regression analyses indicated that participants in fraternities ($r = -.10, p < .01$) had lower levels of GPA, participants in religious groups had higher GPA levels ($r = .12, p < .001$), and participation in intramural sports was unrelated to GPA levels. Second, participants in fraternities ($r = .42, p < .001$) and intramural sports ($r = .10, p < .01$) had higher levels of problem drinking but religious groups participants had lower levels of problem drinking ($r = -.38, p < .001$). Third, increased levels of high-risk drinking were significantly associated with lower GPA levels ($r = -.18, p < .001$). Indirect effects of fraternity and religious group participation on GPA were examined because pre-requisite criteria for testing mediation were met. Results revealed that high-risk drinking accounted for the positive relationship between fraternities and GPA (Sobel’s indirect effect = -4.24, $p < .001$) and the negative relationship between religious group participation and GPA (Sobel’s indirect effect = 4.03, $p < .001$).

**Conclusions:** Higher levels of problem drinking among fraternity members and lower levels of problem drinking among religious group participants accounted for their respective lower and higher academic performances.
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Educational Leadership

Complex Organizations: A Cultural Dynamic Network
Analysis of a Christian College

This study tested Martin’s (2002) Three-Perspective Theory (TPT) of culture utilizing the Dynamic Network Analysis (DNA) methodology. Martin’s (2002) TPT model suggested that traditional organizational culture studies have focused on the integrationist perspective emphasizing the shared values throughout the organization or the differentiationist perspective which stresses the shared values within subcultures. These studies have failed to acknowledge the fragmentation perspective of the culture and the realities of all three perspectives together. This study focused on the comprehensive network including staff, faculty, and administration to understand the cultural dynamics of a small private faith-based institution. The cultural dynamics explored within the TPT framework examined the role of religion and institutional artifacts like formal and informal values, agent attributes, tasks, and other entities to understand their influence upon the complexities of the culture.
The Impact of Services Available to Transfer Students on Academic Success

**Purpose:** The purpose of the study was to investigate the level of perceived impact and academic achievement of transfer students as a result of their utilization of services during the transfer transition to university. The services studied included: academic advising, the academic success center, admissions, the university’s computing and information technology department, the library, campus recreation, financial aid, fraternity and sorority life, the career center, orientation, the health center, student disability services, the campus social networking site, and university housing.

**Subjects:** Transfer students were defined as students admitted to a four-year, public university in the South with thirty or more credit hours of post-high school coursework and who have not yet earned a baccalaureate degree. One hundred thirty-six transfer students participated in the online survey. Four students participated in the focus group.

**Research Methodology:** The researchers invited 950 transfer students to participate in a two-part study. During the first part of the study, the transfer student population was sent an electronic invitation to participate in an online survey. At the end of the survey there was a page for students to choose to participate in a focus group. After completing the focus group and closing the survey, the researchers analyzed the data for common themes.

**Summary of Findings:** According to responses from the survey, the library and academic advising had the greatest impact on students’ academic success. Orientation and the campus social network were the services that had the least impact on academic success. According to the focus group participants, two areas for improvement were academic advising and orientation. They mentioned that the orientation experience at the university was unnecessarily filled with activities like “speed dating,” and they wanted more opportunities to interact with students in their majors. Additionally, focus group participants wished to have more faculty advisors devoted to transfer students.

**Conclusions/Implications:** According to study participants, services such as the library, academic advising and the academic success center do positively impact academic success. Some services at the four-year, public university in the South are lacking in perceived effectiveness, as reported by study participants, and thus provide opportunities for future research studies to investigate the effectiveness of those services. The study offered students the opportunity to provide candid feedback that may be helpful for interested student affairs practitioners and administrators in improving on-campus services for transfer students.
Assessing Parental Influence in the GoalPOST Afterschool Program

This study hopes to show how parental involvement positively affects these areas: grades in core academic courses, state test scores, and school attendance and involvement. Also, this study hopes to demonstrate that higher dosage of parental involvement leads to greater improvements in the areas listed above. The sample used in the evaluation method will be a full population sample. There are approximately 400 children in the GoalPOST after-school program, and the sample hoped for, is approximately 300 parent/adult pairs. The evaluation instrument will be a portion of the Pre-Post GoalPOST Adult-Family Survey for the 2010-2011 school year. This survey is broken down into six sections. The sections include: General Residence Information, Parent/School Assessment, Computer Use, Education, Family Life, and Demographic Information. Children’s transcripts (grades), state test scores, and attendance records will be used to compare results from pre-post GoalPOST. These records will help to determine improvements made, and the Adult-Family Survey will be used to determine the involvement level of parent/adult pairs.
Establishing Baseline Genetic Literacy: A Pilot Study of the Nursing Workforce

Problem: It is important to realize that genetic literacy for the bedside nurse cannot be fully implemented until gaps have been identified and educational structures are constructed to meet the recognized need. The purpose of this study is to describe nursing baseline knowledge regarding genetic content.

Methods/Results: The Genetic Literacy Assessment Instrument (GLAI), a 31-item questionnaire was administered to a group of nurses from the nursing workforce (n=84). Data analysis was conducted and the following results were found. Participants taking the GLAI demonstrated a mean score of 65%. There is statistically no difference between GLAI scores and education level (p-value 0.1377). Statistically significance differences between domain scores were found and twelve recurring factors were identified.

Conclusion: 1. Baseline knowledge of genetic content is limited in the nursing workforce; 2. Genetic knowledge is not reflective of educational level; 3. There is an increased need to provide genetic education to the nursing workforce; and 4. Development of a nursing/healthcare specific instrument is essential. Future efforts should be geared toward providing genetic education to the current nursing workforce in addition to the creation of a nursing specific genetic literacy instrument.
Overcoming Obstacles: Exploring Perceived Barriers to Access for First-Generation Students

Purpose: This study aimed to discover the barriers that first-generation college students (defined as those whose parents did not complete a four-year, post-secondary degree) encounter during both the application process and their college experience as a whole. The researchers identified what first-generation students perceived the barriers to be, and how said barriers subsequently affected them during their college careers.

Subjects: Forty-eight first-generation students participated in the initial survey and 5 of these students participated in the subsequent focus group.

Research Methodology: Students were contacted through an academic program targeted for first-generation students. The program sent out an approved survey via email, participant responses were kept anonymous, and subsequently analyzed by research team members. Participants who stated they were interested in further research participation were invited to a focus group where their discussions were recorded and studied for themes in conjunction with previous data.

Summary of Findings: Students who participated in either, or both, the online survey and focus group had no clear consensus of what barriers they faced during the higher education process. Despite this there was a theme of the importance that emerged. Participants found pre-college programs aimed to orient and educate students about the college experience, and the need for a support system once they are on campus to be critical.

Conclusions/Implications: These findings point towards the importance of developing programming aimed at first-generation students and their application to and subsequent transition to college. There is an increased need for these students to receive an orientation process that helps identify and provide solutions to problems that these students undergo during their educational journey. Finally, these findings also demonstrated the importance of developing a support network, of both students and professionals, which understand the barriers these students may face as well as provide the support needed for students to successfully experience college.
Cultural tourism is one of the main trends in global tourism. However, the development of culture tourism cannot assure the success of destination anymore. Richards (2006) pointed out comparing to other traditional forms of cultural tourism; creative tourism appears to meet a need of tourists to develop a more active and longer lasting form of experience. They defined that “tourism which offers visitors the opportunity to develop their creative potential through active participation in learning experiences which are characteristic of the holiday destination where they are undertaken” (Richard, 2003: 65). Thus, creative tourism is viewed as a new direction of culture tourism and can help the local economy and culture development.

The findings of the literature suggest that image is a critical factor in influencing perceived value, service quality, satisfaction, and loyalty. A review of current literature states there is still no research which explored the relationship among image, evaluation variables and after purchase behavior in creative tourists. Thus, the main purposes of this research are: (1) explain the perceived importance of destination image of creative tourists; (2) analyze the creative tourists’ perceived value, service quality, satisfaction, and loyalty of destination; (3) explore the relationship among destination image unto the perceived value, service quality, satisfaction level and loyalty and develop a structure equation model for creative tourists’ destination image.

The main expected findings of this study are: (1) destination image is major factor in influencing creative tourists’ satisfaction and loyalty; (2) destination is positive influence on service quality. Exploring the creative tourists’ after purchase behavioral intentions from the perspectives of destination image would definitely benefit the ensuing thematic characteristics planning and designing for the creative tourism proprietors, in addition to marketing strategy planning and targeted consumer recognition.
Evaluating the Family-Involvement Component of the GoalPOST Intervention

Abstract was not submitted but poster was presented.
Preservice Teachers’ Interactions with Culturally and Racially Diverse Elementary Students in Peer-led Literature Discussions

Research involving preservice teachers working with children’s literature discussion is limited, but there is a need for preservice teachers to develop knowledge of children’s literature, knowledge of how to conduct read-alouds, particularly interactive read-alouds, and knowledge of how to effectively facilitate literature discussions with elementary students. Thus, the authors examined, in this qualitative case study, four preservice teachers’ experiences in elementary peer-led literature discussion.

The purpose of this study was to investigate the nature of preservice teachers’ interactions with third-grade students during small-group read-alouds and literature discussions. To investigate these interactions, we utilized a Clemson University creative inquiry grant to provide preservice teachers with instruction and experience conducting read-alouds and facilitating literature discussion groups in an after-school program.

Results indicated (a) preservice teachers used inauthentic questioning to indicate interest in discussion but also to bypass discussion about racially or culturally sensitive topics; (b) preservice teachers used answer-seeking techniques to facilitate discussion, limiting open-ended and genuine response to literature; and (c) preservice teachers maintained control over discussion to guide students to a specific interpretation of text and to avoid discussion about sensitive topics.

Conclusions suggested that although preservice teachers struggled with facilitating reflective and open-ended discussion, they were able to utilize basic components of effective literature discussion through provided preparation and guidance. Therefore, providing preservice teachers with extended practice and guidance in facilitating literature discussion, beyond what was allowed in this study, may be necessary but beneficial. Further research is also necessary to investigate how to better prepare preservice teachers to deal with culturally and racially sensitive topics during literature discussion.
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Youth Development Leadership Program

Assessing Positive Youth Development in a Community Collaboration
for the Prevention of Youth Violence

An increasing body of research supports the effectiveness of using an asset-driven approach to youth development and the effectiveness of community collaborations in the prevention of risk factors and problematic behaviors. The least abundant in the journals is evidence of community-based collaboratives that have been formed to promote a positive approach toward youth development. In an effort to fill this gap, the purpose of this study is to assess the level of positive youth development principles being utilized by a community collaboration for the prevention of youth violence. Specifically, this study seeks to understand the collaborating partners’ knowledge, perceptions, opinions and receptivity of the concept of positive youth development; to identify specific activities and processes being implemented by the collaboration that constitute positive youth development; and to identify strengths, weaknesses, opportunities and threats in regards to collaboratively approaching the prevention of youth violence in accordance with positive youth development principles.
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Teacher Education

**Investigating a Fifth-Grade Mathematics Teacher's Practices**  
in Relation to Hybrid Space

This study adds to current literature on hybrid space with a focus on a fifth-grade mathematics teacher. The researchers conclude that the teacher’s instructional practices allowed her to create opportunities for a hybrid space to emerge in her classroom. The framework developed in Barton and Tan’s (2009) work in science is applied to a mathematics classroom to investigate the use of funds of knowledge and Discourses. Evidence from this case study found that two themes were present in the classroom: family funds of knowledge and Discourse and peer funds of knowledge and Discourse. The implications of this study could help teachers and researchers better understand how to motivate students concerning mathematics.
The Importance in Utilizing Athletic Training in Youth Development Program

The purpose of this study is to assess the needs for utilizing certified athletic trainers, ATC’s, in youth development programs with a specialty in sports programs. Youth sports can be a great youth developmental tool. Participation in the youth sport programs has increased at an abrupt rate over the last few years and has been demonstrated that approximately 50% of all pediatric health cases are related to overuse or chronic injuries. Sports of all ages can be competitive, whether intended or not, and can lead to injuries and or burnout. To assess the needs a cross sectional survey will be created in SurveyMonkey. A random sample group of the target population will be acquired through a “lottery” or numbering of all available participants. The target population will consist of youth development workers and the youth’s parents from the tri-county area in YMCA’s and Recreation centers. Injury and burnout recognition are vital to the safety and well being of positive youth growth. Without healthy lifestyles, positive development can be stunted physically, mentally, and spiritually.
Assessing Best Practices for Teaching First Year Seminar

In the field of higher education, the first year experience is growing in popularity. In a time of great transition for new students, first year programs are designed to assist students in this time of tradition, retain new students, and allow them the tools for success at an institution of higher learning. This study will focus primarily on the role of instructors teaching a first year seminar and their influence on student success. This study proposes to examine best practices for teaching a first year seminar at a small college in a rural community. Using a qualitative method, grounded theory and ethnography will be the strategies used to approach seasoned instructors in a phone interview to better understand their theoretical lens and holistic account of successfully instructing a first year seminar.
Practitioner Willingness to Discuss Sexual Issues with Female Patients Post Breast Cancer Diagnosis

Communication plays a pivotal role in the relationship between patients and healthcare workers in determining the course of action to achieve a higher or more balanced health status.

**Purpose:** The purpose of this research was to replicate a pilot study designed to examine practitioner (physician, physician assistant, and nurse practitioner) willingness to discuss sexual issues with their female patients.

**Methodology:** Data reported here were collected as part of a descriptive correlation study designed to assess practitioner willingness to discuss sexual issues with female patients. Data analysis was guided by a biostatistician. All scales underwent internal consistency reliability analysis. The level of alpha was set at $P = .05$. Surveys were mailed to offices of physicians, PAs, and NPs enrolled in a South Carolina state health plan and listed in the plan directory for a local urban area. Other practitioners in the office who were not listed in the directory but were willing to participate in the study received photocopies of the survey questionnaire. A teabag was provided with each survey as a token of appreciation for participation. Completion time for survey questionnaires was estimated to be $\leq 30$ minutes. Completed surveys were placed in a self-addressed stamped envelope and mailed directly to the primary investigator.

**Findings:** Preliminary data analysis is in progress and should be completed by poster presentation session.

**Conclusion:** Pending data analysis.
Parents affect cognitive, social, and emotional development of children, and promote their children educational engagement during children’s elementary years (Rosenberg and Lopez, 2010). Erdogan and Demirkasimoglu (2010) explained that there is a correlation between students’ academic achievement and parent involvement, and also parental involvement help to decrease student absenteeism, while engaging students’ behavioral problem. Parental involvement has a positive impact on the school climate and encourages teachers to reach out other to other parents (Cucchiaro and Horvat, 2009). Levels of parental involvement inside schools can vary from extensive to non-existent. What is needed is a more sufficient level which will have implications for student achievement in an era of accountability and overall development of students. The purpose of this study is to search the perspectives of principals and teachers about the effective level of parental involvement, parent involvement activities in school and hindering factor of parent involvement. This study will incorporate case study methods, to include: semi-structured interviews, and participant observations. The study will be conducted with five elementary schools in a rural setting in the southeast. Participants will be randomly selected. The sample will consist of principals and classroom teachers. The anticipated findings of this study that sufficient levels of involvement may lead to increase student achievement, student self-esteem, student attendance to social leisure activities, and safe school environment, while decreasing absenteeism, and behavioral problems.

Perceptions of Principals and Teachers on Sufficient Levels of Parent Involvement

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Educational Leadership (P-12)
Understanding Students’ Unique Experiences: 
An Exploration of Intergroup Dialogue Integrated with Service-Learning

Intergroup dialogue has increasingly been used on college campuses since the late 1990’s to provide a venue for students to explore differences and to build self-efficacy and capacity regarding understanding of their own social identities (Dessel & Rogge, 2008; Nagda, 2006; Zuniga, Nagda, & Sevig, 2002). I will employ an interpretivist framework to understand and describe the unique experiences of Clemson students who participate in One Clemson topical dialogues. The purpose of this case study is to understand the experience of first-year or transfer students who attend a 4-hour service dialogue, including a service-learning opportunity and a reflection component, during the Fall 2011 semester as compared to peers in a 2-hour topical dialogue. Five students from a 4-hour service dialogue and five students who participate in a 2-hour topical dialogue (without service) will participate in a semi-structured interview. A random/paired sample will be chosen, evaluating student characteristics that include: topical area of dialogue chosen, gender, in-state or out-of-state status, freshmen or transfer. As a researcher, I will also observe the dialogues in which these students participate. Themes will be evaluated to understand the experience of each group of students and to compare and contrast the benefits of the service component in topical dialogues. Anticipated findings include an increase in self-efficacy of themselves and the “other” in both dialogues; however, I believe that a richer reflection will be provided by those in the service dialogues.
NearFall: Factors that Contribute to the Shrinking Number of Wrestling Programs at NCAA Member Institutions

**Problem Statement:** The purpose of this study will be to develop an understanding of the reasons that contribute to decreased college access for student-athletes due to the declining number of wrestling programs at NCAA member institutions.

**Anticipated Methodology:** In order to investigate geographically diverse institutions, the proposed data collection methods of this qualitative study will consist of semi-structured interviews with college wrestling coaches via phone and/or video conferencing, email correspondence and/or observations.

**Anticipated Findings:** Anticipated findings of this study might reflect that wrestling coaches identify issues such as Title IX compliance, economic constraints and lack of fan support as factors leading to the decline in the number of wrestling programs offered at NCAA member institutions.

**Implications for Practice:** Through understanding factors leading to the decline in the number wrestling programs offered at NCAA member institutions, efforts can be made to mitigate losses and encourage the addition of new programs.
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Service Learning Through Case Management of a High Risk Population

The purpose of this project was to evaluate case management of chronic disease management services for underserved populations in a cost effective service-learning model. The project provided a detailed assessment of mental and physical health status using the Wellsource health risk assessment (HRA) and direct services for identified problems. The project was funded by Blue Cross Blue Shield of South Carolina Foundation.

The study was conducted through the Joseph F. Sullivan Center (JFSC) on Clemson University’s campus. Thirty-nine at risk patients were recruited for the study. The participant criteria for inclusion in the study included English-speaking individuals of any age or sex and any ethnic group, not having a health care provider, 200% of poverty, and having no health insurance. Upon entry into the study, participants completed blood work and health risk assessment at the JFSC, followed by case management with graduate RN and graduate counselor education students.

HRA and blood work results were reviewed by a graduate nursing student who provided case management counseling to each participant, recommended interventions, and provided referrals to continue care. Follow-up appointments were conducted both in person and by phone calls throughout the study period for patients who could not come to the JFSC. Individuals with low mental composite scores were referred to Clemson School of Education Community Counseling Center for mental health counseling.

All participants completed laboratory work and received case management. The post-assessment services provided included follow-up case management visits, 239 phone calls totaling 1,416+ minutes of counseling. HRA data from study participants was analyzed using SPSS database to determine if there was a significant correlation between participant’s pre-test physical composite score and mental composite score. The top five health behavior risk categories were identified by both individual and group to provide individual health behavior counseling.
Beliefs about Cosmetic Surgery

Cosmetic procedure rates have dramatically increased in the past two decades. In fact, from 1992 to 2008, there was an 882% increase in the number of cosmetic procedures performed (ASPS, 2009). The purpose of the study was to examine the relationship between the acceptance of cosmetic surgery among college age females and various intrapersonal, interpersonal, and extrapersonal factors. Among intrapersonal factors, the study examined how body image and self-esteem values relate to the acceptance of cosmetic surgery. With regards to interpersonal factors, the study looked at how the perception of one's body by friends, peers, and relatives relates to the acceptance of cosmetic surgery. Finally, in regards to extrapersonal factors, the study looked at how societal pressures and the influence of the media relate to the acceptance of cosmetic surgery.

The study was conducted using a convenience sample of female students that responded to a mass email sent to all undergraduate students in the college of HEHD. Female students above the age of 18 from the college of HEHD were invited to participate. There were 172 students that participated.

The online survey consisted of five parts, and it was compiled using a composite of previously developed scales and subscales. The five parts were: Acceptance of Cosmetic Surgery Scale (ACSS, developed by Henderson-King & Henderson-King, 2005), Intrapersonal Factors (self esteem, body image, body esteem, self-assessed attractiveness, personality attributes), Interpersonal Factors (perception of body by peers, friends, and family, appearance-based rejection sensitivity, vicarious experience of cosmetic surgery by family and friends), Extrapersonal Factors (effect of media coverage, sociocultural attitudes toward appearance, celebrity attitudes), and Demographics (height, weight, age, ethnicity, etc.).

Preliminary analysis has found that 90.8% of the respondents identified themselves as white or non-Hispanic. The distribution of class standing was as follows: Freshman, 18.8%; Sophomore, 25.6%; Junior, 23.1%; Senior 23.1%; Graduate student, 9.4%. It was found that 38.3% of respondents somewhat agreed that cosmetic surgery can be a big benefit to people’s self-image. It was also found that 34.3% of respondents mostly agreed that they have felt pressure from TV or magazines to lose weight. Correlational analysis is being completed at this time.
High Risk Sexual Behavior among College Males

Purpose: To determine if early onset of sexual activity among college males predicts more risky sexual behaviors during college.

Subjects: The sample consisted of 604 college males who completed surveys at the end of their first year in college and then again two years later at the end of their third year in college.

Methods: Participants completed an anonymous survey during the spring semester of their freshman year that assessed attitudes and behaviors regarding relationships with women. We divided the respondents into two groups; those who experienced their first sexual encounter before the age of 18 (45%) and those whose first encounter was at 18 or later or never (55%). Chi-square and analysis of variance (ANOVA) tests were performed to determine group differences on the following outcome variables: Condom use, viewing frequency of sexually explicit material, number of sexual partners, pressure from friends to tell sexual stories, pressure from friends to have multiple sex partners, and a perception that friends lack respect for those who have not had sex.

Results: Compared to their counterparts, the group that had early onset of sexual activity had a greater mean of number sexual partners, $F(1,604) = 135.13, p < .001$, a lower frequency of condom use during their last sexual encounter, $\chi^2 (1, N = 604) = 10.11, p < .001$, and more weekly viewing hours of sexually explicit material, $F(1,604) = 4.37, p < .05$. Further, the early sexual onset group was more likely than their counterparts to report feeling pressure from friends to have sex with many different women, $F(1,604) = 6.10, p < .01$, pressure from friends to tell stories about their sexual experiences, $F(1,604) = 19.06, p < .001$, and perceptions that friends lacked respect for guys who have not had sex, $F(1,604) = 12.73, p < .011$.

Conclusions: Our data suggest that early sexual debut is positively correlated with risky sexual behaviors during college, and that these effects persist into the third year of college, and likely thereafter. College-based interventions to reduce sexual risk-taking behaviors should address the importance of early experiences.
Virtual High School Graduates: A Phenomenological Study of Transitions to Postsecondary Environments

**Purpose:** The enrollment in virtual high schools in South Carolina is growing rapidly every year. This rapid increase has impact on P-12 education, but will also impact higher education. Understanding the experiences of graduates will help to better assist in the transition period to ensure success. No studies have been conducted that investigate the transition of virtual high school graduates to postsecondary environments. The purpose of this study is to form an understanding of the transition period of virtual high school students to postsecondary environments.

**Participants:** Participants of this study would include individuals who graduated from a virtual high school in the state of South Carolina and are currently enrolled in a post-secondary institution.

**Research Methodology:** The experiences of virtual high school graduates’ transition to postsecondary environments is an unknown phenomenon making a phenomenological study the most valuable research method at the time. Data collection for this study will involve the identification of participants. Then, semi-structured interviews will be conducted as the primary means of data collection. The interviews will then be coded and analyzed according to qualitative, phenomenological methods.

**Anticipated Findings:** There are several trends that could emerge relating to student learning, student development and service needs. Online high school graduates may succeed in regards to the coursework and requirements but may become frustrated in a traditional setting. These students may be more technologically savvy compared to traditional students in the realm of online collaboration and utilization of resources. Virtual high school graduates may also prefer online communication compared to face-to-face education.

**Conclusions/Implications:** The landscape of higher education is changing rapidly because of for-profit and online education. In order to remain competitive with online schools, traditional colleges must understand the experiences of the changing demographics of students. This study could have implications for student affairs professionals, who may need to develop strategies to assist in the transition of virtual high school graduates to the traditional post-secondary environment. There may also be a need for better development and utilization of university and college online social networks to allow students to transition in a way that is more comfortable to them.
Treadmill Test Validation Study

The purpose of this study is to validate treadmill procedures and protocol that are being used in the Troop Recruitment Improvement Project (TRIM), which is a nationwide study on childhood obesity. This small honors project assesses and validates the protocol with this trial and will make modifications to the TRIM study if needed.

This study followed the same treadmill protocol as described in the TRIM project with the exception of the use of the oxygen analyzer mask. The test consists of a 2 minute warm-up, followed by two 3 minute work stages, and a 2 minute cool-down period. Maximal oxygen uptake (VO2max) was estimated by extrapolation to an age-specific maximal heart rate using the measured heart rate responses to the two 3 minute work stages. It tested the accuracy of the VO2max prediction equations based on the heart rate measurements and oxygen uptake analysis taken during the treadmill fitness test.

The results of the study have not been analyzed as of yet but we expect the results of the oxygen analysis to match the equations used by the TRIM protocol.
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Alzheimer's Literacy among College Students

There is a general public knowledge deficit regarding Alzheimer’s disease, risk factors, and potential treatments. This study is to identify the public’s general knowledge of Alzheimer’s disease and their willingness to try a potential vaccine. With the growing elderly population, nurses are going to be forced to answer more questions and care for future Alzheimer’s patients. To better treat our patients, it is important to study and understand gaps in the public’s knowledge. A survey, which consists of a vignette and subsequent questions, will be given via surveymonkey.com to fellow college students to gain an understanding of their base knowledge, perceived risks of AD, and willingness to try a potential vaccine. This survey was distributed via e-mail. Results are pending.
Clemson Freshmen Alcohol Behavior and Attitude Analysis

Objective: Alcohol use and heavy episodic drinking are a significant problem among freshmen college students across the country. The Clemson University Division of Student Affairs gave an Alcohol Skills Training Program (ASTP) to freshmen at the beginning of their first semester to educate students on the adverse effects of alcohol on the body and mind and to introduce protective behaviors for consumption. The purpose of this research was to analyze changes in drinking attitudes and behaviors following the ASTP training.

Method: Students were given the same survey three separate times during their first semester to gather data. The surveys provided volunteer, self-reported data from the beginning of the semester before ASTP was given, 2 months after the first survey and ASTP, and 6 months after the first survey and ASTP was given. Longitudinal analysis was performed to examine whether there were changes in alcohol attitudes and behaviors.

Results: Analysis indicated that there were not significant changes in behaviors or attitudes from the pretest data to either posttest.

Conclusion: There was no evidence of significant changes in attitude and behavior of alcohol use before and after. Due to the survey’s limitations, effectiveness of ASTP could not be verified, concluding that overall Clemson freshmen drinking habits and attitudes remained the same.
DNA Methylation Involved in Raspberry Intervention of Chemobrain

Chemotherapy may initiate or potentiate memory loss and other cognitive impairments experienced by cancer patients. Loss of memory may persist following treatment and can significantly impact the quality of life for a subset of cancer survivors. Evidence from our lab indicates that red raspberry extracts sensitize tumor cells to chemotherapeutic agents. However, these extracts also protect neurons from some associated toxicities. In addition, folate in red raspberries is a key factor in the epigenetic DNA methylation pathway. Many studies have linked epigenetic mechanisms to memory formation postulating that transient reprogramming of epigenetic codes such as DNA methylation and histone modifications is required for memory consolidation.

This poster will share results of a preliminary in vitro study designed to determine if adriamycin chemotherapy causes epigenetic changes in the PC12 neuron cells and if red raspberry extract can prevent or alter these changes. Experiments with and without raspberry extract were conducted separately on a group of non-treated PC12 neuron cells and a group of PC12 neuron cells treated with adriamycin chemotherapy. The cell morphology, cell viability and epigenetic changes are compared before and after treatments. These in vitro results are fundamental in demonstrating the neuroprotective effect of red raspberry extract on PC12 neuron cells from chemotherapy toxicities. Possible epigenetic mechanisms will be also discussed.
School Safety Policies and the Social Construction of Moral Panic:
Walking the Line

Problem Statement: Over the past decade, Columbine served as a single-word signal of nationwide moral panic over school safety. Currently, cyberbullying and associated suicides have created another moral panic. Both instances of moral panic, pressure educational leaders to find a balance between their duties of providing a professional ethic of care with a safe environment in which students can learn. Superficially, these two elements co-exist easily, yet, multiple cases demonstrate a propensity for school leaders to negotiate conflicts in ways that may nominally increase safety but which ultimately damage one of the foundations of learning – relationships. The following four daily dilemmas of school safety were investigated: (a) controlling self v. caring for others; (b) official safety regulations v. classroom-based environments for learning; (c) policy demand control v. caring relationships among authentic actors; and (d) securing spaces v. overlapping networks.

Research Methods and Sources: The purpose of this conceptual analysis is to assist school administrators and leaders as they “walk the line” between ensuring safety and nurturing relationships while making decisions resolving conflicts. The sources for this analysis included social and communication theories associated with community well-being and media involvement. Additionally, recent legal and policy analyses of zero-tolerance laws and school policies provided background for development of a model intended for practical use.

Findings and Conclusion: A model illustrating the dual leadership responsibilities provides a framework useful in carefully negotiating effective solutions that make schools safe without damaging critical learning relationships. Application of such a model will assist school leaders in “walking the line” between their two important obligations – control of the educational environment and their ethic of care – understanding that students’ positive feelings about school, their academic and social engagement, and the quality of their learning will only be possible if school leaders continue to hold relationships sacred.
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Resilience and Sustainability of Community based Tourism Development in the Commonwealth of Dominica

Despite millions of dollars invested in developing community-based tourism to diversify economies, reduce poverty and improve quality of life in the Caribbean, little is known about what conditions lead to resilience and sustainability. So, what are the conditions needed to build and enhance the resilience and sustainability of community tourism in small island nations? Sustainability from a resilience theory perspective is the likelihood an existing system of resource use will persist indefinitely without a decline in the resource base or social welfare. The coupled strength of resilience and sustainability improves a systems’ ability to persevere, adapt, and learn to meet challenges caused by unanticipated events such as stock market collapse, political upheaval, or natural disaster. To understand the research question, this study used an integrated mix-methods approach to investigate social, institutional, economic, and ecological resilience domains in six communities across Dominica and by extension the likelihood of sustainable community tourism development. Data indicated moderate to low resilience in all four domains across the six communities. This result supports the view that these community tourism development projects may be unsustainable in the face of unexpected change. Implications for resilient and sustainable community tourism development in Dominica will be discussed.
Provider Perceptions of Latino Patients in Cancer Care Settings

The southeastern United States has recently experienced an unprecedented influx of Latino immigrants. With the increase in the Latino population, came a corresponding increase in health care providers’ contact with them and the barriers that accompanied their care. Barriers include financial, language, legal, and cultural concerns to accessing care, as well as facing overwhelming health status disparities. Well-documented disparities in cancer diagnosis and death rates exist between Latinos and other ethnic groups. Late diagnosis, underutilization of screening techniques, delayed treatment and decreased follow-ups could contribute to these disparities, which may be perpetuated by health care providers’ stereotyping of, discrimination against, and general lack of cultural knowledge regarding Latino patients. Examining medical and nursing students’ current attitudes, perceptions and beliefs toward Latino patients in cancer care settings will inform the development of medical and nursing education programs training future health service providers. A survey was developed and administered to 28 students in 7 different medical and nursing programs in South Carolina and Georgia. Qualitative feedback regarding the survey was collected via focus groups held with the members of each training program. Data collected included social and demographic characteristics (including gender, ethnicity of providers), attitudes toward Latinos, knowledge of the Latino population in South Carolina/Georgia, knowledge of cancer risk of Latinos, cultural and ethnic knowledge, experience with Latinos, comfort with Latino patients, Spanish language proficiency and training experiences with Latinos, as well as confidence and cultural competency measures. Data was transcribed, coded, and analyzed qualitatively using the program NVIVO. Common themes emerged revealing generally low levels of knowledge regarding Latinos, and low levels of cultural competence in cancer care settings. These findings and others will be used to update the survey instrument to improve validity, as it will be administered to a larger sample in an online format. Feedback regarding those results will be provided to respective training programs, with the ultimate goal of finding gaps in cultural competency training in medical education and designing interventions to address those gaps.
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Making the Masai Mara: Designing an Interactive 3D Virtual Tourism Environment

The virtual world environment presents new business opportunities for building destination images that allow customers to make an informed decision and initiate travel arrangements. However, because tourism markets are not familiar with the new medium of virtual worlds, and do not know with certainty what they can offer, not all tourism providers are ready to launch marketing campaigns to market a real holiday destination in the virtual world of Second Life. If tourism service providers could design an enjoyable and compelling virtual tourism destination in Second Life to deliver the desired satisfaction effectively to enhance the consumer’s virtual experience, then tourists will create travel intentions and desires in their trip decision-making process. Thus the purpose of this study is to explore how to design an interactive 3D virtual tourism site for engaging virtual tourists and enhancing their virtual experience.

A virtual representation of the Masai Mara Basecamp was created in a private island, consisting of 65,536 square meters (about 16 acres), within virtual world of Second Life. The virtual space was designed to offer visitors awareness about the Masai Mara tribe, to promote tourism to Kenya and to preserve the culture of Masai Mara community. The constructions in virtual Masai Mara consist of the reception area of the Basecamp building, guest accommodation area (tent), local jewelry shop, bonfire area and wild animals. In creating a virtual representation of Masai Mara Basecamp, the significance of the cultural aspects including clothing and jewelry was also established to communicate the symbolism of the Masai culture through the different colors, beading and designs.

Three design principles have been applied in constructing this virtual representation of Masai Mara. These three design principles are to entertain, engage, and educate. Taken separately we begin with entertainment. An element of entertainment provides “the hook” which can be used to draw visitors into the world of Second Life and subsequently our virtual representation of the Masai Mara. Once entertained and situated within this virtual world they can then become engaged in the environment and the experience of visiting the virtual Masai Mara. Finally, once entertained and engaged, we believe that we are then in a prime position to educate these virtual travelers on a wide range of topics in regards to both virtual and real world tourism. The hope is that when these three principles are used in tandem then this will create a synergy which will allow us to create a virtual travel destination that not only educates but also authentically represents the Masai Mara people, land, and culture.
In Union County, South Carolina nearly a third of the county is owned and managed by Sumter National Forest. OHV recreation has been identified as an appropriate, compatible, and revenue generating (drawing tourist dollars) outdoor recreation activity for Union County. Currently, no OHV trail system exists in the county. Therefore, this study explored OHV users trail preferences at a national recognized trail system (Hatfield-McCoy, WV) and at multiple smaller trail systems within South Carolina.

The survey was designed to inform managers of potential user groups, economic impact, and instate versus out-of-state trail preferences. However, OHV recreational impact to natural resources must be considered. These impacts included air and noise pollution, fuel leakage, crushing of vegetation, destabilization of the landscape, erosion, and spread of noxious weeds (Priskin 2003).

Surveys were conducted at 2 primary in-state sites and 1 out-of-state site. Sampling was conducted on weekend start in early October and is set to commence in early December. Currently, a total sample of 275 has been reached with 134 instate and 141 out-of-state.

A number of different statistical analysis were used to determine OHV recreationist preferences from the overall sample, as well as, the use of ANOVA for determining difference between in-state and out-of-state users.

Group size differed between instate and out-of-state users. Out-of-state users had an average group size of 5.5 users, while instate OHV users reported an average group size of 3.3 (F = 20.630, p < .001).

Instate and out-of-state users did not differ on frequency of riding in the past 12 months or frequency of traveling over 50 miles to ride in the past 12 months. The overall average reported that frequency of riding was 31 trips, while almost 13 of those were reported to be over 50 miles away.

The importance of certain trail features (including travel time) were also of interest. A 9-point scale was used to indicate the importance of 1 hour, 3 hours, or 6 hours from home; having at least 25, 50, or 100 miles of trail to ride; and containing 2 to 3, 4 to 5, or 6 lopes. Out-of-state users thought significantly less importance value to at least 25 miles (F = 8.59, p < .01), while reporting a significantly higher importance value to trail systems of more than 100 miles (F = 8.27, p < .01). Interestingly, 50 miles revealed no differences between groups.

The results suggest that there is a positive correlation between group size and distance traveled, larger groups often traveling further for recreational opportunities. This is an encouraging result for the development of an OHV trail system to attract out-of-state users. Furthermore, the design of the trail system was also highly informed. If Union county is going to invest in a trail system for economic benefits, increasing from 25 miles to 50 miles may not be an adequate increase. Management should also be aware that instate users are more accepting of policies that protect the experience and natural resources associated with OHV recreation.
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A Needs Assessment for an Empowerment Program to Benefit Disadvantaged
Women in South Carolina: A Research Proposal

Previous research has shown that women are a disadvantaged group in our society and that
women who are disadvantaged in other ways (e.g. socioeconomic status, race/ethnicity, or
residence location) may be particularly vulnerable. Empowerment programs are a common
method of reducing women’s disadvantages. The purpose of this research is to determine the
needs of Native American women who are members of the Catawba Indian Nation and the Pee
Dee Indian Tribe of South Carolina and to understand how these needs may be similar to or
different from each other. Qualitative methodologies will ensure that the needs identified through
this research are in fact culturally relevant and respondent-driven. The results of this needs
assessment will enable the Clemson Institute for Economic and Community Development and
the South Carolina Women’s Connection (SCWC) to implement an empowerment program to
best assist South Carolina’s Native American women in meeting their needs.
Self-Esteem as a Catalyst to Achievement, Social, and Physical Health and Success:  
A Study of the Queen “B” (Beauty) in Me’ Mentoring Program

A study was done to assess the effectiveness of “The Queen ‘B’ in Me” program. The program has a core focus of building of self esteem through a multi-dimensional approach of mentoring, sex education, creative writing, and educational support. It is believed that the program’s approach would decrease drug and alcohol use, academic failure, and sexual activity while increasing community connectedness, academic success, and positive behaviors. Data was collected through journals, role playing, surveys, interviews, observations, and a self-esteem inventory.
Evaluating The Scouting Program of Oconee County in 2011

Of course society likes to believe that every time a teenage boy is confronted with a moral dilemma or a decision between what is right and what is wrong he is going to make the right decision. That is not necessarily true for today’s youth. Obesity and unhealthy habits, drug and alcohol abuse, premarital sex is just a few of the negative domains that young boys find themselves fighting against on a daily basis. The purpose of this study is to assess the effectiveness of participation in the Scouting program for boys ages 11 to 18 on four domains: self-worth, citizenship, physical activity, and spiritual development. There are 4 Guiding Questions that helped shape the evaluation design. First, what is the effect of participation in Scouting on the self worth of boys ages 11 to 18? Second, what is the effect of participation in Scouting on sense of citizenship? Third, what is the effect of participation in Scouting on physical activity participation? Finally, what is the effect of participation in Scouting on spiritual development?
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Comparison of Breast Cancer Incidence Rates among Asian Indian Immigrant Females Living In the United States with Those in India

In the United States (U.S.), one in eight women has a life time chance of developing breast cancer. Statistics for women from various ethnic groups within the U.S. show there is a difference in life time chance of developing breast cancer.

The purpose of this paper is to compare the differences in breast cancer statistics between Asian Indian American Women (AIAW) residing in the US to native women still living in India. A systematic literature review was completed on 234 papers published between 2007 and 2011 (March), using databases such as CINAHL, PUBMED, Cochrane data base for systemic reviews, Medline, and Google scholar using key words: breast cancer, incidence, Asian Indians, immigrants, United States, female.

Results: After screening for appropriate papers using the PRISMA 2009, 12 articles were reviewed. These publications revealed that reproductive factors, acculturation, health care system, social factors, and genetic factors influence the breast cancer trend among AIAW in the US. Limitations found in the reviewed articles include regional sampling (urban or rural), under-reporting data in India and also inclusions of other Asian women data sets from countries like China, Pakistan, Sri Lanka, and Bangladesh, thereby making the data invalid when attempting to compare only AIAW.

Implications for Advanced Practice Nurse clinical practice working with AIAW in the U.S. includes: clinical practice that promotes early identification of breast cancer signs and symptoms for reduction in breast cancer mortality, breast health education at ethnic group level to increase awareness, and promotion of epidemiology studies on the AIAW ethnic group.

Keywords: Breast cancer, female, incidence, Asian Indian American Women (AIAW), United States
The Adaption of Chinese Graduate Students with Clemson Academic On-Campus Environment in Terms of Academic Integrity

This mixed-methods research explores the adaptation of Chinese graduate students into the American academic integrity environment. It proposes that differences in the ethical environments between Chinese college cultures and American college cultures creates challenges for Chinese students as they strive to adapt to the new academic ethics environment in the US. Two universities, including one large Chinese southern university and Clemson University, provide data for the study. The quantitative portion of the research will be conducted in the Chinese university, and the qualitative portion will be conducted in Clemson University. The primary objective of the quantitative research is to investigate the attitude of Chinese graduate students regarding academic integrity. The main objective of the qualitative research is to explore how Chinese graduate students adapt to Clemson campus environment with respect to academic integrity. Graduate students from these two universities will provide data for the research. Random sampling strategies will be employed in the quantitative study at the Chinese university to guarantee reliability and validity of the research. In the qualitative portion, 15 Chinese graduate students from first-year through fifth-year of study in the US will be chosen as the interviewees. Grounded theory approach will be employed to analyze the qualitative data and an acculturation model will be generated. Triangulation will be employed at the conclusion of the data analysis to integrate quantitative data with qualitative data.

The study is significance because it: 1) addresses a gap in theoretical understanding of the ethical challenges faced by Chinese students in the US, and 2) assists administrators and faculty members in helping Chinese graduate students adapt to the American ethical expectations.
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Youth Development Leadership Program

We Stand For Kids: A Focus on the Children of Incarcerated Parents

This study will look at a program called We Stand For Kids to determine the effectiveness of its one-on-one mentoring program. We Stand For Kids is a non-profit organization that serves the children of its community who have an incarcerated parent. Children with incarcerated parents are an overlooked group, even though they are considered an at-risk group. We Stand For Kids is a vital and necessary organization for this very reason. The purpose of this study is to evaluate this program in the form of a needs assessment from the perspective of the involved youth. The study will determine if the kids are benefiting from the one-on-one mentoring particularly from a self-esteem aspect, as well as take a look at the number of hours they youth need to spend with a mentor before a change in their self-esteem is apparent. Surveys and tests will be administered in person at We Stand For Kids functions and a series of one-way ANOVA’s will be used to determine the results of the responses.
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School of Education

**Arts and Sciences? The Role of the Performing Arts at a Land-Grant Institution**

How do undergraduate students majoring in agriculture and the mechanic arts at a Southeastern research intensive land-grant institution interact with the performing arts at their institution?

This qualitative case study will focus on what role the performing arts are currently having on undergraduate agriculture and mechanic arts students at a particular land-grant institution. A collective case study method will be utilized where multiple cases will be studied in order to investigate the general condition (Stake, 2000; Merriam, 1998; Yin, 2009) of the performing arts at this land-grant institution.

Given the 21st century learners’ needs and considerations for multimedia and multigenre pathways, the findings might demonstrate that most undergraduate agriculture and mechanic arts students at this particular research intensive Southeastern institution relate very loosely with the performing arts outside of courses mandated by the curriculum. In addition, the impact on various institutions, social and educational, specifically, can provide insight into the creative and artistic interests of 21st century learners.

By understanding the role the performing arts have on students at this land-grant institution, higher education arts administrators at this distinct type of institution can provide programming, performances, workshops, and events that best align with the arts-based tenets of creativity, problem solving, critical listening, and collaboration.
Millennial Stereotypes: A Qualitative Study on the Self-Perception of High-Performing Students

Purpose: The purpose of this study was to learn about the self-perceptions of high-performing students (iScholars) as related to characteristics highly ascribed with Millennial identity. Through qualitative inquiry, the researchers looked to understand why iScholars chose to be part of an Honors community and how iScholars understood themselves and their peers compared to the general Millennial student population.

Subjects: Subjects were members of the research institution’s Honors College. These students all met the research definition of high-performing students. In total, five students with varied gender, major, and class standing participated in the two focus groups.

Research Methodology: Students were contacted via an e-mail sent through the Honors College distribution list. If students replied and met the research definition, they were invited to participate in a one-hour focus group. The focus group included questions related to self-perception, how they believed parents perceived their generation, and perceptions of their non-Honors peers. Participants were asked opinions on several Millennial characteristics as well as reasons for being part of the Honors College. After completing the focus groups, the researchers analyzed transcripts for common themes.

Summary of Findings: After analyzing focus group transcripts two important concepts emerged: (1) iScholars identified with certain Millennial traits and (2) iScholars were aware of generational stereotypes. Participant iScholars distinguished themselves from their peers based on academic motivation. Their success was attributed to an intrinsic motivation to “learn for the sake of learning,” as opposed to extrinsic rewards. Participants perceived themselves positively in relation to their generation. They identified with qualities they perceived as positive, but did not identify with qualities they found negative. The research team suggests students’ self-perceptions were more highly attributed to their identity as a high-performing student, than to their generational membership.

Conclusions/Implications: This study opens the door to further research on iScholars, Cooley’s theory, and generational differences. On a foundational level, student affairs practitioners must ask whether Millennial traits truly describe today’s college students. They must be cautious in developing distinct opinions about an individual based on generational membership.
Maternal Perinatal Diet and the Development of Obesity in Offspring

Obesity has reached an epidemic level worldwide, affecting both adults and children. The role of epigenetics in the development of obesity, while not well understood, may offer insight as a key contributing factor to obesity. The purpose of this systematic literature review was to examine the current evidence supporting fetal epigenetic changes occurring in response to maternal perinatal high-fat diet, contributing to the development of obesity in offspring. The literature review used multiple databases, including CINAHL, PubMed, Web of Science, Biosis, and Academic Search Premier. The key words used in the search were maternal diet, pregnancy, obesity, childhood obesity, epigenetics, fetal programming, perinatal environment, genetics, and high-fat diet. There were four experimental rodent studies found and reviewed that examined the impact of maternal high-fat diet during pregnancy on fetal epigenetic changes and the subsequent development of obesity in offspring. These studies revealed changes in gene functioning and epigenetic methylation patterns, as well as increased adiposity in high-fat offspring. Other epigenetic changes that can occur include histone modifications and re-programming of mitochondrial DNA. Human perinatal epigenetic studies are unavailable due to the difficulty implementing safe, controlled human research. Based on animal studies, the possible implications for healthcare practice include the need for healthcare providers to perform accurate pedigrees and nutritional assessments on clients, as well as the importance of following recommended dietary guidelines during pregnancy. Safe perinatal epigenetic research studies are needed in human populations to help bridge the knowledge gap.
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Should Leisure Studies Accommodate Alternate Analysis Techniques?
It’s Not a Rhetorical Question!

Rhetoricians of science refer to the process of making science meaningful for particular audiences as the accommodation of science. Accommodation adapts a scientific argument for different audiences while maintaining the core components of the original argument (Fahnestock & Secor, 1982; Fahnestock, 2004). Fahnestock and Secor believed that such adaptation allows an argument to “come alive and dance for an audience.” In order for accommodation to be successful, the writer must know the audience and their interests and how best to conceptualize results (Fahnestock & Secor). Ultimately, the most successful accommodations connect their arguments to the interests of their audiences (Fahnestock & Secor, 1988). Several rhetorical analysis techniques have been used to assess the level of accommodation present in a variety of disciplines including biology (Fahnestock, 1998), medicine (Fahnestock, 1998), archaeology (Fahnestock, 1989), and psychology (Rowan, 1989), but not the field of leisure studies. One example of how the field of leisure studies could benefit from a rhetorical perspective lies in the ongoing debate regarding a gap between the research about leisure and the delivery of leisure services (Burge, 1985; Hemmingway & Parr, 2000; Madrigal, 1999; Parr, 1996; Pedlar, 1999). This gap is perhaps best exemplified in two major research journals in the field: Journal of Leisure Research (JLR) and Journal of Parks and Recreation Administration (JPRA). Both peer-reviewed journals, they possess distinct stated purposes and intended audiences. In short, JLR is focused on a researcher audience while JPRA aims to include practitioners in its audience. Despite JPRA’s intentions, Jordan and Roland (1999) found that very few practitioners actually read JPRA and that researchers were more likely than practitioners to read both JLR and JPRA. Leisure scholars have speculated as to the reasons for these readership disparities (Jordan & Roland, 1999; Madrigal, 1999; Witt, 1999), but little empirical research has been conducted to explain the possible causes. Rhetorical analysis techniques common to the accommodation of science literature could provide empirical data to inform these debates. The purpose of the current investigation is to introduce three main techniques of rhetorical analysis to the field of leisure studies: structure analysis (Penrose & Katz, 2004), stasis analysis (Fahnestock, 1998), and statement type analysis (Fahnestock, 1998; Latour & Woolgar, 1986/1979). Further, the possible uses of these techniques in the field of leisure studies are examined.
Purpose: The purpose of this proposed study is to examine the motivational factors that affect reading in LGBTQ students.

Subjects: Subjects are members of a Gay/Straight Alliance at a major public university located in the Southeastern part of the United States. Subjects identify as gay males and range in ages from 20-32. Subjects have various ethnic identities, including Caucasian, African, and Indian. All subjects are currently enrolled as either graduate or undergraduate students at the university.

Methodology: Using a Critical Theory as a theoretical framework, I use qualitative methods to conduct the study. I use critical ethnography and critical discourse analysis as research methodologies.

Summary of the Findings: After analyzing interviews, discussions, and field notes, I found that LGBTQ students are more motivated to read texts when they are able to identify with characters in the texts. For example, subjects read David Levithan’s young adult novel, Boy Meets Boy, where the protagonist is a self-identified gay male. In their discussions about the text, subjects more readily identified with the protagonist and experienced a greater motivation to read the text because they could identify with a protagonist who is homosexual.

Conclusions/Implications for Practice: Findings suggest that more studies, perhaps longitudinal, need to be conducted on the reading habits and motivational factors that affect LGBTQ students. Since the subjects in this study were more motivated to read texts where they could identify with characters, then teachers should include LGBTQ texts in their curricula. School districts need to develop curricula that embrace LGBTQ issues, so that students who identify with the sexual minority can have similar academic successes as their sexual majority counterparts.
Assessing the Factors that Enhance College Students Experiences in Collegiate Intramural Sport Programs

The college campus is filled with many recreational activities for the college student to participate in. One of the most beloved recreational activities by students is the intramural sports program that many institutions offer. The students have a great opportunity to interact with their peers, participate in physical activities, meet new friends, and make memories that will last a lifetime. The level of participation in any activity or program is usually based off of participant’s satisfaction levels in the different areas of that activity or program. The research that is being conducted will seek out what the satisfaction level is among Clemson University student in different areas of the intramural sports program. Once five hundred results have been collected the data can be analyzed to discover areas that have low levels of satisfaction. Intramural directors and staff will be able to look at these results and see what areas of their program may need to be changed to help increase student’s satisfaction levels. As a result of increased levels of satisfaction among students the levels of participation in intramural sports programs will increase. The increase in satisfaction and participation levels will mean more students will gain the benefits of participating in the intramural sports program. The benefits include alertness, enjoyment, awareness of healthy habits, physically active, and increased focus on studies. These are very important benefits that every college students should be able to receive, and through this research levels of participation will as a result of discovering what areas of satisfaction are low and making the proper adjustments to the intramural sports program.
An Exploration of the Impact of Out-of-Class Experiences for Undergraduate Students: A Focus on Participation in The LeaderShape Institute at Meredith College

Institutions of higher education, guided by an institutional mission and set of values, seek to educate and prepare students for their future roles in society and foster an environment conducive for academic and personal growth. As an institution, Meredith College embraces the opportunity to implement leadership programming as an out-of-class experience to promote student growth. Informative feedback from participants is needed to assess whether this out-of-classroom experience is serving as a tool that effectively provides an opportunity for personal growth and development. This study seeks to understand how taking part in The LeaderShape Institute impacts undergraduate student participants and explore how the outcomes of The LeaderShape Institute align with the facilitating Student Leadership and Service departmental outcomes and the institutional outcomes outlined within the mission and values for the College. The study will be guided by the following evaluation questions: 1) Guided by the institutional mission and vision, does The LeaderShape Institute aim to promote similar values and outcomes for students? If so, how does The LeaderShape Institute accomplish this? 2) As an out-of-classroom experience, how does participation in The LeaderShape Institute accentuate personal growth and development for student participants? 3) Do the views and ideas of leadership change for participants following the six day Institute? If so, how do the views change and what aspects of the programs influenced these changes?
Learn EHR with TeachEHR

Our creative inquiry team aims to determine if teaching new skills in a familiar environment can help students apply those skills in an unfamiliar setting. This year, our team focused on teaching the intake and output portion of Electronic Health Records (EHR) through our educational tool (TeachEHR). TeachEHR is a student-created simulation of an EHR system designed to introduce EHR competencies to students. The government is mandating that all health facilities implement an EHR system by the year 2014. It is crucial that students become familiar with the electronic charting methods. Our system resembles popular social networking sites, but contains features that healthcare professionals have to be familiar with while using commercial EHR systems. The new intake and output portion enables nursing students to practice entering patient data regarding the intake of various liquids and the output of bodily fluids. Accuracy in charting is vital to patient safety. Research has been sponsored by: Creative Inquiry, Clemson University Calhoun Honors College.
Program Review of Health Care Disparities among Women Regarding Both Screenings and Treatment for Risk Factors of Metabolic Syndrome

The Problem Statement: Cardiovascular disease is the leading cause of death for women in the United States, with cardiovascular disease as the cause for 37% of all female deaths. Metabolic syndrome is a major risk factor for cardiovascular disease, and studies show that women are at a higher risk for metabolic syndrome. This review addresses the prevalence of risk factors for metabolic syndrome and whether or not they are being treated and controlled among women who belong to a low Socio Economic Status (SES).

A Description of Subjects, Including Pertinent Characteristics: The review involved examining charts of women between 40 and 64 years of age, at or below 200% poverty level, and not medically insured. The data collected from each chart were regarding the risk factors for metabolic syndrome including: BMI, hypertension, hyperlipidemia, diabetes, and if patient was diagnosed and treated for same.

A Description of the Research Methodology Used: Women who were participating in breast and cervical screenings during a randomly chosen fiscal year were selected. Each chart was analyzed for completion. Of the completed charts, one hundred charts were randomly selected to be used for analysis.

A Summary of the Findings: 80% of women were overweight with BMI of over 25. 40% were diagnosed for hypertension, of those 35% were being treated. 15% were diagnosed with diabetes. 29% did not have a primary care doctor. 25% were diagnosed for hyperlipidemia, of those 16% were treated. Of the 75% of women not diagnosed for hyperlipidemia, 11% never had a lipid panel and 31% had a lipid panel over 2 years ago.

A Brief Discussion of Conclusions and/or Implications for Practice: The results show that there is a significant prevalence rate of women who are at risk for metabolic syndrome. The results of this program review shows a need for more rigorous testing and treatment regarding metabolic syndrome for women who belong to a low socioeconomic status.
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The Development of Ecotourism in Mara Region:
A Case Study of BaseCamp, Maasai Mara, Kenya

The increased awareness of environment and natural conservation has resulted in an increase in ecotourism and eco-friendly facilities in different destinations of the world. This study was carried out to investigate the role of BaseCamp in the development of ecotourism in the Mara region, Kenya. Questionnaires were distributed among tourists and the local stakeholders. The study identified that 90% of BaseCamp source of energy was from solar, and charcoal coolers are used for short term storage. Decomposable waste materials were used as manure on tree nursery beds, while plastics materials were sent back to the manufacturers for recycling. Respondents rated highly the incorporation of the local people in BaseCamp activities. The Camp has adopted a policy which involves the local community in most of their projects aimed at poverty alleviation, and supports environmental and economic sustainability. Eco-tourism activities have multiple benefits for the locals and have contributed to a better local people valuation of natural resources.
The Relationship between Parent’s and Children's Career Choices

Many previous researches revealed that parents have great influence on their children’s career choices. We should acknowledge that this influence always exists; even there are generation gap between parents and children, and other influence such as mass media, peers and internet. But some parents would feel that they should not affect or interfere a lot to their children. Children should make their own career decisions and take the responsibilities for their life. However, parents are best treated to help their children plan career because they know their children’s skills, abilities and interests very well. So, based upon the strong and unique role parents play in their children's career development, this study would evaluate how parents impact their children’s career choices, and due to culture differences, whether culture impacts the level and type of influence that parents have over the children’s career choices, particularly between American and Chinese parents.
Chapter Members Serving as the Greek-Letter Organization Resident Assistants: The Influence on Organizational Perceptions

Purpose: Serving as an authority figure and policy enforcer for their fraternity brothers or sorority sisters, the researchers question if the role of resident assistant (RA) influences the individual’s perception of the organization. Thus the purpose of the study was to understand how a student’s role as RA for his or her Greek letter organization influences the individual’s perceptions of their respective organization. Research questions are as follows:

RQ1: How did your perception of your organization change?
RQ2: Why did your perception change? If it didn’t, why not?
RQ3: When did this perception change occur?
RQ4: How could the experience be changed and/or improved?

Subjects: 24 Greek affiliated Residence Assistants currently holding the position at a mid-sized, land grant university in the South.

Research Methodology: A phenomenological qualitative study was completed through individual interviews and a focus group. The researchers then coded the data individually and collectively to discover themes, characteristics, and perceptions to better understand the experience of the participants.

Summary of Findings: The researchers found that RAs perception of their organization had changed in a positive way. The RAs felt closer to their fellow members regardless of the stress of supervising close friends. RAs expressed frustration having to balance personal relationships with their supervisory role. Many of the RAs expressed feelings of burnout, and the majority stated that they would not be pursuing leadership roles within their organization after their tenure as RA.

Conclusions/Implications: The researchers found that though the Greek RAs agreed that they may have endured stressful working conditions, in the end, they created lasting bonds of friendship that they may not have cultivated without taking on this position. Their perception of serving as a “bad guy” was less important than the fact that they were able to serve their chapters in this leadership position. The researchers would also like to note that the Greek RA role at the research site is changing. Now, a ‘house manager’ position will be utilized in each chapter, in an effort to allow organizations to self govern. Therefore, the researchers recommend that a longitudinal study be conducted on this new organizational structure to study the implications of house managers on the student experience.
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Educational Leadership

How do School Principals Experience Instructional Leadership for Students with Disabilities?

**Purpose:** The purpose of this study is to explore how principals experience providing instructional leadership for students with disabilities since the reauthorization of the Elementary and Secondary Education Act (No Child Left Behind) of 2001 and the Individuals with Disabilities Education Act of 2004.

**Subjects:** Participants in this study will include 10-12 principals with a minimum of 10 years of experience in the principalship and whose current school contains one or more self-contained classrooms for students with disabilities and a minimum of three full-time special education teachers.

**Proposed Research Methodology:** I plan to use a critical perspective in order understand the praxis between how principals perceive legislative requirements and how they experience translating those requirements into instructional leadership for the education of students with disabilities. To understand this experience, I plan to use a phenomenological research approach. Multiple qualitative data sources will be collected. These will include in-depth interviews, observations, and related artifacts. Data will be analyzed by identifying “significant statements,” sentences, or quotes which provide understanding and insight into how principals have experienced this phenomenon. Clusters of meanings will be translated into common themes. These themes will then be used to understand essential elements, or the essence, of the phenomenon.

**Projected Findings:** This proposal is designed to provide the readers with a better understanding of how principals experience providing instructional leadership to students with disabilities given current legislation.

**Discussion:** As a critical researcher, my purpose is to better understand and advocate for an underrepresented or traditional oppressed group. For this proposal, I am striving to better understand how principals experience providing instructional leadership to students with disabilities. The results of this research will be used to explore how legislative mandates impact the views of educational leaders toward an already disadvantaged group.
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Youth Development Leadership Program

The Genetics of Bipolar Disorder: Signs and Symptoms and Inheritance Patterns

Purpose: To determine genetic associations, prevalence and inheritance patterns of bipolar disorder to assist primary care providers in recognizing signs and symptoms of the disorder and for potential genetic counseling.

Organizing Framework: Description of the disorder, incidence, clinical signs and symptoms, heritability and treatment options.

Conclusions: Bipolar disorder presents in 2% of the population that may occur at nearly any age, though an estimated 50% occur before the age of 18. The SLC6A4 gene has been associated with bipolar disorder as well as the TPH2 gene. The heritability is high, reported as high as 90% in monozygotic twin studies with risks for first degree relatives to be about one in ten.

Clinical Relevance: Many primary care providers do not have a clear understanding of the etiology of the disease and classic presentation, which may be confused for other mental health disorders such as depression, post traumatic stress disorder, acute mania, and insomnia.

Key Words: SLC6A4, TPH2, manic episode, hypomanic, primary care
Building a Clemson Experience Includes the Appreciation, Understanding, and Development of a Healthy Mind, Body, and Spirit

The purpose: This Creative Inquiry project is investigating effective and efficient campus health promotion that is inclusive of all members of the CU campus community and that supports lifestyles that promote individual, and community health. The goal is to establish a sustainable program that supports lifestyle/behavior change programming among students (faculty/staff).

The relevant contribution to addressing issues in our 21st century: This program proposes that the Clemson Experience includes the appreciation, understanding, and development of a healthy mind, body, and spirit.

The projects design, unique characteristics and target audience: The Clemson Experience will empower students to adopt a healthy lifestyle during their college years that will last into through their adulthood. At Clemson University, individuals will experience a culture that supports healthy lifestyles across all dimensions of health (physical, mental, intellectual, social, environmental, and spiritual). Clemson University community will enjoy a culture that supports primary disease prevention (health education, health literacy, healthy diets, physical activity, smoke free air, responsible alcohol use, life management skills, immunizations) as well as secondary disease prevention (risk factor screening and risk factor management). Individuals who participate in the Clemson Experience will have a lower risk of chronic disease (heart disease, cancer, diabetes, and obesity) or complications associated with those diseases.

A list of collaborators/partners:
College of HEHD, FIKE, Healthy Campus Initiative, Joseph F. Sullivan Center
Ethnicity and Recreation: Can Programming Lead to Identity Formation for Minority Youth?

Minority youth are not being given the same opportunity to develop an ethnic identity as youth in the white majority. Minority youth also participate at a lower rate in organized recreational activities. Based on the premise that recreational activities have the ability to influence youth in many positive ways including, but not limited to, ethnic identity development. This study will look at the preferred recreational activities of minority youth as well as how well those youth feel their local programs facilitate those wants. The program participants’ perception of their own ethnic identity will also be examined. Lastly, this study will try to find themes that emerge from the data that could be used by youth serving organizations that are seeking to increase the ethnic identity of their participants.
Health Promotion, Physical Activity, and Obesity Prevention in Preschool Children

While the seriousness of childhood obesity is widely acknowledged by health care providers, success of programs targeted against this malady has been very limited. The focus of this project will be to determine the effectiveness of a newly implemented instrument: an age-appropriate intervention tool for preschool children, created by a group of Clemson University Honors students. For this study, it is necessary to focus on a specific age-group within a specific setting. The participants of this study involve a group of approximately 20 preschool-aged children that attend a pre-school in Tarpum Bay – a small town on the island of Eleuthera. These children live within a community that is severely affected by obesity – leading to type II diabetes and hypertension.

The instrument is a coloring book that correlates each letter of the alphabet to a healthy food item or daily activity. Under the researcher’s guidance, the children will engage in the use of this coloring/activity book for a total of four days. After those four days, the children will participate in open discussion and activities to help the researcher determine whether or not the coloring workbook was an effective teaching tool for this age group.

The research design that will be used for this project is the ethnographic method. In this method, the goal is to understand the natives’ view of the given situation. It is important to understand the natives’ beliefs, practices, and attitudes about healthy eating and physical activity when developing the tool. Therefore, the activity book includes activities and food choices that are culturally appropriate to the Tarpum Bay area. For example, since seafood is a staple within their diet, the letter “F” illustrates having “baked fish” instead of “fried fish.” This research project, along with the direct observations and open discussions conducted, will aid in determining if the activity book is culturally appropriate and effective.

This project will take place during the Spring Break Immersion trip to Eleuthera, Bahamas (during the week of March 20th through March 25th, 2011). A summary of the results will be published once data is collected and organized, but the hope is that results from this research project will aid in creating a successful program for childhood obesity, one that is both culturally- and age-appropriate.
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Obesity Prevention for Communities

This study is about community-wide obesity prevention coalitions. Obesity is a widespread epidemic effecting millions of people in countries all over the world. Community-wide coalitions are being put into place to provide a mass intervention to stop obesity and reverse the process by promoting healthy eating habits and increased physical activity. Current literature on research conducted around community-based obesity prevention initiatives was consulted in order to better understand the process and steps needed to insure the success of the coalition. Interviews and focus groups held with various community health leaders will provide answers to the research questions posed in this study. Guiding questions consist of inquiries regarding elements of successful health initiatives from recent studies, community partners’ interest in participating in an Eat Smart, Move More coalition, the type and amount of support they are able to offer, and the potential health and lifestyle benefits of a community health coalition in Anderson, SC.
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Youth Development Leadership Program

We Stand For Kids: The Importance of Mentors

The present study examines the effectiveness of the We Stand For Kids program on the youth and parents that are served from the perspective of the mentors. We Stand For Kids is an organization designed for the children of incarcerated parents and looks to serve those children through one-on-one mentoring. The organization is vital as children of incarcerated parents are an at-risk group that is often overlooked. A program evaluation in the form of a needs assessment will be used to reveal the mentors perspective of the strengths and weaknesses of the program. Surveys and tests will be administered to the mentors through e-mail including the Myers-Briggs personality test, the Rosenberg Self-Esteem Scale, the Mentor Satisfaction Survey, and a We Stand For Kids Survey that has specific items related to the staff, matching, facilities, the quality of life of the mentees, and mentor satisfaction. A series of one-way ANOVA’s will be used to determine the results of the mentors survey responses.
Can Berry Consumption Affect Carcinogenesis?

Cancer results when there is damage to a cell which leads to uncontrollable cell division at the expense of healthy neighboring tissue. This is initiated by a mutation in an oncogene or a tumor suppressor gene. If left unrepaired, this damage can remain latent for years; but once the damaged cell is stimulated to divide it can become insensitive to normal cell regulation mechanisms and undergo additional mutations which allow it to evade destruction by the immune system. The aim of this project was to determine whether consumption of berries, specifically raspberries, could interfere with different steps in carcinogenesis or stimulate an immune response against tumor cells. The results indicate that berry extracts can: 1) block formation of mutations and 2) inactivate enzymes used by cancer cells to invade neighboring tissue. Consumption of raspberries can cause changes in the blood plasma that can suppress the growth of cancer cells and in some people stimulate the replication of white blood cells responsible for the immune response.
Using Data-Based Decision Making to Drive Instructional Practices

Efficacy has long been an issue in education. For students with disabilities, efficacy of instruction is even more critical, as these students already lag behind same-aged peers. The challenge special educators face is implementing instructional practices that will be effective in closing the learning gaps of students with learning disabilities. Curriculum-based measurement (CBM) is an evidence-based way to determine the effectiveness of instruction. CBM is a technically adequate method of assessing student progress in academic areas, such as reading, writing, spelling, and mathematics. Extensions of CBM have reached into high school allowing secondary teachers to use vocabulary-matching procedures to determine if classroom instruction is enhancing the students’ vocabulary knowledge. Using hypothetical student scenarios, this presentation illustrates CBM procedures that Clemson preservice special educators use during field experiences to monitor the academic progress of their students. Discussion centers on how data are used for instructional decision-making purposes.
Correlation between Ethnicity and Physical Activity in Children

While obesity has always been more common in adults, the drastic increase in childhood obesity has become one of the top health topics in recent years. Evidence shows that the prevalence of obesity is increasingly higher in African American, specifically females, than in Caucasian youth. The purpose of this study is to examine the physical activity choices of adolescents and how they may be similar or different across gender and ethnicity.

The experiment was conducted with 346 South Carolina public school students with 173 (50%) being in the 4th grade and 173 (50%) being in the 5th grade. Of these students 257 74% were white and 47% were female. The students’ weight were categorized by BMI score with 60% being at a healthy weight, 19% overweight, 20% obese and 2% underweight.

The data was collected in 2008-2009 by trained data collection staff as part of an evaluation of the Zest Quest Program. The data was collected by using Physical Activity Questionnaire for older Children (PAQ-C), an instrument that has been widely accepted used in physical activity research with children. Descriptive data analysis was conducted using Excel and SPSS 17.

The data from this evaluation revealed average BMI scores for minority females than Caucasians or males. Soccer was the most common organized sport children participated in while Running/Jogging was the activity more frequently participated in per week. Assessed Activities were divided into four categories: Tech Games, Sports, General Play and Housework. The most common of these was general play with Tech Games being second. The most common Technology Game was Wii and the most common General Play was Trampoline. Boys tended to state they enjoyed games that involve sports such as soccer or dodgeball. Wii games reported by boys tended to also be sports oriented: WiiBaseball, WiiBowling and WiiBoxing. Girls stated they enjoyed Hopscotch, Wii games and the most frequent activity was Trampoline.

In conclusion children participated in a wide variety of activities with variations by gender and race. Additional, physical activity technology games may be an increasing promising avenue for promoting physical activity with children.
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Health Science Department

Reducing High-Risk Drinking Among First-Year College Students

Dr. Hugh Spitler sponsored our research to develop focus groups in order to understand the factors that contribute to high-risk drinking and alcohol abuse among freshmen students at Clemson University. Creating and studying these focus groups is important because of the high rates of binge drinking reported among college students. The focus group sessions consisted of 5-10 freshman students led by two facilitators. The sessions lasted approximately one hour. The atmosphere allowed for open and honest discussions about alcohol use. Students shared their opinions and experiences of the factors contributing to high-risk alcohol use. The focus group sessions were recorded and later analyzed. Incentives were given to students who participated. Our results concluded that social and environmental factors specific to the college atmosphere greatly influence freshman alcohol intake. The participants’ opinions and shared experiences will help educators to develop programs aiming to reduce the risks and negative consequences of drinking.
We Stand For Kids: Perceptions of Program Effectiveness for Children from the Perspective of the Non-Incarcerated Parent

Approximately 809,800 parents that have children under the age of 18 were incarcerated in 2007. Adolescents of incarcerated parents tend to display certain types of internalizing and externalizing behaviors such as loneliness, depression, delinquency and hyperactivity which may make some individuals classify them as at risk youth. This is a concern to Youth Development Leaders because youth of incarcerated parents are a special group of young people that are overlooked. Many studies have been conducted that show mentoring programs have positive effectives on at risk youth but few studies have been conducted that investigate the effects of mentoring on adolescents with incarcerated parents. The purpose of this study is to evaluate the effectiveness of the youth development program We Stand for Kids from the parent’s perspective. A cross sectional quantitative survey approach will be used to collect data from 150 parents whose children are a part of the We Stand for Kids Program. This data will be used to determine the effectiveness of the program in terms of academic successful, behavior improvement, life skills acquired and how level of participation affects these outcomes.
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Reproductive Cloning: Ethical Analysis

The purpose of this presentation is to analyze the ethical dilemmas for introducing reproductive cloning in healthcare settings. Reproductive cloning would be a blessing for infertile couples and couples who have serious genetic disease and other situations where in vitro fertilization is not an option for fertilization. However, the impact of reproductive cloning on child is uncertain because it can produce positive or negative impact on child, family and society. Since reproductive cloning arises many ethical issues, it is important to analyze the issue carefully before its introduction for research and treatment.

The ethical analysis has done based on theory of three main ethical schools. They are utilitarian ethics, deontological ethics (rule based ethics), virtue based ethics. Utilitarian ethical school analyze ethics based on happiness of large number of people and believes that human being has the right to found family, right to benefit from scientific progress and has the right to the moral and material interests in one’s scientific invention. Therefore they like to forward the scientific invention for the happiness of the infertile couples. However, they do not accept reproductive cloning if it aggravates inequalities in genetic endowment and in wealth, undermine the already imperiled institutions of marriage. Rule based approach believes that people can use cloned child as a means to an end of their motives and develop a clone by using one's cell without one’s consent so it can disrupt the autonomy and privacy. Since reproductive cloning can be used for good and evil motives and the outcome of reproductive cloning seems to vary, deontological school of ethics is not supportive to reproductive cloning. Virtue based ethics analyzes with virtue of compassion, honesty, practical wisdom and non maleficence.

All the ethical approaches discussed in the presentation have its own benefits and drawbacks for addressing the issues. The multifaceted intrinsic quality approach used by the virtue based ethics found to be effective in analyzing reproductive cloning issues.
The Effect of Vitamin D Supplementation in Hormone Controlled Breast Cancer Patients

The purpose of the study is to understand the effect of Vitamin D supplementation in premenopausal hormone controlled breast cancer patients both in quality of life and life expectancy. Many researches have been conducted to understand the exact mechanism of breast cancer. Recent epidemiological, invitro and animal studies have caught the attention on a possible link between Vitamin D and cancer. Breast cancer patients have low level of Vitamin D. Many studies have found low levels of Vitamin D in breast cancer patients and breast cancer patients who have low amount of 25(OH) D have higher number of death and recurrence of disease. Vitamin D can exert anti-proliferative and pro-apoptic effect in the mammary cells. The relationship explains with the help of a theory. The theory is that the Vitamin D receptor (VDR) and its ligand 1, 25 D can regulate the gene expression that can maintain the quiescent and differentiated phenotype in cells. However, there is an optimum level of Vitamin D needed in order to activate the gene expression through VDR receptor. A narrative approach was used to identify the available research within the past six years that has studied the effect of Vitamin D supplementation in breast cancer patients. There have been six clinical trials done to assess the safety and effectiveness of Vitamin D supplementation in breast cancer patients. High dose supplementation that is 50,000 IU per week or 8,000 - 10,000 IU per day Calcitrol (D3) increase the 25 (OH) D significantly and dosage is found to be safe in breast cancer patients. Moreover, a significant increase in 25 (OH) D levels has helped to reduce joint pain and significant reduction in the number of pain sites. Another advantage of Vitamin D supplementation found by knight et.al is reduction of progesterone and estrogen levels in the blood. Moreover, Lin et.al (2007) proposed that Vitamin D is more effective in premenopausal women because of high insulin like growth factor and insulin like growth factor binding protein concentrations. We plan to objectively test our central hypothesis that is the relationship of Vitamin D supplementation of 10,000IU per day in premenopausal breast cancer patients and thereby obtain the objectives of this application by pursuing the following specific aims. To determine and validate the safety of Vitamin D3 10,000 IU/ in hormone controlled premenopausal breast cancer patients. To determine the comparative effect of pre-menopausal breast cancer patients who are taking Vitamin D3 10,000IU/day with Tamoxifen and patients who are taking Tamoxifen alone.
Self-efficacy and Academic Success: A Student Athlete Analysis

**Purpose:** This study investigated the relationship between general self-efficacy and academic success (self-reported cumulative GPR) amongst Division I Varsity Student Athletes

**Subjects:** 82 male and female varsity student athletes from a mid-sized, 4-year, public institution in the southeast region of the United States who competed during the fall 2010 season.

**Research Methodology:** Students were contacted via email and asked to take an online survey after reading a consent form. The survey consisted of demographic questions, questions regarding academics, as well as questions taken directly, with permission, from the General Self-Efficacy Scale created by Ralf Schwarzer and Matthias Jerusalem, (1995).

**Summary of Findings:** Participants demonstrated that there was not a significant relationship between self-efficacy and academic success as measured by cumulative GPR’s. However, the researchers were able to conclude that academic success and self-efficacy did affect each other from one semester to semester. The data also demonstrated that while one semester GPR affected self-efficacy there were also many other factors outside of academic success that affected self-efficacy.

**Conclusions/Implications:** Through an investigation related to academic success and self-efficacy, correlations finding significant data through specific demographics were not surprising to the researchers. Based on the review of literature conducted prior to the study, the lack of an established definition for academic success did not allow for a consistent look at the subject. For future research a consistent definition of academic success must be formulated. In order to develop further conclusions a longitudinal study would be useful in order to be able to see trends across semesters versus a single semester. The researchers would also recommend a larger sample in order to carry more rigorous analyses.
After-School Physical Activity Promotion Program and Research

The purpose of this project is to provide Clemson students with an opportunity to: 1) participate in a theory-based after-school health promotion program for elementary and middle school girls and 2) to assess the program’s impact on self-esteem, physical activity and body image satisfaction. For the past six semesters, approximately 10-15 Clemson Creative Inquiry students have participated in the coaching and/or evaluation of this project. Students have served as coaches to implement the curriculum, compile and analyze pre and post test questionnaires, and positive role models for the girls.

In Spring 2008, we partnered with Greenville Hospital System’s (GHS) “Girls on the Run” (GOTR) [http://www.girlsontherun.org](http://www.girlsontherun.org), an international non-profit disease prevention program. We began this partnership with two honors students who were our first GOTR coaches. We have offered GOTR for five seasons and to approximately 50 young girls in the Clemson area, many participating in two or more seasons.

Students began assisting GHS in their evaluation of their GOTR participants in Fall 2008 and have processed over 400 surveys. Students prepare pre- and post-surveys for data entry, enter the data into electronic spreadsheets, and prepare a summary report for GHS. Students develop skills in proper data management, data entry, analysis procedures, and report writing. Students have also assisted in the development of the data management process protocols use each semester and have trained fellow students in these procedures.
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Dept. of Applied Sociology and Anthropology

Health and Wellness: An Evaluation of a School-Based, Service Learning Project

The purpose of this evaluation is to make an assessment of the program and develop the program so that is can have outcome evaluations done in the future. A pre and post survey will be given to the children of the Middles schools from 4 counties: Pickens, Anderson, Greenville, and Oconee. Interviews will also be conducted on the stakeholders such as the teachers of the schools, the people funding the program, and people from USA Today. This will be done to assess the possible short term and long-term outcomes and desirable goals that the people want out of this pilot, service-learning endeavor. The end goal is to discover if the children benefited or will benefit from this program and be more knowledgeable about healthy eating habits, physical activity, and overall wellness.
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Youth Development Leadership Program

The Impact of a Residential Wellness Camp on Self efficacy, Autonomy and Content Knowledge for Zest Quest Students

In light of the increased occurrence of obesity among American children in recent years, many programs have come into existence to fight this dangerous trend. Successful programs could prove to be important factors in public health. There certainly exists the need for research to show which methods, alone and in combination, prove to be successful in improving the self-efficacy, autonomy and content knowledge regarding healthy habits among students, traits that have proven in many research articles to be indicative of behavior change. This study will look at measures of these traits among children who participate in Zest Quest, a children’s health initiative in Upstate South Carolina elementary schools. The study will compare these traits among Zest Quest students who attend a residential summer wellness camp (Zest Quest University) and those who do not attend the summer camp.
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Healthcare Genetics

Protein-Truncating Mutation in Cereblon Gene: Loss of Gene Function and Association with Autosomal Recessive Nonsyndromic Mental Retardation Using Bioinformatics Tools

Mental retardation (MR) is the most common developmental disorders in the United States. One-fourth of inherited MR cases are acquired by autosomal recessive inheritance. Autosomal recessive nonsyndromic mental retardation (ARNSMR) is associated with mild mental retardation, intelligence quotient of 50-70, with no syndromic features. Three proteins with protein-truncating mutations are currently implicated with ARNSMR: neurotrypsin, coiled-coil and C2domain-containing 1A, and cereblon (CRBN). A knowledge gap for ARNSMR exists due to heterogeneity and lack of clinical criteria by linkage analysis in one or more consanguineous families.

Purpose: Determine if protein-truncating mutation in CRBN results in loss of function and is associated with ARNSMR.

Organizing Framework: Bioinformatics tools illustrate powerful genomic resources.

Conclusion: CRBN expression is not localized to the brain, but found throughout tissues of the body, including blood components and the immune system. CRBN has a role in BK channels throughout the body with phenotypic effects in the brain. The phenotype has a more calcium sensitive BK channel due to association with mutated CRBN.

Clinical Relevance: Diseases associated with calcium sensitive BK channels include glioma formation, epilepsy and dyskinesia. Further studies are needed to distinguish the CRBN phenotype from these other diseases.
The Effects of Achievement Grouping in an Elementary Classroom

The purpose of this research is to evaluate the effects of achievement grouping in the elementary classroom. The study is to determine how the students feel about being placed into an advanced level class while most of their peers are in other classes. This will help determine how the students' academic behavior affects their social behaviors in and outside of the classroom.

This study included twenty-nine fourth grade students from two separate advanced mathematics classrooms, all from East End Elementary in Easley, SC. The students voluntarily participated in this study.

For this study I collected interviews from each student, as well as observations of student behaviors and interactions with peers. Each participant experienced a one-on-one interview in a private setting to obtain their views of the classroom environment and the effects of being a student in an advanced mathematics classroom. The data was obtained through recordings and note taking during interview sessions.

Throughout this research, most students proved to have an elitist attitude towards their peers because of their placement in advanced math and peers being in a regular mathematics classroom. Students also suggested that their peers outside of the advanced mathematics classrooms were indifferent to being placed in an advanced math class. Students also overwhelmingly decided that they enjoyed being in an advanced mathematics classroom because they find math challenging and want to learn more about it.

In conclusion, this research I found that students are more likely to enjoy being in an advanced mathematics classroom, because they feel a sense of power above their peers in other classrooms and their peers do not mind not being in an advanced mathematics classroom so no student feels left out. It seems that the implementation of achievement grouping in elementary school, particularly fourth grade, has helped these students in their academic endeavors. This research has proven that achievement or ability grouping can be beneficial to all students.
Justin Stepp (jsstepp@clemson.edu)
Youth Development Leadership Program

Process Evaluation of the GoalPOST Afterschool Program:
Goal Oriented Performance in Out-of School-Time

The purpose of this study is to explore the effectiveness and consistency of the GoalPOST afterschool program intervention across seven elementary schools in the Anderson 1 and Anderson 4 (SC) school districts. This process evaluation aims to determine if the afterschool program intervention is providing opportunities for youth participants to engage in activities that promote positive interaction with adults and peers, as well as offering opportunities for academic and physical development. Guiding questions include the following: 1) Is the GoalPOST program providing youth participants with the opportunity to develop supportive relationships with adults? 2) Is the GoalPOST program providing youth participants with the opportunity to develop supportive relationships with peers? 3) Is the GoalPOST program effectively providing students with engaging afterschool activities? 4) Is the GoalPOST program effectively providing youth participants with ample opportunities for cognitive growth? 5) Is the GoalPOST program effectively providing youth participants with opportunities to develop a Mastery Orientation? 6) Does the GoalPOST program provide youth participants with an appropriate program structure? 7) Does the GoalPOST program provide youth participants with an organized and chaos free program environment?
Student Leaders’ Decision-Making Regarding Alcohol Consumption

Purpose: Student leaders are not immune to the pressures to consume alcohol on college campuses. As influential members of their respective communities, student leaders are often overlooked as an at-risk group. This study sought to gain a deeper understanding on how the position of leadership impacts decision making processes as it relates to alcohol consumption.

Subjects: Six undergraduate students (four perceived female, two perceived males) who identified as a leader and who were elected, selected, or hired into their leadership positions on campus.

Research Methodology: Students were contacted via email by their organization’s advisors or supervisors and then contacted the research team to set up an individual interview. Students were not told in advance the focus of the study was decision-making regarding alcohol and were given the option at the end of the interviews to retract their answers. After completing the interviews, the researchers coded and analyzed the data for common themes.

Summary of Findings: The researchers found five themes regarding student leaders’ decisions about consuming alcohol: Image/Reputation, Internal Effects, External Effects, Peer Influence, & Decision-Making Process. Overall, participants knew their actions were influential and scrutinized by peers and organization members. Most participants noted harmful internal effects of alcohol consumption and how it could negatively affect relationships and images regarding their organizations. Peer influence was situational as there were different levels of support reported regarding alcohol consumption decisions. Participants articulated their roles as student leaders played a part in their decision-making about alcohol consumption; however, it was not the sole reason for choosing whether or not to drink alcohol.

Conclusions/Implications: Student leaders are impacted by alcohol consumption. Practitioners should continue to question how their student leaders define their role and how balance is struck between the identities of student, friend, and leader. This synthesis of identities can be achieved through developmental workshops, intentional group dialogues, and accountability of actions and behaviors. Further research is needed to understand decision-making processes of student leaders and examine how those leaders who choose to drink could better align their actions with the responsible decision-making that they have been taught.
The Clinical Effects of Diet and Nutrition in the 1st Six Months of Life on Body Mass Index (BMI): The Theoretical Effects from Metabolic Imprinting

**Purpose:** Evaluate the evidence using a literature review to describe the possible long-term clinical effects of diet and nutrition resulting from metabolic imprinting.

**Organizing Framework:** Metabolic imprinting can be defined as the long lasting effects of early nutritional experiences during a critical window in the early development. Diet and nutrition provide specific and measureable dose-response relationships between exposure and phenotypic outcomes that lasts until adulthood. One relationship is the epigenetic effects of diet and nutrition on BMI. This review of literature will examine the clinical evidence within this metabolic imprinting framework.

**Conclusions:** There is strong clinical support that diet and nutrition during the first six months of life may influence metabolic imprinting and future BMI. In a meta-analysis of 17 studies that met the inclusion criteria between 1966 and 2003, the risk of being overweight was reduced by 4% for each month of breastfeeding and the effect lasted until adulthood. The clinical evidence suggests there is a critical newborn window in which the diet affects adult BMI in a specific measurable dose-responsive outcome and lasts until adulthood, which is consistent with the definition of metabolic imprinting.

**Clinical Relevance:** Understanding the interaction of diet and nutrition with our epigenome to influence health and disease allows healthcare providers to tailor education focusing on early life nutritional habits. Establishing proper diet and nutrition in the 1st six months of life may help prevent an elevated BMI.
Transition to Motherhood

The overall goal of this research is to define the transition to motherhood. This new knowledge will be used to identify points of intervention to prevent negative outcomes after pregnancy, such as postpartum depression, child abuse, and neglect. This segment of research will contribute by exploring the relationship between women’s expectations and circumstances going into motherhood and the reality of their experiences. Five semi-structured interviews were conducted with new mothers. The interviews were voice-recorded and transcribed. The transcriptions were analyzed for recurring themes related to how women’s expectations and circumstances during the transition to motherhood affected the outcome of their pregnancies. The findings for the selected sample were inconclusive but further research using different populations will help provide a better understanding of the transition process.
Factors Influencing College Success in Mathematics (FICSMath) Project: Significant Pedagogies Used to Predict Performance in College Calculus

There is abundant evidence that many students in the United States are not adequately prepared for college Calculus. This is important because readiness for success in college Calculus is a known gatekeeper for success in STEM majors. The data used in this study was drawn from the Factors Influencing College Success in Mathematics (FICSMath) project, which focuses on finding evidence for effective strategies that prepare students for college Calculus success. Funded by the National Science Foundation (NSF #0813702), FICSMath is a large-scale study, from the Science Education Department at the Harvard-Smithsonian Center for Astrophysics, which surveyed a nationally representative sample of college students that were enrolled in single variable college Calculus courses in the fall semester of 2009. The purpose of the FICSMath study was to gain insight into what high school teachers did that had a significant impact on single variable college Calculus performance. The data came from students that were in two and four-year large, medium, and small colleges and universities across the nation that completed the FICSMath survey. Participating schools of higher-ed administered the 61-item FICSMath survey in the beginning of the fall semester of 2009. Single variable Calculus professors held the surveys until the end of the semester, at which time they recorded the grades earned, and then returned the surveys to Harvard University. The surveys included questions on students’ demographics, academics, and teacher practices from their last high school mathematics course. Two models were built that predict college Calculus performance; one was from secondary students in Pre-Calculus their senior year, and the other from students in any level of secondary Calculus their senior year. The dependent variable was performance in college Calculus and the independent variables were all of the pedagogical variables that aligned with components of the Four Component Instructional Design (4C/ID) model. This model was created by cognitive load theorists and has four distinct components. The support, procedure, learning task, and part-task components were placed together by van Merriënboer and other cognitive load researchers to assist with instruction of complex tasks and to enhance the likelihood of transfer of learning. For the Pre-Calculus model the predicted difference for those experiencing positive verses negative predictors was a total predicted difference of 19.9 points in college Calculus performance because of teachers’ pedagogical practices. This model was less predictive of future performance possibly because of the content gap between secondary Pre-Calculus and college Calculus. For the Calculus model the predicted difference for those experiencing positive verses negative predictors was 25.29 points in college Calculus performance because of teachers’ pedagogical practices. The 4C/ID model was modified to be the Secondary Pre-Calculus 3C/ID Model for College Calculus success, and the Secondary Calculus 3C/ID Model for College Calculus Success.
College Calculus Professors’ and Secondary Mathematics Teachers’ Views On Preparation for College Calculus

How to implement instruction to adequately prepare secondary students for college calculus is a concern to both college mathematics professors and secondary mathematics teachers. While both groups agree that rigorous instruction promotes mathematical understanding, they hold different opinions about how to optimally prepare high school students for single variable college calculus. The data used in this study was drawn from the Factors Influencing College Success in Mathematics (FICSMath) project, which focuses on finding evidence for effective strategies that prepare students for college calculus success. Funded by the National Science Foundation (NSF #0813702), FICSMath is a large-scale study, from the Science Education Department at the Harvard-Smithsonian Center for Astrophysics, which surveyed a nationally representative sample of college students that were enrolled in single variable college calculus courses in the fall semester of 2009. One particularly informative source for content validity for the FICSMath survey was the open-ended responses gathered from mathematics professors and secondary mathematics teachers across the nation, via an online survey. The mathematics professors were asked, “What do high school teachers need to be doing to prepare their students for college calculus success?” and the mathematics teachers were asked, “What are you doing that you think prepares students for college calculus success?” Phenomenographical analysis compared the variation between the mathematics professors and secondary mathematics teachers’ responses. There were eleven categories identified using open coding and inter rater reliability was computed at 74% using Cohen’s Kappa. The percent of statements from professors addressing algebra and pre-calculus content was significantly greater than teachers, and likewise the percent of statements from teachers addressing classroom environment and real world problems was significantly greater than professors. The largest category for both professors and teachers was assignments and assessments. Commonalities and disparities were investigated in each category. Mathematics professors believe that secondary mathematics teachers need to focus more on foundational content such as algebra and pre-calculus concepts while secondary mathematics teachers believe that teaching calculus provides students with opportunities to deepen their knowledge of previously learned mathematics. Professors also do not want teachers to focus on AP Calculus exam preparation but on the overarching concepts in secondary calculus. Teachers, on the other hand, use AP Calculus materials and previous exams to prepare their students to pass the AP Calculus exam. Professors believe teachers need to teach conceptually while teachers described different ways they focus on concepts, such as by connecting algebraic and graphic representations together. Professors believe that teachers allow students to be calculator dependent while teachers’ state that they limit student use of calculators and teach concepts with and without the calculator. Such research can aid in revealing how to better prepare students for college calculus success and areas that need better communication between professors and teachers.
Introduction: The student-athlete population is a special community on a University’s campus. Not only do these individuals compete in order to represent their “extended Tiger family”, they also compete with their own identity as students and athletes (Depres et al., 2008). Image cultivation usually takes place in favor of athletics, although the chances for future athletic careers are minimal, often times between one and nine percent depending on the sport (NCAA, 2011). This presentation will present results of a survey intended to uncover the reasons for skewed identity choices of student-athletes and their ability to convert athletic success into academic success on the basis of self-esteem and social confidence.

Methods: All 458 student-athletes (as of Fall 2010) of all sports at Clemson University have been contacted and invited to participate in the pilot study via an anonymous survey request. We examine the self-image of student-athletes in terms of preference for one of the two roles as students and athletes. The determining factors on the path of making this choice are isolated with the help of Rosenberg’s self-esteem scale, social confidence scale, and specific follow up questions connecting academic and athletic success to those standardized measures. A pattern of demographics, social support system and possible other different makers are being examined in the pursuit of understanding and negotiating the student-athlete’s role conflict.

Results: An approximate 20% of answer return was achieved. An overwhelming majority of the participants are female with an equal distribution of individual and team sports. The overall measure of self-esteem and level of confidence in social settings turned out positively. More than 80% of participants evaluate the idea of not being athletically involved as negative. Most people rated themselves and family as having the biggest and teachers as having the least impact on their feeling of self-worth. The impact of both athletic and academic success on the opposing role is one of motivation rather than complacency. Most individuals relate pride in their athletic success back to themselves whereas family is perceived to take most pride in their academic performances. 75% of the sample would introduce themselves as an athlete rather than a student at Clemson University.

Discussion: Some of the major results are mentioned above. However, an in depth analysis of the validity and the overall conclusion of the results is in the process of being conducted.
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Cerebral Venous Sinus Thrombosis Related to Oral Contraceptive and Factor V Leiden Mutation: Healthcare Genetics in Emergency Care Settings

**Purpose:** Empirical research has repeatedly found that oral contraceptives in young women with the factor V Leiden (FVL) mutation increase the relative risk of venous thromboembolism. The purpose of this study was to gain an understanding of how health care providers diagnose patients that present in an emergency department (ED) with a rare thromboembolic event. The study also explored when inherited and/or acquired thrombophilia conditions are considered a risk during the diagnosis and treatment.

**Methods:** A case-study approach was used, within the framework of healthcare genetics. It examined the process healthcare providers used to determine a patient’s emergent presentation had possible causation from an underlying genomic predisposition.

**Results:** The case study revealed the following pattern of discovery; diagnostic testing to identify cause of presenting symptoms, genetic testing for genetic risk factors for disease in the absence of typical risk factors, and analysis of patient history for environmental risks factors triggering the event.

**Conclusion:** This case study illustrated the need for healthcare providers in EDs to include a genetically sensitive assessment, recognize red flags and understand the implications of an individual’s genotype. ED health care providers need to recognize the risk of a genetic predisposition in order to expedite proper diagnostic testing and management. The case study illustrated early diagnosis and more importantly the underlying cause of FVL mutation and oral contraceptive interaction lead to appropriate therapy and a positive health outcome. Further research is needed to examine the application of a healthcare genetic assessment tool.
Sharing, Fairness, and the Role of Initiating Agents in the Ritual of Participatory Creativity in Common-Resource Planning, Community Development, and Self-Governance Processes

Land use, planning, community development, and self-governance are processes that involve many frameworks and at times different approaches, for example issues of fairness and ethics; common values and group cohesion; possible structures of organization; and contexts environmental, multiscalar, and political.

Diverse frameworks, agents, and agencies approach land use planning, community development, resource sharing, and self-governance from their own spheres. Examples of these various spheres of approaches include classical academic and philosophical treatises; current practice among various global development NGO’s and national political organizations; grassroots, intentional, utopian, and user-initiated communities; national and regional approaches including “radical planning”; private and real-estate interests, masterplanned-communities and planned-unit developments; and traditional planning agencies.

What is the relationship between these approaches? Are best practices in one reflected in the others? Are there conflicts and if so where, and what is the nature of that conflict?

Beyond these relationships is the question of the “initiating framer” or “initiating agent” in these initiatives. How much power does the initiating framer have? How often are the directions and results of land-use-planning, community-development, resource-sharing, and self-governance initiatives “predestined” or “previsioned” by the spin, bias, or intentions of the “initiating framer”? How often does this “process” of radical, participatory, community, group-mind, or community-creative planning result in the emergence of unexpected, unknown, unforeseen, and truly radical entities, directions, or solutions? What is the relationship between the intentions of the initiating framer(s) and the outcomes of the process?
Gang Involvement: From Risk Factors to Assets

Gang involvement and affiliation amongst male youth and adolescents is a problem across the United States. Within the state of North Carolina, Weisel & Howell (2007) observe that the city of Durham has a severe and extensive gang problem that is illustrated through the number of violent crimes, gang members and the community-wide prevalence and perception of gangs. Yet, Weisel & Howell (2007) point out that little to no official attention is given to the evident warning signs and symptoms of gang membership at the critical point of intervention to prevent youth and adolescents from gang affiliation and to remove youth already involved with gangs from them. The intent of this study is to understand the risk factors that serve as predictors or precursors of gang involvement within the family, peer, school and community developmental domains amongst youth and adolescents in Durham, North Carolina. To better understand the risk factors, multiple quantitative and qualitative methods of data collection will be utilized including surveys, assessments, case studies, phenomenological studies, focus groups, photo voice and audio-visual analysis. The relationship between risks factors of gang involvement in the family, peer, school and community domains to the Search Institute’s external assets of positive youth development, which serve as protective factors, will also be examined to initiate a community-wide initiative to collectively turn risk factors into assets. This study will explore the following research questions: (1) What are the risk factors for gang involvement of youth in Durham, North Carolina?; (2) What is the relationship between family domain risk factors for gang involvement and the external assets of positive youth development?; (3) What is the relationship between peer domain risk factors for gang involvement and the external assets of positive youth development?; (4) What is the relationship between school domain risk factors for gang involvement and the external assets of positive youth development?; and (5) What is the relationship between community domain risk factors for gang involvement and the external assets of positive youth development?
Investigating How Social Integration Influences Latino Students’ Success at One Institution

**Purpose:** This study reviewed the social integration process for Latino students at a Predominately White Institution (PWI) in the southeast. The aim was to understand the four factors studied and how they impacted students’ social transitioning phase. The factors studied included campus involvement, sense of belonging, faculty interaction and interpersonal connectedness. Through this study, the researchers hoped to learn how to better meet the needs of Latino students during their social integration period at the PWI.

**Subjects:** Twenty seven undergraduate Latino students and one graduate Latino/a student, who were currently enrolled in the PWI. Eleven were first-year students, three were sophomores, three were juniors, nine were seniors, one was a graduate student and one person was unknown. Nineteen participants were females and nine were males.

**Research Methodology:** Students were contacted via email from a staff member’s listserv as well as through a Latino focused social organization about the study being conducted. The survey consisted of multiple questions pertaining to the four factors mentioned above. After receiving completed surveys, the researchers employed a simple descriptive analysis. The study concluded with three one-on-one interviews with Latino students who volunteered to participate. The interviews were then transcribed, coded and thematically analyzed.

**Summary of Findings:** The survey revealed that 89% of respondents believed that both a sense of belonging and interpersonal connectedness increased their chance of graduating. Seventy-nine percent of respondents believed that faculty interactions outside the classroom increased their chance of graduating, while only 68% of respondents believed campus involvement increased their chance of graduating.

**Conclusions/Implications:** Creating easy access to academic support services helped the Latino student community to excel in the classroom. The researchers propose increasing opportunities for visibility of Latino students on campus. Examples of opportunities to increase visibility include providing a Latino student lounge, instituting a peer mentoring program that could potentially include local elementary, middle and high school students of Latino descent, and building a minority focused resource library. Taking steps to increase visibility would positively impact Latino students’ sense of belonging. This sense of belonging was almost unanimously rated the most important factor in retention and matriculation by study participants.
Efforts to reform teaching practices across the nation and world stress the importance of knowledge construction and deeper levels of understanding for students in secondary mathematics. It is important to take into account the current practices of teachers as well as the prior knowledge and background of students when implementing instructional changes through professional development. The aim of the proposed study involves two steps: 1) modification of an instructional cycle (IC) to better address the concerns and backgrounds of American students 2) analysis of changes in teacher beliefs and practices. A case study design will be implemented for secondary mathematics teachers in a Southeastern school district in the United States.

Possible findings from the study are:
1) Modifications to the IC model will incorporate contextual based problems, and
2) A transition of teacher beliefs that lead to changes in teacher practices.
**Improving Access via Telephone Management and Scheduling to Reduce ER Visits**

**Purpose:** To test strategies for increasing parent access to timely advice and treatment through better telephone management while reducing the need for non-urgent ER visits. HYPOTHESIS: The telephone is the primary gateway into an ambulatory care practice, and therefore the manner in which it is staffed and managed affects the occurrence of unplanned ER visits and satisfaction.

**Setting and Partners:** This study was conducted at a pediatric teaching practice with an annualized visit volume of 47,990 in 2010. Faculty physicians, nurse practitioners, RNs, LPNs, medical assistants, and laboratory personnel serve as permanent clinical staff, along with registration and business office personnel. The primary payer is Medicaid and approximately one-third to one-half of visits are by Spanish speaking patients and families.

**Methods:** An exploratory and descriptive approach was used to identify factors involved in telephone management of incoming calls, beginning first with sampling 10 random days of incoming telephone calls using a standardized data collection instrument. Day of week, time of day, purpose of the call, ethnicity of the caller, length of call, disposition, and staff type receiving the call were recorded by staff taking the call after relevant instrument testing and instruction. Interventions tested included: 1) Standardizing and increasing telephone triage staffing and advice; 2) Progressively recruiting and matching ethnicity and language competencies of staff to patient mix; 3) Implementing open access scheduling; 4) Empowering front office staff with instruction to schedule same-day appointments; 5) Decreasing time from initial contact to call-back by RNs; 6) Expanding practice hours to include 4 evening sessions; 7) Initiating follow-up calls to parents of children seen in the ER in the previous 24 hours; and 8) Upgrading telephone system to allow for more staff to answer incoming calls ‘live.’ As interventions were tested, data was simultaneously collected and trended for the number of ER visits by patients registered in the practice along with parent/patient satisfaction with measures of telephone contact: 1) Ease of scheduling your appointment; 2) Courtesy of person who scheduled your appointment; 3) helpfulness on the phone, and 4) Promptness in returning your call.

**Summary of Successes:** A sample of key finding includes-1) Total calls sampled days equaled 1717; 2) Aggregate staff time managing calls was 91 hours; 3) 52% of the calls were related to appointment scheduling & 27% were related to health/illness questions; 4) Ratio of calls to visits was 2:1; 5) 29% of the callers received a well-child scheduled appointment while on the line, 22% received a ‘sick’ appointment, and only 14% required a call-back by the RN; 6) RN call-back time was reduced from 1-3 hours to less than 30 minutes; 7) Well-child no-show rates decreased from 50% to 5%; and 6) ER visits decreased from 32% of practice volume in 2008 to 20% in 2010. Parent satisfaction exceeded 90% on most measures over the trended 2010 period.

**Implications:** Unscheduled non-urgent ER visits represents a disruption in continuity of care & potentially avoidable health system cost. This study explored the impact of one factor, improving telephone management, on the rate of ER visits. It yielded information for matching staffing to telephone demand. Follow-up with parents within 24 hours of ER contact is likely to yield more data on underlying causes of non-urgent ER visits for continuous improvement.
The Upstate Writing Project

The Upstate Writing Project (UWP) is a National Writing Project site, devoted to improving writing and learning for all learners in our nation’s schools. Following the model of “teachers teaching teachers,” the UWP provides customized professional development experiences through inservice programs for local schools and graduate coursework for teachers at all levels.

Writing is an essential skill in the 21st century, yet students continue to lack writing instruction in schools. In 2003, the National Commission on Writing concluded that writing was the “neglected r” in schools and urged educators to double the time spent writing in classrooms. In 2008, the Carnegie Corporation released *Writing Next*, a report that declared American schools are facing a “writing proficiency crisis” (p. 3). The Partnership for 21st Century Skills (2008) described writing as a skill “in particular demand in business and higher education,” but noted that few students reach proficiency in writing according to 2007 NAEP data (p. 8). The UWP works to promote research-based writing instruction in our schools.

Through an intensive one-month invitational summer institute, outstanding area teachers at all levels conduct a focused inquiry into an aspect of their writing instruction, using current research in the field to further examine their practices, and writing extensively to hone their craft. This select group of teachers may move into leadership roles, becoming teacher-consultants and sharing their practices with other teachers through inservice professional development, conference presentations, and journal articles. These teacher-consultants form the backbone of the UWP, developing and offering customized professional development focused on writing at K-12 schools throughout the region.

Partnership schools for 2010-2011 include: Belton Elementary School, Berea Elementary School, Duncan Chapel Elementary School, East North Street Academy of Mathematics and Science, Hollis Academy, Lake Forest Elementary School, Summit Drive Elementary School, Westcliffe Elementary School, Anderson 2 School District, and School District of Oconee.

The UWP serves teachers throughout the Upstate of South Carolina, and in 2009-2010, the UWP served an estimated 765 individual educators, with 16,271 educational contact hours. Of the 180 teacher-consultants that have been part of the Upstate Writing Project since 2001, over half currently assume leadership roles at their schools or in their districts. Research conducted by the UWP over the past three years suggests students at schools with a year-long inservice professional development program focused on writing outperform students at comparable schools on prompted writing assessments.
Inquiry in Motion: Transforming Math and Science Teaching & Learning
Center of Excellence for Inquiry in Mathematics & Science

The Inquiry in Motion (IIM) program is designed to assist math and science teachers increase the quantity and quality of inquiry-based instruction and engage their students in meaningful and thoughtful lessons that embrace national and state standards. Specifically, the goal of IIM is to increase student achievement by improving math and science teaching through sustained professional development supported by three structures: the 4E x 2 Instructional Model, an interactive webtool containing exemplar lessons, and the Electronic Quality of Inquiry Protocol (EQUIP), an observational protocol specific to inquiry-based instruction.

Currently, over 30 math and science teachers from seven middle schools representing three school districts within upstate South Carolina are participating in the Inquiry in Motion project. Participants meet for two weeks in the summer to observe best practices and collaborate in designing exemplar lessons that follow the 4E x 2 Instructional Model. This model emphasizes formative assessment and teacher reflection throughout four stages of an inquiry-based lesson in which students engage, explore, explain, and extend. During the school year, four classroom observations are conducted on each participant, and the quality of their lessons is then evaluated on instructional, discourse, assessment, and curriculum factors using the EQUIP. Support is provided to participants during the school year through in-class observations, co-teaching, and follow-up meetings. Teachers can also participate in a second year initiative that seeks to develop and sustain effective inquiry-based instruction within their schools. The initiative engages teachers in a leadership skills program that encourages continuing use of the 4E x 2 model and serving as mentors to other teachers within their building who wish to implement the model as well. These teachers receive support throughout the school year in reflecting on instructional practice, posting student work samples to the Inquiry in Motion website, and in planning professional development for other teachers.

To date, evidence has shown the students of the participating teachers outperform other students in their school and district and other students throughout the country who are matched on several criteria. Further results show that a higher level on inquiry-based instruction, as measured using EQUIP, is strongly correlated with increased student achievement. One perhaps surprising finding is that more time spent on explaining ideas in the classroom is negatively correlated with achievement, while more time spent on student exploration of ideas is positively correlated with achievement.

Support for the Inquiry in Motion project has been provided by Clemson University, the SC Commission on Higher Education, the National Science Foundation, as well as Greenville County Schools, Oconee County Schools, and Anderson School District 5.
Equity and education finance in South Carolina are important issues for several reasons. First, the distribution of wealth as measured by property values differs substantially across the state, influencing the amount of local funding available for education in each district. Second, there are significant differences in educational outcomes between African American and White students in the state (S.C. Department of Education, 2010) as well as between African American students in low minority, moderately minority, and high minority districts. Lastly, the state’s minority population varies considerably with some districts having minority enrollments greater than 90%.

In South Carolina, both state and federal revenue is used to supplement local education funding (Ulbrich & Saltzman, 2009). However, data from the South Carolina Department of Education (2009) show that the distribution of revenue per pupil still varies considerably by districts as well as by racial composition of the districts with the 14 heavily minority districts receiving more funding.

Even though there is more overall revenue per pupil in the higher minority districts, substantial federal support in these areas generally targets specific programs for low-income and disadvantaged students (Ulbrich & Saltzman, 2009). This focus on programmatic interventions may or may not affect the ability of these additional funds to impact outcome disparities.

These findings, especially measured at a single point in time, are limited to demonstrating that no glaring negative disparities in funding exist based on minority concentrations in South Carolina school districts. However, these results, especially given that they simply indicate a reduced likelihood that funding inequalities are to blame for disparate outcomes, should encourage both researchers and policy makers to seek answers as to why these outcome gaps still exist.

References


Purpose: The purpose of this research project is to examine play therapy as an intervention strategy for schools serving students from impoverished families. The project evolved from research conducted as part of a fall 2010 doctoral seminar on poverty and education at the Eugene T. Moore School of Education. In addition to studying the incidence and types of poverty in the U.S., doctoral students researched and identified effective instructional and intervention strategies for children living in poverty. Play therapy, under the supervision and guidance of trained play therapists, emerged as a particularly promising strategy for reducing the negative effects of poverty among many in this population. This poster addresses the research question: How can play therapy be utilized as an effective and appropriate intervention strategy in schools serving impoverished students? Theoretical underpinnings of play therapy, appropriate applications of play therapy in elementary and middle school settings, and affective and academic needs of students in poverty are presented.

Relevant Contribution to Issues in the 21st Century: The rate of poverty in the United States rose in recent years to a rate of 1 in 7 individuals and 1 in 5 children (US Census Bureau, 2010). The recession of 2008 has contributed to the rising rate of poverty, as more families find themselves in situational poverty. While chronic or generational poverty is a major problem in South Carolina and the Southeast, the national rate of situational poverty also has risen dramatically in recent years. Many schools in the U. S. are confronting the affective and academic needs of P-12 students in diverse school settings. From the research literature, specific developmental and academic needs common to students living in poverty include language and cognitive delays, limited vocabularies, and more difficulty in expressing ideas, feelings and needs. Contemporary research on poverty and education include such names as Duncan & Brooks-Gunn, 1997; Duncan, Yeung, Brooks-Gunn, & Smith, 1998; Repetti, Taylor & Seeman, 2002; Rank, 2005; Moglin & Gordis, 2000, all of which were included in the study of education and poverty.

List of Collaborators/Partners: In the study of poverty and the schools, collaborations were formed with the National Dropout Prevention Center, the Center for Excellence in Poverty Education and the Richardson Center for Child Development at Francis Marion University.

Summary: The academic and affective needs of students living in poverty deserve increased attention in terms of both research and developmentally appropriate applications. The use of play therapy is one means of addressing the developmental and academic needs of these students. Play therapy must be used under the supervision and guidance of a trained play therapist who works in collaboration with professionals in the school to provide focused attention and support for students who may benefit from supportive means of learning.
Center for Research and Collaborative Activities (CRCA): Ways We Can Help You

**Purpose:** The mission of the CRCA is to facilitate and support research and collaborative activities among faculty and staff in the college of Health, Education, and Human Development (HEHD). Our overall goal is to increase the research infrastructure in HEHD, and our objectives include: (1) Increasing research productivity in HEHD; (2) Promoting a collaborative research environment; and (3) Supporting HEHD research initiatives.

**Relevant Contributions:** Our functions encompass a broad range of services that generally fall into three areas:

**Grants:**
- Locate funding opportunities for faculty
- Assist with proposal preparation
- Develop grant budgets
- Review grant for compliance with funder specifications and university policies
- Provide design and analysis consultation for grant proposals
- Complete electronic submission
- Assist with post-award grant budgets and management
- Maintain grant tracking system

**Research and Scholarship:**
- Provide research design and statistics consultation
- Assist with SPSS database setup
- Conduct data searches
- Review manuscripts

**Professional Development:**
- Host monthly workshops
- Host summer grant writing workshop
- Host new faculty orientation workshop

**Target Audience/Collaborators:** CRCA works with any HEHD faculty and staff member.

**Summary of Successes:** The CRCA processed over 120 grants from HEHD faculty in FY 09-10. In addition to providing grant submission support, we have provided support in all of the activities listed above, including other grant-related services, research and scholarship support, and professional development.
Career and Technical Education (CTE) Participants vs. Non-CTE Participants:  
A Comparison from Student Survey Findings

The National Dropout Prevention Center is conducting a five-year study of South Carolina’s Education and Economic Development Act (EEDA) of 2005. The EEDA is a state-mandated school reform model designed to improve student achievement and preparedness for post-secondary education and/or high skill/high wage jobs. Our study is designed to assess the extent to which a statewide reform mandate like the EEDA facilitates the creation of quality career pathways/programs of study (POS) and whether these POS impact students’ engagement, achievement, and transition to postsecondary education and/or employment. To explore these issues, the study team is following three student cohorts from a sample of 8 high schools from economically and culturally diverse regions of South Carolina. One aspect of research interest is an exploration of whether various subgroups of students may be experiencing this career pathways–focused policy in different ways.

To gather perspectives of students on this policy initiative, a survey was given to 1455 members of the Class of 2011 at the 8 sample schools in the fall of 2009 to obtain information about their sophomore year. The survey included questions regarding majors and career clusters, post-high school planning, and school engagement. We are interested in exploring differences in reported experiences with various career-related activities between students who reported taking vocational/career/technical courses (such as culinary arts, cosmetology, or health science courses) and those who reported that they had not taken these types of courses. Seventy-one percent of students reported taking at least one of these courses and were classified as CTE participants, while 29% of students reported taking none of these courses and were classified as non-CTE participants.

A majority of the survey responses for the CTE participant and non-CTE participant groups were similar, but several significant differences in the survey responses of these groups were identified. These differences included whether or not the student had selected a career cluster, subsequent attitudes about school, participation in select work-based learning experiences, and participation in activities to identify jobs and careers of interest. These differences may indicate differing levels of exposure of students to the policy in different programs at the school, which is important for policymakers to know when assessing policy implementation.