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

Spring 2012

April 19, 2012
1:30 pm – 4:00 pm
Hendrix Student Center

CLEMSON UNIVERSITY
WELCOME

Each spring as we near the due date to register for our HEHD Research Forum, I survey our numbers with hope and fear. Who will come? Will faculty, staff, and students make time in their busy April schedules to stop for a moment and share the good work that’s being done? Well, the answer is YES. The level of participation in the College of Health, Education, and Human Development’s 2012 Spring Research Forum is inspiring!

The Forum is our entity for college-wide engagement in research activities. Our sharing through faculty-led roundtables in the Fall Forum and the poster presentations during the Spring Forum celebrate and communicate the important work we do.

Our many thanks go to Katharine ‘Katy’ Bayless for sharing her insights and expertise with us this spring. Her session on “Building Relationships and Facilitating Communication with Potential Funding Sources/Contacts in Washington, D.C.” is destined to be an important research tool for our college.

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

- Susie McGhee  Administrative Assistant – Associate Deans’ Office
- Karin Emmons  Media Resources Specialist – Department of PRTM
- Bobbi Curry  Business Manager – Department of PRTM
- Michelle Marchesse  HEHD Learning Resource Center
- Martie Thompson  HEHD Center for Research and Collaborative Activities
- Virginia Baird  HEHD Center for Research and Collaborative Activities
- Betsy Clements  HEHD Center for Research and Collaborative Activities
- Amy Merck  HEHD Center for Research and Collaborative Activities
- Student Support  Cindy Hartman, De Morris Walker, Brad Bradley, Merritt Gantt, and Taryn Smith

2011 – 2012 HEHD Research Committee

- Lynne Cory  Department of Parks, Recreation, and Tourism Management
- Sam Drew  National Dropout Prevention Center
- David Fleming  Eugene T. Moore School of Education
- Amy Milsom  Eugene T. Moore School of Education
- Shirley Timmons  School of Nursing
- Khoa Truong  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. This is an important event for our College that allows us to promote creativity and innovation as well as showcase our research over the past year. It is a great learning environment for all of us.

Although higher education should be in a constant state of moving forward, we now find ourselves in a state of change that is unprecedented, at least during my 35+ years in higher education. Our traditional assumptions about higher education are being challenged. We are trying to create a more effective system while we are simultaneously seeking to define or re-define its goals and expectations. This is a difficult process but we must continue to be open to new thoughts and ideas and we must continue to experiment with new ways of conducting our activities. Our creativity and innovative spirit must prevail as we embrace our future.

I am proud of our faculty, staff, and students. Together, we continue to move forward and challenge old paradigms that no longer apply in today’s society. Further, we are accountable for our efforts today and our impact upon tomorrow. Opportunities abound for our College as we apply our expertise in making a difference in these very challenging times. I hope you’ll take advantage of our HEHD Research Forum to continue to foster your creative ideas through collegial conversations.

Our College addresses some of the most critical issues facing society. Certainly major questions remain related to health, education, family functioning, lifestyle, conservation, higher education, and a host of other environmental and 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
Featured Speaker

Katy Bayless  
Director of Federal Relations, Clemson University

"Building Relationships and Facilitating Communication with Potential Funding Sources/Contacts in Washington, D.C."

Katy Bayless (Bayless@clemson.edu) graduated from Clemson University in 2006 with a Bachelor of Science degree in Marketing. During her time at Clemson, Bayless served as Student Body Vice President, Student Body President, and co-founded the state’s first student based advocacy group – the South Carolina State Student Association (SCSSA) which represents over 80,000 students from across the state. After graduation, Bayless took a job with the Dow Chemical Corporation in Midland, Michigan as part of the Commercial Development Program where she spent time in sales, marketing, and customer service. In 2007, Bayless was promoted to account manager covering Basic Plastics for North America. While she greatly enjoyed her time at Dow Chemical, her heart was set on Governmental Relations, and in 2009 Bayless accepted a position as Director of Federal Relations for Clemson University and subsequently opened the first federal relations office for Clemson located in Washington, DC.

Serving in this capacity, Bayless operates as the University’s primary point of contact with the South Carolina Congressional Delegation as well as other Representatives on Capitol Hill. Bayless also targets federal funding opportunities for over a dozen of Clemson’s research initiatives by focusing on federal agencies such as the Department of Defense, the Department of Energy, the Department of Agriculture, the National Science Foundation, Department of Transportation, and the National Institutes of Health. In addition to her federal relations position, Bayless recently accepted the role of Assistant Director of State Relations and assists in executing Clemson’s state relations strategy in Columbia, SC. In 2011, Bayless was elected to a three year term on the Executive Committee of the Governmental Affairs Council for the Association of Public and Land Grant Universities which represents over 200 institutions across the nation.
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)
Shirley Timmons
School of Nursing representative, HEHD Research Committee

3:00 - 4:00 p.m.  FEATURED SPEAKER
Hendrix Student Center - McKissick Theater

Katy Bayless
Director of Federal Relations, Clemson University

THANK YOU FOR YOUR PARTICIPATION IN THE SPRING 2012 HEHD RESEARCH FORUM
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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](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 19, 2012 – Hendrix Student Center
Roxanne Amerson (roxanna@clemson.edu)
School of Nursing

Wade Livingston (livings@clemson.edu)
Leadership, Counseling, and Human & Organizational Development

Reflexive Photography as an Alternative Method for Documenting the Learning Process of Cultural Competence

The Cultural Competence and Confidence (CCC) Model by Jeffreys (2010) attempts to “explain, describe, or predict the phenomenon of developing cultural competence.” Cultural competence is a multidimensional learning process that involves three dimensions: cognitive, practical, and affective. Transcultural self-efficacy develops as nurses apply transcultural skills from all three dimensions. As part of an international study in Guatemala, students conducted family and community assessments; visited a local hospital; engaged in home visits; and provided health education using a “promotora” concept. The purpose of this qualitative study was to develop new insight into the learning dimensions and how the environmental context of a study abroad experience influences the development of cultural competence with baccalaureate nursing students. Data collection utilized reflexive photography and personal interviews with a purposive sample of 10 senior-level nursing students. Reflexive photography is an innovative qualitative research technique which focuses on the individual-environment interaction with participants reflecting on personal experiences and capturing photographic images which they believe illustrate their perceptions. Each student provided the researcher with a minimum of 10 photographs and participated in an interview to discuss their photographs. Additional sources of information included the students’ project binder, a video produced by one the students, pre-trip essays written by the students, end-of-course evaluations, and participant-observation notes by the researcher. Photographs, transcripts, and documents were analyzed to identify relevant themes related to how students developed in the dimensions of cultural competence. In the cognitive dimension, students engaged in learning about spiritual beliefs, health beliefs and practices, gender roles, environmental issues, and daily life routines which impact family health. In the practical dimension, students established personal relationships, gained experience with patient teaching, and developed client-specific communication strategies. In the affective dimension, students developed self-awareness about religious beliefs, acquired respect and appreciation of a different culture, and acknowledged their own privileges in life. Transcultural self-efficacy was increased through teaching others of a different culture and making home visits. Reflexive photography provided a more robust vehicle for self-reflection than traditional, written journals. Students indicated that reflecting on the photographs required them to think more deeply about the meaning that was attached to the event. Therefore not only is reflexive photography an innovative research method, but it is also an excellent strategy for teaching students through self-reflection.
Improving Hypertension Self-Management through Peer-Led Interventions

**Purpose:** The purpose of this study is to improve the ability of those over 60 years of age to self-manage their hypertension.

**Methods:** Eighty-five older, rural residents participated in an educational program delivered by trained volunteers in small groups meeting weekly for eight weeks; many also participated in additional classes in physical activity and nutrition and support groups. To date, we have analyzed complete data sets collected with a Health Risk Appraisal administered at baseline and at 16 weeks from 64 participants.

**Results:** A higher number of participants are reporting forward movement into the action or maintenance (A-M) stage of change for several behaviors: 6.0% increase to A-M for not smoking, 15.9% increase to A-M for handling stress well, 11.8% increase to A-M for physical activity, 26.9% increase to A-M for practicing good eating habits, 24.7% increase to A-M for living an overall healthy lifestyle, and 26.0% increase to A-M for losing weight or maintaining a healthy weight. We have observed positive changes in the proportion who report: aerobic exercise five or more days per week (12.0%), coping with stress well (16.2%), eating five or more servings of fruits/vegetables per day (21.1%), and eating low fat foods (20.7%). Lastly, we are seeing decreases in systolic BP, weight/BMI/waist circumference, and fasting triglycerides and glucose; some of these decreases are more dramatic by sex. The moderating effect of sex will be examined for this presentation.

**Conclusions:** Hypertension prevention and control remains a public health challenge and self-management is the primary means to overcome this challenge. The use of trained indigenous volunteers to deliver hypertension self-management programming is a promising community-based approach for reaching the Healthy People 2020 goal of increasing by 40% the proportion of people diagnosed with hypertension who are successfully controlling blood pressure.
In Their Voices: The Experiences of Postsecondary Students with LD and/or ADHD

Students with learning disabilities (LD)/ADHD experience difficulties with academics and social-emotional levels that persist into adulthood. They attend postsecondary institutions at a lower rate than their peers without disabilities. They are unlikely to seek help for disability related needs due to a desire to remain anonymous and belief that assistance will not be helpful.

The purpose of this study was to investigate the school experiences of postsecondary students with LD/ADHD related to their disability and how their disability has impacted their lives and relationships. Six postsecondary students with LD/ADHD were recruited to participate in this study through Student Disability Services. Participants included five undergraduate students and one graduate student. Participants completed three oral history interviews about their experiences with LD/ADHD related to schooling and personal relationships.

Preliminary results indicate the students’ school experiences changed between high school and enrollment in college. Most students believed they were able to get by in high school with average grades. Many reported believing that they just struggled in a particular content area. Once enrolled in college many students began to experience increased difficulties in their coursework, resulting in poor grades, dropped courses, and academic probation. In addition, students reported being impacted by their disability in daily life, work, and relationships. Specifically, students discussed the amount of time it takes them to complete tasks and difficulties in social situations (e.g., following a conversation). The results also suggest that the social-emotional struggles related to the students’ disability were more significant in their lives than the academic difficulties.

The results from this study add to the literature on postsecondary students with LD and/or ADHD. It allows researchers and educators to better understand the experiences of these students. Understanding students’ experiences will allow researchers and educators to develop and modify interventions to better meet students’ needs, thus making them more effective and increasing outcomes for students.

This project was partially supported by the Creative Inquiry program.
Nancy Meehan, PhD, RN (nmeehan@clemson.edu)  
Melissa Garwood (mmarsh@clemson.edu)  
Lauren Rhodes (lnrhode@clemson.edu)  
Casey Gooden (cgooden@clemson.edu)  
Brittany Watson (bnw@clemson.edu)  
Lisa Jennings (ljennin@clemson.edu)  
Taj Heyward (theywar@clemson.edu)  
School of Nursing

Roy Pargas (teech@clemson.edu)  
Kevin Vandermolen (krvande@clemson.edu)  
Christian Weeks (caweeks@clemson.edu)  
Computer Science

Nancy Parra (nparra@clemson.edu)  
Language and International Health

Gale McCall (galem@clemson.edu)  
Health Science

Ben Velky (bvelky@clemson.edu)  
Biological Sciences

**Learn EHR with TeachEHR**

Our creative inquiry team aims to teach electronic documentation skills in an educational setting. This year, our team focused on teaching the Medication Administration Record (MAR) 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; therefore it is crucial that students become familiar with electronic charting. Our system contains features that healthcare professionals have to be familiar with while using commercial EHR systems. The MAR portion enables students to practice entering patient data regarding various aspects of medication dispensing, including dosage, frequency, and the method by which it was given. To ensure patient safety, it is vital to note all aspects of medication administration. We are currently collaborating to make TeachEHR compatible with Medication Dispense Systems.
A Retrospective Study of the Incidence and Location of Cardiac Arrest at Bon Secours St Francis Hospital (downtown), Greenville SC Evaluating Response Time and Survival from a Cardiopulmonary Arrest

Whitcomb, J. Ph.D, RN, CCRN, FCCM, Bergum, J.MSN, RN, CCRN, Wadsworth, P.SN, Flehan, A.SN, Duncan, E.SN, Easler, A.SN, Echols, L. SN

Introduction/Background: Cardiopulmonary arrest is a major health problem claiming 350,000 to 450,000 lives per year in the United States. The science has demonstrated that early defibrillation, within in the first 1-2 minutes, increases survivability from a lethal shockable rhythm. (Page R.L., Joglar, A. J., Kowal, R. C., 2000). The adoption of a new standard of care or health care technology needs to be evaluated based on patient outcomes. The first step in evaluating a change of practice is to describe clinical outcomes before the change. The purpose of this preliminary study is to describe clinical characteristics of cardiac resuscitative events associated with “Code Blue” team response. Using a retrospective medical record review from charts of patients who received Code Blue resuscitative interventions for the previous 48 months and as a secondary purpose, compare documentation transition from a paper system to an electronic documentation method using Connect care.

Specific Aims:
1. Describe patient demographics, cardiac risk factors, and physical location associated with sudden cardiac resuscitative events.
2. Describe the percent of code blue patients with convertible rhythms.
3. Describe the length of time between key code blue sequences.
4. Describe the percent survivability of code blue patients.
5. Describe the location of cardiopulmonary arrest at Bon Secours St Francis (Downtown) Greenville.

Methods: A retrospective review of cardiac arrest records from the past 48 months of those who experienced an in-hospital cardiac arrest that required the activation of the Code Blue Team.

Statistical Analysis: Non-comparative descriptive statistics will be used in the data analysis. Frequency counts analyzed as percent sample characteristics and mean response times will be the major units of analysis

Results: 202 documented codes were reviewed. 53% (n=107) were between the ages of 66-80, gender was 49% (n=99) males and 51% (n=103) females. The Intensive Care Unit (ICU) had 25.7% (n=52) of the cardiac arrest, followed by Coronary Care Unit (CCU) with 12.4% (n=25). Pulseless Electrical Activity (PEA) was seen in 25.7% (n=52) of the cases followed by asystole with 22.8% (n=46). Length of arrest was 15-30 minutes in 34.2% (n=69) survival from arrest was 46.5% (n=94) with a survival to discharge of 20.3% (n=41). There was a positive correlation (p=0.005) in those taking daily ASA 35.6% (n=72) and survival to discharge, as well as a positive correlation to length of code (p=0.01). There was a negative correlation to age and length of code. (p=0.01). The average time to starting CPR was 1.81 minutes and the average first shock time of 3.23 minutes.

Implications: This study is in line with TJC current Performance Measurement Initiative: Sudden Cardiac Arrest Initiative projected to finish in February 2012. Changes were implemented in this facilities’ documentation system based on these findings.
Strategic Development for Multiplication in Low-achieving, Average-achieving and High-achieving Students

The present study investigated the differences in strategy use between low-achieving, average-achieving and high-achieving students when solving different multiplication problems. Nineteen high-achieving students, 48 average-achieving students, and 17 low-achieving students participated in this study. All participants were asked to complete three different multiplication probes, and to explain how they solved these problems. Results suggested that low-achieving students used as many types of strategies as normal-achieving students. However, low-achieving students used intuitive strategies more frequently than average-achieving students, and used advanced strategies less frequently than average-achieving students. Results also found that high-achieving students demonstrated greater flexibility in problem-solving.
The New Workforce: Closing the Gap Between Baby Boomer or Generation X Supervisors and Millennial Interns’ Workplace Expectations

Purpose: There is a perceived dissonance between the workplace expectations of Millennials and older generations, such as the Baby Boomers and Generation Xers. Through this study, the researchers hope to help decrease the discord between the expectations of these multiple generations in the workplace. Thereby both supervisors and incoming Millennial employees will have an understanding of each others’ values and characteristics, making a more cohesive work environment, ultimately forming “the new workforce.”

Subjects: The participants of this study were Millennial student interns (born between 1982-2004), Generation X (born between 1961-1981) supervisors, and Baby Boomer (born between 1943-1980) supervisors.

Research Methodology: Two parallel surveys were distributed via e-mail to the study participants selected by convenience sample.

Summary of Findings: Data analysis discovered there is a statistically significant difference between the workplace expectations of the sample groups.

Conclusions/Implications: The presence of multiple generations leads to a dissonance between supervisor and Millennial workplace expectations. The researchers found that the assumptions based on the literature and the participants’ responses were not always consistent, specifically the questions regarding expectations of group collaboration and preferred communication styles. While much of the literature indicates that Millennials should prefer group collaboration, the supervisor responses favored collaboration more than those of the interns. Although the results of this study show support for differences in expectations between intern and supervisor responses, several limitations exist that should be considered when interpreting the findings. A future qualitative study that includes focus groups and semi-structured interviews could lend to greater depth of understanding of workplace expectations. Future research could also be conducted on workplace preferences. Repeating the study with a focus on different demographic information such as institution size and type, geographical location, nationality, and field choice could increase the understanding of the complexity of workplace expectations.
Young-joo Ahn (yah@clemson.edu)
Department of Parks, Recreation and Tourism Management

**Turning Point Events among First Generation Korean Older Adults**

People experience small and big events across the life course. These external events may change the self and the accumulated experience of life events shape personal identity. According to Wheaton and Gotlib (1997), the life course is not a straight path, but has a trajectory or trajectories and turning points. Specifically, the most significant life events people experience across the normal life course may be entering school, graduation, taking a job, getting married, having children, the death of a parent(s) and significant ones, and retirement. Some abnormal life events may be getting divorced, getting sick, unforeseen accidents, being abused, job loss, immigration or business failure. These significant events become point events which change a life transition and also are called turning point events. Few studies about first generation Korean older adults have investigated what turning point events older adults experience over time how the significant event change older adults’ lives. The purpose of this research is to explore turning point events throughout the life course. This study chose first generation older Korean Americans.

The qualitative methods of semi-structured interviews with the Retrospective Interview Technique (RIT) were chosen. Grounded theory analysis is chosen to maximize opportunities to compare the collected data and uncover various categories of turning point events. Grounded theory explores the process and change over time and asks participants, “What is going on here?” and to learn from participants how to understand a process or a situation (Richards & Morse, 2007). The key goal is to develop new theoretical concepts from the data and understand the core concepts. New theoretical concepts from the data can also provide new domains or new concepts to an existing theory (Strauss & Corbin, 1998).

The participants in the present study consist of a purposeful sampling of 32 older Korean immigrants living in the Korean communities in Doraville, Duluth, and Atlanta in Georgia due to geographical advantage. In order to recruit information-rich participants, the criteria-based selection reflects the purpose of study and leads the researcher to identify information-rich participants. Therefore, participants will be chosen based on age, gender, and 5 years since immigration, attendance of senior schools and diversity of living arrangements (e.g., types of a housing and residential area).

The finding indicated that immigration to the U.S. was the most frequently reported turning point events. Having illness, getting married, Spouses’ illness, widowhood, business failure, retirement, taking care of grandchildren, and recognizing changes because of aging were also turning point events. This study will contribute to the literature by examining factors influencing life changes and providing specific information of turning point events that shape their personal identity. Turning point perspective allows us to understand the changes over time based on a personal history.
Nursing 415 Educational Presentation on Self Respect and Hygiene

The purpose of this project was to identify the greatest need of the Centerville Elementary School children and their families. A group consisting of ten senior nursing students collaborated with the administration of Centerville Elementary through meetings to decide on which topic was of most concern. Through collaboration the decision was made to conduct a presentation for the fifth grade population on body hygiene and self esteem. At that point we formed two groups of five, one group for girls and the other for boys. Through several meetings and group discussions we decided to use interactive posters, discussions, and skits to educate the fifth graders. An emphasis was made to shape our communication and interactive tools to a fifth grade level. Two twenty-minute presentations were given with an interactive discussion after each presentation. The students seemed to learn from the presentation and also seemed to enjoy them.
Problem: As social violence, child abuse, and general instability increase across the globe, so does the need for emergent and third world institutionalized childcare in the form of orphanages. What does this mean for youth raised in an underfunded institutionalized setting, where research shows institutionalization negatively impacts aspects of child development and functioning (Tulviste, 2010)? It means negative youth outcomes. These youth often return to the streets focused on surviving, not thriving, and cyclically contribute to social violence, child abuse, and general instability across the globe. Due to lack of funding, there are few intentional programs promoting resiliency in this demographic.

Purpose: This mixed methods study intends to measure individual, relational and contextual resiliency factors in institutionalized youth before and after a 10 week group based intervention named Operation Phoenix and modeled after Family Solutions for Youth at Risk (Quinn, 2004). If a positive correlation is found between youth resilience scores and the 10-week group intervention, a model of group intervention promoting positive youth outcomes for institutionalized youth across cultures can be developed, focusing on third world and emergent orphanages with limited funding.

Subjects: 27 institutionalized youth ages 14 and above placed at the Davis Lar Orphanage in Fortaleza, Brazil, due to abuse, exploitation, abandonment or neglect are currently participating in the study. They have been separated into two groups based upon gender, male and female.

Methodology: Quantitative analysis will be accomplished using the Child and Youth Resilience Measure (CYRM)-28, a 28 item Likert scale questionnaire developed by the Resilience Research Centre (2009). Concurrently, qualitative interviews using catalyst questioning, and subsequent coding, will enable researchers to hear the first hand opinions of these youth, validating outcomes of the CYRM.

Questions: This study acknowledges the lack of systematic empirical studies assessing the improvement of resiliency factors in emergent and third-world institutionalized youth, and intends to answer the following questions: Will directed group interaction promoting positive youth development and life skills improve individual, relational and contextual resiliency factors in institutionalized youth in emergent and third world orphanages? Can a model be designed that will improve resiliency factors in institutionalized youth across cultures?
Just Tri: Examining the Transformative Experiences of Women Amputees Who Participate in Paratriathlons

The purpose of the study is to examine transformative experiences of women amputees who participate in paratriathlons. Women amputees can experience difficulty in accepting their disability, which in turn may lead to decreases in life satisfaction.

The study design is qualitative and uses a phenomenological approach. Participants were five women (ages 21-35) who had acquired or traumatic lower limb amputations. Data were collected in the summer of 2011 at a paratriathlon training camp in the northern region of the United States. Using semi-structured interviews, the study examined transformative experiences of women amputees who participate in paratriathlons specifically focusing on the participants lived experiences related to (a) athletic history prior to the amputation, (b) participation in a paratriathlon training camp, and (c) the generalization of lessons learned at the camp to other contexts of their lives. Data were transcribed and analyzed through coding of recurrent key words and phrases that resulted in emergent themes and subthemes.

Emergent themes included (a) athletic history as a basis for self-identity, (b) effects of the amputation on life satisfaction, and (c) returning to “self”. Firstly, each participant reported, “identifying as an athlete” prior to the amputation; this theme suggested there was motivation to remain an athlete despite the amputation. Secondly, participants described effects of the amputation on life satisfaction, including experiences of negative perception of body image; this theme suggested that participation in the training camp and paratriathlons facilitated improvement in negative perceptions of body image. The third theme suggested that participation in the training camp and paratriathlon increased self-efficacy and improved self-confidence.

Overall, results indicated participation in the paratriathlon training camp and paratriathlons increased self-efficacy, improved negative perception of body image, and increased self-confidence. Future research may include examining the lived experience of men with amputations to better understand similarities and/or differences between genders and effects of physical disability. Implications of this study on therapeutic recreation practice include incorporating paratriathlons as a potential facilitation technique, as well as a leisure topic and ongoing activity for recreation participation.
Progress Monitoring in Secondary Mathematics: Algebra Measures

The purpose of this presentation is (a) to illustrate the use of progress monitoring in algebra skills at the secondary level on students with and without disabilities, (b) to describe the progress monitoring measures and administration and scoring procedures, and (c) to demonstrate how classroom teachers may use progress monitoring data to make decisions about instructional effectiveness. Progress monitoring is a form of frequent assessment that is designed to estimate rates of student improvement; is used to identify students who are not demonstrating adequate progress; and is intended to compare the efficacy of different forms of instruction to build more effective, individualized, instructional programs for problem learners. Research has supported the use of progress monitoring in mathematics at the elementary level but has been more limited at the secondary level. This presentation highlights three of the algebra measures developed by a federally funded grant awarded to Iowa State University: Project AAIMS (Algebra Assessment and Instruction Meeting Standards). Currently a federal grant supports Iowa State University and Clemson University in the development of an online professional development system for progress monitoring and data management related to these algebra measures.

First, presenters will discuss a hypothetical case study about an eighth grade student with a learning disability to illustrate progress monitoring procedures using Algebra Basic Skills measures. Next, presenters detail the steps for giving the progress monitoring probes and scoring them. Finally, presenters provide direction for classroom teachers when implementing progress monitoring and using data for decision making in their classrooms.
What Motivates First-Year Students to Participate in a Living Learning Community?

Purpose: The purpose of this study was to contribute to the existing body of research surrounding living learning communities (LLCs), and build a base of knowledge concerning first-year students’ motivations to join an LLC. The goal was to identify possible extrinsic and intrinsic motivational factors that first-year students articulate contributed to their desire to join an LLC.

Subjects: Six first-year (one male, five females) students living in an LLC.

Research Methodology: The researchers conducted a qualitative study utilizing a phenomenological approach to answer the central research question: How do students articulate their motivation to join an LLC? Pace’s concept of Quality of Effort (1992), which considers “both what the institution offers and what the students do with these offerings,” was used as a theoretical framework to develop the focus group questions. Data was collected using a semi-structured focus group guide. After completing the focus groups, the researchers analyzed the data for common themes.

Summary of Findings: The following four major themes of motivation emerged from the focus group dialogues: recruitment, academics, social benefit, and individual perception.

Conclusions/Implications: These findings have implications for learning community recruitment and the role learning communities play in higher education.
Rachel Bowers (rbowers@g.clemson.edu)
Sheri Webster (swebste@clemson.edu)
School of Nursing

Narcolepsy: Sleeping Beauty’s Nightmare

The lack of education and understanding about Narcolepsy as a disease, especially among healthcare providers, has lead to distinct misconceptions and extra difficulties for those suffering from the disease. The purpose of the project is to educate the public and healthcare providers about narcolepsy as a disease and its effects on the everyday lives of those with the disease.

The project outlines the main symptoms of narcolepsy, the process of diagnosing narcolepsy, treatment options, misconceptions, and well known people with narcolepsy. The information gathered and included in the project came from multiple websites dedicated to narcolepsy education and research, informational materials provided by The Narcolepsy Network, and personal experiences.

There are five main symptoms of narcolepsy, excessive daytime sleepiness, cataplexy, sleep paralysis, hallucinations, and disrupted nighttime sleep, and two additional symptoms occasionally seen, automatic behavior, and memory lapses. Narcolepsy is diagnosed by testing of cerebral spinal fluid for hypocretin levels, evaluation of symptoms by a physician, or most commonly, an overnight sleep study and daytime nap test (Polysomnogram and Multiple Sleep Latency Test). Medications used to treat narcolepsy help combat excessive daytime sleepiness and medications used to help achieve restful sleep at night. Medications for cataplexy are also prescribed. Behavior strategies and coping mechanisms are also discussed. A personal narrative discusses what it is really like to live with narcolepsy and the struggles a narcoleptic faces just trying to get by each and every day.

The information presented in the project will help to educate not only the general public but also health care providers on the complexities of the little known disease narcolepsy and what those affected by the disease are actually dealing with each day.
Sara Carter (PERLAC@clemson.edu)
Youth Development Leadership Program

Resilience as a Catalyst for High Risk Youth Achievement and Leadership

This study is aimed at implementing resilience intervention programs targeted at fostering positive development and maintenance of resilience skills for at-risk youth at Generations Group Home in Simpsonville S.C. Generations Youth Institution is committed to the prevention of youth sexual abuse by providing best practices in the assessment and services for neglected and/or at-risk youth and their families. Generations Youth Institution works with adolescent and pre-adolescent males who are in primary need of specialized services for abusive behaviors. Their goal is to provide the boys with a home-like setting, which is highly structured and staff-secured, with a therapeutic environment that promotes and rewards positive change. The programs are developed with a strong belief that adolescents with these problems must be held accountable and responsible for their behaviors and that they can be rehabilitated and returned safely to the community as positive, productive, responsible citizens.

While continued efforts are made to enable adolescents to overcome negative effects from past risk exposure, they still need additional life skills and a chance to create a future with self-regulation as a measure of resilience.

To further advance those efforts, this proposal sets out to offer a six-week resilience program using the Resilience Challenge Model Base Program to a selected group of boys at the Generations Institution Center. The program will examine the effectiveness of this model through evaluations in the form of participant observation, interviews, self-esteem inventory, and strengths assessments. The literature is reviewed to identify and explain resilience programs and factors. The implications and results of implementing such model for youth at risk at Generations Center will be reviewed.
Utilizing the Mathematical Task Framework to Assess Pre-service Secondary Mathematics Teachers’ Mathematical Reasoning When Implementing Relevant Technology

The National Council of Teachers of Mathematics (NCTM, 2000) identifies technology as an important principle for high quality mathematics education because it has the potential to enhance mathematics learning, support effective mathematics teaching, and influence what mathematics is taught. According to their view, technology can promote student understanding through use of multiple representations and experimentation (NCTM, 2000). When technology is used in this way, it has the potential to promote students’ mathematical reasoning. There have been some studies to analyze pre-service mathematics teachers’ mathematical reasoning with and without technology enhanced environments, however these studies were mostly conducted with elementary pre-service mathematics teachers. Studies investigating the quality of pre-service secondary mathematics teacher’s (PSMT) mathematical reasoning with and without technology integration for pre-calculus or calculus subjects are limited in number (Ball, 1990; Simon & Blume, 1994; Zazkis & Campbell, 1996; Pandiscio, 2002; Zembat, 2006).

To contribute to our currently limited understandings of the connections between technology and PSMTs’ mathematical reasoning, this study addresses the following research questions:
1. What is the level of reasoning that each PSMT exhibited in each mathematical task?
2. Is there a relationship between technology integration and mathematical reasoning? If there is a relationship, what is the nature of this relationship?

The participants for this study were seven volunteer secondary mathematics preservice teachers enrolled in a senior level methods course. This course was offered in the fall semester of 2011 at a large research institution located in the southeastern United States. Data consisted of one semi-structured, one-on-one interview (approximately 20 minutes in length), a task protocol (involving students solving mathematics problems with and without technology as well as a transcription of their verbal reasoning), and course artifacts (e.g. student reflections and lesson plans). The level of mathematical reasoning was analyzed by all three researchers, using the four-level scale adapted from the Mathematical Task Framework of Stein and Smith (1998). A cross-case analysis was conducted where each case was first considered individually (Yin, 2009). Reliability was ensured by triangulation of the multiple sources of data.

Preliminary analysis indicated slight differences in how PSMT’s reasoned through mathematical tasks with and without technology. In comparing the level of reasoning used in completing the set of tasks without technology tools and the set of tasks with technology tools, some of the participants maintained their level of reasoning used for the similar problems while other participants changed the level of reasoning when the technology tool was used as compared to when it wasn’t used. Also, preliminary data analysis indicated that the overall mathematical task reasoning is lower than desired for preparation to teach certain concepts.
Can I Join: Lesbian, Gay, and Bisexual Students’ Perceptions of Faith-Based Organizations

**Purpose:** This qualitative study explored lesbian, gay and bisexual (LGB) students’ involvement in campus faith-based organizations. The problem leading up to this study was the lack of research about LGB students’ perceptions of and involvement in faith-based organizations. It is important to understand how LGB students’ describe their involvement in college and university faith-based organizations.

**Subjects:** The sample population consisted of three undergraduate and three graduate students of varying faith backgrounds. Three participants identified as gay; two identified as lesbian; and one identified as bisexual.

**Research Methodology:** The researchers presented the study to the Gay Straight Alliance (GSA) and asked for interested participants to contact them. The interviews covered current involvement in faith-based organizations, faith upbringing, and perceptions of faith-based organizations. Participants also completed a document review of faith-based organizations’ flyers used to advertise their meetings. After completing the interviews, the researchers analyzed, coded, and developed themes to create meaning.

**Summary of Findings:** Three themes emerged. *Preceding influences* accounted for aspects of participants’ lives that may have swayed their involvement in faith-based organizations, such as family and previous schooling. The *relationship of involvement and acceptance* included reasons for involvement and feelings of acceptance. *Reconciling spirituality and sexuality* incorporated how participants define their faiths relative to their sexual identities. From the document review, common symbols and inclusive language would increase comfort in participation in faith-based organizations.

**Conclusions/Implications:** Instead of depending on faith-based organizations to be responsible for students’ spiritual development, student affairs practitioners and faith-based organizations that want to be inclusive of LBG individuals should collaborate. This approach encourages holistic development. Faith-based organizations and the GSA should work together to have an open dialogue regarding faith and sexuality. For many of the participants, it was informal interactions with students, faculty, and staff that helped them work through the reconciliation process. Although informal interactions may happen through a faith-based organization, providing spaces for open dialogue is essential for the growth and development of individuals struggling to reconcile multiple identities. The researchers will share the findings with the Diversity Education office at the research site. This office has created a graduate assistantship position to develop intentional opportunities for LGB students to discuss sexuality and spirituality.
As Ginsbury (2007) indicated, despite the various benefits derived from play for both children and parents, time for free play has been distinctly reduced for some children. From the current literatures, it is obviously that leisure activity is contributed for our physical, emotional, intellectual, and social development throughout our life span (Russell, 2009). However, in the current literature, there is a paucity focusing on examining the effects of leisure activities for children’s development.

The intent of this study is to understand the effect of leisure participation on children’s development including physical, emotional, social and intellectual development. This study extends the current literature concerning the role of the Core and Balance leisure activities in childhood by examining the impact of leisure participation on children’s physical, psychological, social, and intellectual development. Two research objectives are proposed in this study which are: (1) to examine the relationship among children’s BMI, well-being, school performance, social integration and leisure participation; (2) to explore the effect of children’s leisure participation on their BMI, well-being, school performance, and social integration.

The main expected findings of this study are: (1) participation in Core and Balance leisure activity of children is a positive influencing factor on their BMI, well-being, school performance and social integration; (2) positive relationship among children’s school performance, well-being and social integration would be found. The findings of this study would demonstrate participation in leisure activity is contributed for children’s physical, emotional, intellectual, and social development and we should give children more time to participate leisure activities to help them having healthy physical, emotional, intellectual, and social development.
Faculty Perceptions of Student-Athletes

**Purpose:** This pilot study looked to explore faculty perceptions of student-athletes within an academic setting in an effort to obtain a better understanding of the student-faculty relationship (from a faculty member’s perspective) and perception implications. The emergence of perceptions within the faculty student-athlete relationship will be used to influence the behavior of both parties as they interact with one another.

**Subjects:** Three faculty members (two men, one woman) who have experience with instructing student-athletes.

**Research Methodology:** Faculty members were invited through a listserv email. Faculty who responded to the solicitation were individually interviewed. Interview topics included academic perceptions, student-athlete academic obstacles, student-athlete academic support services, and the type of interactions faculty members have had with student-athletes within and outside of the classroom. After completing the interviews, the researchers analyzed the data for common themes.

**Summary of Findings:** Faculty interviewed showed a consistent respect for student-athletes and their ability to maintain both their full academic load and participate in an athletic sport. In addition, faculty perceived revenue generating student-athletes as a population of students who enter the university academically disadvantaged. Faculty expressed this academic inequality between athletes and non-athletes as the reason behind decreased classroom participation from student-athletes. Results also indicated that faculty members perceived the university support systems provided to student-athletes helpful, but also served as a source of limitation in the complete development of student-athletes as individuals.

**Conclusion/Future Implications:** The findings point to the need of student support services to enhance initiatives to develop student-athletes’ life skills, helping them become well-balanced individuals. Several future implications include increasing the student-faculty interaction outside of the classroom, which would improve the perceptions that faculty members have about student-athletes within the classroom. Future research could examine the perceptions that student-athletes, staff, and coaches have about faculty members. This could demonstrate what areas of dissonance lie between the different parties and how to assist the student-athletes’ within their college experience.
How to Feel Context-free Leisure Constraint in Medical Professionals in South Korea

It is generally identified that leisure constraints are factors that decrease involvement in desired leisure activities (Crawford & Godbey, 1987; Crawford, Jackson, & Godbey, 1991; Jackson, Crawford, & Godbey, 1993). Leisure constraints have contributed to understanding a variety of leisure behaviors and exploring why people are prevented from their leisure participation (Crawford & Godbey, 1987; Jackson & Searle, 1985). Leisure constraints can occur in any moment of leisure decision-making process and not only can intervene between leisure preferences and leisure participation but also can affect leisure-related psychological variables such as enjoyment, benefit cognition, and serious leisure (Iso-Ahola & Weissinger, 1987; McQuarrie & Jackson, 2002; Sung, 2006). To date, research does not existed regarding medical professionals’ leisure constraints in South Korea. Medical professionals’ work place can be divided into two types: general hospitals and private hospitals. General hospitals are different from private hospitals in terms of facilities, the number of patients, work hours, and so forth. Furthermore, medical professionals’ job position can be classified into four groups: doctors at general hospitals, nurses at general hospitals, doctors at private hospitals, and nurses at private hospitals. Each of these groups has different work duties. Therefore, the goal of this research was to assess how medical professionals feel leisure constraints depending on job position and work place.

A modified version of Ji and Lee’s (2003) leisure constraint scale (1=strongly disagree to 5=strongly agree), originally proposed by Crawford and Godbey (1987), was used to measure eight latent leisure constraints variables. Five hundred medical professionals from four metropolitan areas (i.e., Seoul, Daegu, Kwangjoo, and Inchon) in South Korea were selected through a convenience sampling method. Four hundred twenty four questionnaires (85% response rate) were completed and were analyzed using SPSS 15.0.

Medical professionals’ leisure constraints showed significant differences based on both job position and work place. According to the results of differences in job position, doctors who work at general hospitals have experienced the highest leisure constraints. Not only emergency patients but also diverse cases patients are treated by doctors at general hospitals. Because of that, they have been restricted time of participating in leisure activities and even time of searching the information of leisure activities is not enough. Furthermore, since they care the patients who are in critical condition, their seriousness of work and pressure of work are large, and consequently they undergo extremely physical fatigue. With respect to work place, medical professionals who work at general hospitals are more likely to undergo leisure constraints for reasons such as lack of leisure activities information, high pressure of work, consciousness of the eyes of others, lack of time, or fatigue. In conclusion, medical professionals who work at general hospitals have more leisure constraints than medical professionals who work at private hospitals, because they have seen dozens of patients who have a variety of needs. To overcome this situation, the middle size hospitals should be built more to prevent of gathering phenomenon at general hospitals, and healthcare systems and policies should be changed.
Development of a Pediatric Arm Stabilizer for a Hospital Treatment Room

Greenville Hospital System University Medical Center Children’s Hospital (GHSUMC) requested an arm stabilizer for a pediatric treatment room. Children may experience discomfort and anxiety when lying flat on a treatment table during medical procedures. One approach to reduce patient discomfort is to develop an arm stabilizer that would allow the patient to remain in a sitting position and reduce the number of people required to aid in the stabilization of the patient’s arm. The team reviewed the literature to clearly define the problem and objective for the project and then constructed an initial prototype. The team conducted a pilot study with the initial prototype at Clemson University using volunteer nursing faculty members as research subjects. With the data and feedback from this pilot study, the team is currently in the process of developing an improved second prototype as well as beginning the patent process for the arm stabilizer.
Exploring the Relationship between Negative Attitudes toward Obesity and Stigma Consciousness

Research has shown that overweight and obese individuals are often seen as unhappy, stupid, lazy, and lacking self-discipline, self-control, and motivation (Puhl & Heuer, 2009). This weight-related stigma can have an effect on general psychiatric function, self-esteem, and body image (Freidman, 2005). Whereas other stereotyped groups blame the negative attitudes on prejudice, overweight and obese individuals blame themselves for the negative reactions they receive (Puhl & Brownell, 2006). This may be why people who are overweight or obese suffer from lower levels of self-esteem than normal weight individuals (Wadden, Foster, Brownell, & Finley, 1984).

One theory that may explain why overweight individuals have lower levels of self-esteem is the self-fulfilling prophecy. The theory suggests that a stigmatized individual internalizes the characteristics that are expected of them and thus behaves in a way that is consistent with the expectations (Fazio, Eflrein, & Falender, 1981). This internalization may be why overweight and obese individuals demonstrate similar levels of anti-fat attitudes towards obese people as do normal weight individuals (Crandall, 1994). Stigma consciousness refers to the extent that one expects to be stereotyped (Pinel, 1999). Individuals that are high in stigma consciousness tend to avoid situations where they may be stigmatized (Pinel & Paulin, 2010). Therefore, overweight individuals who have high stigma consciousness may avoid participation in health promotion activities due to a lower perceived competence in physical activity (Schmalz, 2010).

The purpose of this study was to determine if an overweight or obese individuals’ attitude towards the obese is related to their level of stigma consciousness. To explore this relationship, individuals were recruited from a weight management center to complete a self-administered questionnaire that included the Stigma Consciousness Questionnaire and the Attitudes Toward Obese Persons Scale (N=82). The analysis revealed a positive relationship between negative attitudes toward obesity and stigma consciousness (r=.45, p<.01). Therefore, the more negative an individuals’ attitude towards the obese the higher their level of stigma consciousness. This can affect their perceived competence in physical activity (Schmalz, 2010), and possibly their success in weight loss treatment. Therefore, during treatment, it may be beneficial to address these negative stereotypes and the negative attitudes that participants have towards the overweight and obese.
Tourist Satisfaction of Food Services on Coastal Regions of Turkey

Tourism planning failures in developing countries is an important research topic in the tourism literature. The reasons for insufficient tourism development plans include rapid tourism development, short-term goals, foreign investment, the influence of World Bank and a top-down approach in decision making. As a developing country, Turkey has experienced similar problems in tourism planning process. Short-term goals, such as increasing foreign exchange, have led to an oversupply of tourism services, especially hotels, in coastal regions. In addition a dependence on foreign tourism has dramatically overshadowed domestic tourism. Tourism development plans aimed to increase inbound tourism resulted in tourism services being modified to meet foreign tourist needs, while the importance of domestic tourism has been emphasized by scholars. However, there is a limited amount of research on Turkish domestic tourism. This study aims to fill that gap by understanding domestic tourist satisfaction from food services in coastal regions of Turkey. A quantitative approach will be used for the purpose of this research. Surveys will be distributed via e-mail and in person to domestic and international tourists who have visited Antalya and Mugla region. Anticipated results of this study will be useful to understand domestic tourist needs and to develop tourism plans aiming to satisfy both domestic and foreign tourists.
The Effect of On-Campus and Off-Campus Residency on the Academic Performance of Greek Students

**Purpose:** This quantitative research pilot study aimed to fill a gap found in the literature through determining if type of residency had an impact on the academic performance of Greek-affiliated students. The researchers examined the difference between on and off-campus students based on three factors of academic performance; grade point ratio (GPR), use of academic resources, and the understanding of university academic policies. Data collected demonstrated significant differences between on- and off-campus residents.

**Subjects:** 152 sophomore students who joined their fraternity or sorority organization in the Fall 2010 semester.

**Research Methodology:** Utilizing an electronic survey tool, StudentVoice, distributed through e-mail, participants were asked demographic questions and a series of Likert scale questions. The questions focused on their knowledge, satisfaction, and habits as they relate to GPR, use of academic resources, and academic policies. After collecting the quantitative data, the researchers analyzed the data through the use of SPSS.

**Summary of Findings:** Significant differences were found between the on- and off-campus Greek students in their self-reported satisfaction with their GPRs, understanding of policies, and overall academic performance. Although off-campus Greek students demonstrated a higher understanding of academic policies and use of academic resources, on-campus students had higher cumulative GPRs and a greater satisfaction with their overall academic performance.

**Conclusions/Implications:** The researchers concluded that it is important for students and higher education professionals to consider residency in their advising, programming, and the pursuit of academic success. Due to some recognized limitations of this pilot study, it is recommended that further research be conducted within this topic.
Women’s Ways of Growing: Tracing Female Identity through Study Abroad

Purpose: This study used the lens of Belenky, Clinchy, Goldberger and Tarule’s groundbreaking 1986 study of female identity development, “Women’s Ways of Knowing” to evaluate the growth of self concept and knowledge formation in female study abroad participants.

Subjects: Eight female study abroad participants (ages 19-21). These women studied abroad in the fall or spring semesters of 2011.

Research Methodology: Students were contacted via an e-mail sent out by the Study Abroad Office. If students studied abroad for the full semester they were then individually interviewed. Interview topics included the conception of womanhood, the impact of study abroad on values development, as well as the future academic and professional plans of the participants. After completing the interviews, the researchers analyzed the data through the perspectives of knowing developed by Belenky et al.

Summary of Findings: Students interviewed were placed largely in the first three perspectives of Belenky et al.’s research. The researchers were surprised by the lack of gain in global awareness from participants. Few participants were able to express intellectual growth, particularly when it came to relating experiences to self. However, all participants reported gains in self-confidence.

Conclusions/Implications: The findings suggest a need for more specific information to be obtained regarding students prior to, during, and after their study abroad experience. This information should focus on gender specific exploration of women’s issues and identity development. The researchers also concluded that re-entry education is imperative for study abroad students upon returning to their home culture. All participants were eager to relate their concrete experiences, but possessed little to no understanding of how to interpret the experiences, or integrate them into their own identities. Students should have the cognitive ability to integrate and give voice to experiences beyond the overly used adjective “awesome.”
Lauren Culler (lculler@clemson.edu)
Emily Duncan (eduncan@clemson.edu)
Ashley Epperson (aeppers@clemson.edu)
Allison Flehan (aflehan@clemson.edu)
Allison Jarriel (ajarrie@clemson.edu)
Devin McDavid (dmcdaei@clemson.edu)
Laura McLachlan (lmclach@clemson.edu)
Sarah Strickland (smstric@clemson.edu)
Ashley Williams (adwilli@clemson.edu)
Dallas Wise (dallasw@clemson.edu)
School of Nursing

Service Learning: Walhalla Middle School

The purpose of this project was to identify health needs in a given community and to develop a teaching project to address the needs. The focus population was the special needs classes at Walhalla Middle School. Interviews were conducted with various community members to attain an overview of Walhalla and the special needs population of the area. The teachers of the special needs students were consulted specifically regarding the needs of these students. Educational presentations were then given to the students on the topics of hygiene, nutrition, exercise, and daily routines. Evaluation was completed through Likert-style surveys of the teaching staff and through checklists given to the students. An outline of the topics was given to the teachers, and the students were left with checklists to take home. The information given in the presentations can be reinforced by the teachers, and the presentations can be repeated.
Transfer Students’ Perceptions of Academic Success

**Purpose:** The purpose of this study was to explore how individual perceptions of academic success and self-efficacy related to overall success. These perceptions were compared to existing literature as well as to university standards at a mid-size public research institution in the Southeastern United States. The research investigated the following questions: How do transfer students define academic success? How does self-efficacy affect views of their success? How do transfer students view institutional definitions of success?

**Subjects:** Six transfer students meeting study criteria participated in research interviews. The established criteria for participation defined a transfer student as one who entered the university with at least 30 credit hours from another institution of higher education.

**Research Methodology:** A modified form of the qualitative research technique of phenomenology was used in the study. The researchers used purposeful convenience sampling and students were invited to participate via email. A semi-structured interview protocol was used along with a demographic survey. Each interview was independently coded to identify themes and then all interview data was gathered together to gain a broad picture. The phenomenological perspective informed data analysis and researchers viewed all students as the expert on his or her life.

**Summary of Findings:** Students interviewed showed consistently high expectations for themselves. They also claimed ownership over their experiences and successes as well as failures, which demonstrated high self-efficacy. Each student claimed that grades were not the only measure of academic success, though they are important and often considered. Students felt that institutional standards were too low and held themselves to higher standards. Definitions of academic success given included: learning how to learn, how to find information, and being able to apply information.

**Conclusions/Implications:** Overall, the study demonstrated consistency among definitions and perceptions of academic success among the students self-selecting to participate. High self-efficacy appears to indicate higher success. Understanding self-efficacy and beliefs that a student has about his or her ability may help predict the student’s future behavior. These results show interesting information on the type of students who are successful and significant commonalities in their mentality. These commonalities are something that institutions may want to consider above and beyond the “formula” utilized when accepting students or when assisting students through the academic process.
Chasity Donaldson (chasitd@g.clemson.edu)
Youth Development Leadership Program

The Effects of Peer Pressure on Gang Involvement in 5th Grade Elementary Youth

This study examines 5th grade elementary youth and youth gang involvement. Peer pressure in multiple contexts is speculated to be a contributing factor to youth gang involvement as well as be a devastating factor for positive youth development. This study will evaluate which type of decision making educational facilitation has the greatest impact on reducing negative peer pressure for gang involvement among 5th grade elementary students participating in the Dangers Involved with Gangs program in the Charlotte –Mecklenburg Schools. Decision making educational facilitation programs to be studied include: Consequences of Bad Choices; Media and Violence; Gangs; Presentation Follow-Up.

Thirty 5th grade elementary students at a school in Charlotte, NC will participate in program implementation. Students will complete a pre- and –post survey. Evaluation results will be aggregated to determine the influence of peer pressure on gang involvement and which prevention method is most appropriate in contributing to positive youth development. Conclusions from this study, outcome evaluations, and supporting literature will add to the knowledge of gang reduction programs will show the results for early gang intervention.
Megan Donnalley (mdonnal@g.clemson.edu)
Terri Green (tlgreen@g.clemson.edu)
Kathleen Meile (kmiele@clemson.edu)
Lauren Powell (lmpowel@g.clemson.edu)
Savanah Reichel (savanap@g.clemson.edu)
Brittany Watson (bnw@clemson.edu)
Asa Williams (asaw@g.clemson.edu)
School of Nursing

Education on Disease Prevention and Improvement of the Hygiene of the Students of the Self Contained Classrooms at West Oak Middle School

The purpose of this project was to study the community needs of Westminster, South Carolina so that these needs may be improved or alleviated by a Service Learning Project. Due to a lack of education in the community of Westminster, our objective became to educate students about important issues relating to disease processes, hygiene and disease prevention.

Issues relevant to this century that needed to be addressed involved the route infectious agents take and ways to break the chain of infection by preventing transmission. Disease and sickness are always going to present, therefore, education about prevention is always appropriate.

Our group partnered with West Oak Middle School and in particular Mrs. Bradford, a 7th and 8th grade special education teacher in order to meet our objective.

Our intent was to educate Mrs. Bradford’s 7th and 8th grade class about the importance and technique of proper handwashing, oral hygiene and body hygiene. We were very successful as evidenced by open discussion with the students about proper handwashing technique and its role in disease prevention. The students also verbalized the importance of oral and body hygiene.
The Parents’ Perceptions of Their Involvement in Schooling

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 (Cucchiara and Horvat, 2009). The purpose of this pilot study was to investigate the perspectives of parents about their involvement in schooling process. This study was a survey research study. The study conducted at an elementary school in a rural setting in the southeast. Participants were randomly selected form elementary school parents, and 32 surveys were returned. Data was analyzed with Multivariate analysis of covariance (MANCOVA) by using the Statistical Package for Social Sciences (SPSS). This pilot study displayed that there is statistically significant difference in parent involvement between high educated and low educated parents. In addition, high income parents involved education more than low income parents. On the other hand, there is no statistically significant in parent involvement between parents who have different marital status. This pilot study has just 32 participants, so the researchers could not interpret the differences between some of parent demographics because of not enough participants.
It’s More Than a Class: Leisure Education’s Influence on College Student Engagement

As universities continue to seek out ways to better engage students on their campuses, much attention has been given to the role that on-campus leisure opportunities can play in developing student engagement. Yet, little research has analyzed the influence of leisure education on student engagement in the university setting. The purpose of this study was to explore how leisure education may build engagement at a mid-sized southeastern university.

The leisure education program examined in the study has the stated mission of serving the educational, recreational, and personal development needs of students through the teaching of leisure and life skill activities. Over 140 one-credit courses are offered each semester serving roughly 2,800 undergraduate students. Class sections from five areas of the leisure skills curriculum were chosen to participate in focus groups including dance courses, fitness courses, sports courses, outdoor recreation courses, and hobby courses.

Focus groups were conducted with each section during regularly scheduled class time and ranged in length from 30 to 90 minutes. The focus group questions were based primarily on variables identified in previous student engagement studies (e.g., motivation, instructor-student interaction, persistence, peer interaction) (Koljatic & Kuh, 2001; Ruhe, 2011). Following data collection, three independent researchers analyzed the focus group transcripts by means of constant comparison and organized the data into sub-themes common across the nine focus groups. After completion of the initial analysis, the individual sub-themes identified by the independent researchers were compared for inter-rater reliability and themes were sorted into common groupings creating the overarching themes.

Based on the participant responses during the focus groups, three themes were identified regarding the outcomes of participation in leisure skills courses as related to student engagement: enhanced sense of community, enhanced sense of self, and active learning. Many of the students in this study pointed to their leisure skills classes as places where they were able to develop strong relationships and friendships with diverse groups of students. These relationships helped students develop a feeling of belonging both in and outside of the classroom, contributing to the sense of a supportive campus environment, critical to student engagement (Freeman, Anderman, & Jensen, 2007).

The results of this study indicate that a structured leisure education program, which allows students to build leisure activities into their class schedule, can provide opportunities not only for physical activity essential to student health, but also opportunities that the research has indicated fulfill many of the benchmarks outlined by the NSSE as contributing to students’ engagement.
Collin Francis (collinf@clemson.edu)
Youth Development Leadership Program

**Effective Embedded Curriculums in After School Programs for At Risk Students**

Throughout the country there are many different afterschool programs for at risk youth. All of them are different and focus on an array of different subjects. One such program for at risk youth is the GoalPOST program in Anderson County South Carolina. This program is split into four daily sessions: physical activity, homework help, snack, and academic enrichment. This study focuses primarily on the physical activity session of the program. As it stands now there is no set curriculum for this session. The daily activities are chosen by whomever is leading the session that day. Of the seven pilot sites for the GoalPOST program, not one has a uniform physical activity schedule. In the one pilot site where the intervention is being applied, the students only get one day of physical education a week so the time spent during the after school program is vital to their development. The goal of the intervention was to find the best practice for which type of activity is the most developmental for the at risk students, while providing them with an acceptable amount of physical activity.

The GoalPOST intervention was applied at Pendleton Elementary with the fifth and sixth grade students. They qualify for this program because they are considered “at-risk.” The three different interventions are free play, deliberate play, and strict skills and drills. During free play the students were given a set area to play in. They were given no further instruction from the researcher or the teachers. They were instructed to do whatever they wanted to as long as they stayed in the supervised area. They were given a choice to bring balls, jump ropes, and other recreation materials into the area with them. Weather permitting the students were allowed outside. The deliberate play consisted of teaching specific physical recreation skills through the use of games. The students were always instructed to play the games to the best of their ability, and to follow the rules. Throughout the game the researcher stopped them to show them various teaching points. These games were also played outside weather permitting. For the strict skills and drills portion of this project, the students were given very little freedom. No games were played during this intervention just highly organized drilling. The drills were mapped off of the Presidential Physical Fitness test. After each intervention period, an anonymous survey was given to the students to see how they reacted to the specific intervention. The researchers stayed present throughout the whole session in order to observe the students. Their observations will be added to the data from the surveys in order to conclude the overall outcome of the study.
Dengue Virus: Cutting Edge Methodologies to Aggressively Prevent, Diagnose, Manage, and Treat

Dengue is a virus, not common to the United States, transmitted to the blood through the bite of a mosquito. Dengue virus (DV) can cause acute febrile illness, hemorrhagic fever, Dengue shock syndrome, or death. Due to extreme changes in weather, increasing migration from tropical and sub-tropical climates, and increasing numbers of mosquito-borne illnesses, DV infection presents a growing threat to the United States. The National Institute of Allergy and Infectious Disease (2011) lists dengue as a category A pathogen, defined as “organisms that pose the highest risk to national security and public health.” Nurses play a critical role in early assessment and treatment of DV, and it is important that they are aware of the pathogenicity, symptoms, diagnostic technologies, and potential vaccines and external mechanical controls for prevention. This review provides characteristics of DV, emphasizes the importance of early diagnosis and aggressive management, and introduces cutting edge technologies for treatment and prevention.
Assessing the Knowledge of Healthcare Professionals related to Pharmacogenomics and Acute Pain in Upstate South Carolina (AsK PAPUS)

Pharmacogenomics advances the personalization of comprehensive healthcare. Understanding the relationships between genetics, drug metabolism, and drug efficacy allow healthcare providers to more effectively treat patients and improve patient outcomes. The knowledge level of healthcare providers in the Upstate of South Carolina related to pharmacogenomic testing is not known. Assessing this knowledge is important to advance the development and use pharmacogenomics in healthcare. This study assesses upstate healthcare providers’ knowledge of pharmacogenomic testing to identify application of genetic tests for clinical diagnosis and treatment related to acute pain. An Upstate sample population of physicians, nurse practitioners, clinical nurse specialists, physician assistants, and registered nurses will be assessed by an internet survey. Identification of pharmacogenomic knowledge barriers will lead to the development of more effective continuing education programs and increased use of genetic technology to improve patient outcomes.
Jessica Glatz (jglatz@clemson.edu)
Lindsey Johnson (ljohns5@clemson.edu)
Elizabe Giannantoni (egianna@e.clemson.edu)
Claire Miller (clairem@clemson.edu)
Caitlin Raines (craines@clemson.edu)
Kellie Hernandez (kherman@clemson.edu)
Lindsey Mason (lemason@clemson.edu)
Mary Coggins (mkcoggi@clemson.edu)
Rachel Bowers (rbowers@clemson.edu)
Sarah Jamison (sejamis@clemson.edu)
Erica Chapman (echapma@clemson.edu)

Clemson University School of Nursing’s Medical Missions Trip to Honduras

The purpose of this project was to bring vitamins, deworming meds, medical care and education to rural areas of Honduras. The problem was that there are very remote areas and a lack of transportation that leave many vulnerable to common yet life threatening disease due to a lack of basic medical care and no water filtration. The method was to provide written as well as visual instruction (condoms, toothbrushes, etc.) and medications based on a physical assessment performed by nurse practitioner students, physicians assistants, and doctors. The expected results were to increase the health and wellness and to decrease the amount of STDs, dental caries, and water borne illnesses. This will be able to be assessed during future trip to the same areas.
Why Can’t We Be Friends? An Examination of Barriers among Student Veterans in Developing Interpersonal Relationships

Purpose: This pilot study explored possible barriers that exist for student veterans (students who have served in the military, been deployed overseas in Operation Enduring Freedom or Operation Iraqi Freedom, and are now attending college) in progressing through Chickering & Reisser’s vector of developing mature interpersonal relationships; specifically with their non-military peers. Through qualitative interviews at one public, four year, research university, the researchers investigated these barriers in order for student affairs practitioners to better serve this unique population.

Subjects: Six students (all White males) who met the definition of student veteran.

Research Methodology: Students were contacted via email, as well as a personal visit by the researchers to the Student Veteran Association on campus. Interested parties who qualified for this study were individually interviewed and audio-recorded. Interview topics included their experience at the institution thus far, their experiences with non-military peers, and what the research institution could do to better serve this population. After completing the interviews, the researchers analyzed the data for common themes.

Summary of Findings: Researchers found five major emergent themes as the data was analyzed. These themes were Maturity Level, Additional life Roles, Adjustment Issues, Perceptions, and Indifference. These five themes illustrated clear barriers that exist in student veterans’ attempts to build relationships with their non-military peers.

Conclusions/Implications: While many participants demonstrated indifference to developing personal relationships with non-military peers, they indicated a desire for a sense of belonging and inclusion in the campus community. While these relationships could be beneficial to a feeling of inclusion, participants also stressed that relationship building should be a natural process and not forced by institutions. Rather than forcing relationships, student affairs practitioners can facilitate other opportunities for student veterans to connect with the campus community. These should include family programming initiatives, veteran-specific orientation, and dedicated staff members and psychological services that cater to student veterans.
The Development of Youth with Cancer and Their Siblings

This study examines youth grades four through twelve who have been diagnosed with pediatric cancer or whose siblings have been diagnosed with pediatric cancer. Cancer in childhood and adolescence has been shown to have lasting physical effects on the bodies of those who survive it. In a plethora of contexts, pediatric cancer is speculated to be a contributing factor to youth depression and negative self-image. It is also supposed that pediatric cancer may be a devastating factor for positive youth development. This study will evaluate the positive developmental assets that the youth served by the organization Camp Happy Days possess using the 40 developmental assets acknowledged by today’s youth development professionals. Camp Happy Days has been reported by participants to have positively influenced the lives of the children with cancer and their siblings that the organization serves. Students will complete a pre- and post survey. Evaluation results will be analyzed to determine the influence of pediatric cancer on youth and adolescents, and which developmental assets most need to be focused on to improve overall emotional and psychological health of the youth being studied in order to contribute to positive youth development.
Using the Transtheoretical Model of the Stages of Change as a Progression for Students to Prepare for Life after High School

One thing is certain for high school students. High school will end. This represents a significant change in an individual’s life and schools need to be prepared to assist in readying students for this change. This project is an evaluation of a small private K-12 school and their preparation efforts of high school students for life after high school. This paper is the first known paper to utilize the transtheoretical model of the stages of change as a guide to track the progression of high school students toward life after high school. This study takes the definitions of stages of change and modifies them to specifically address high school students’ progression through the stages of change. This is a qualitative study relying on focus groups of 10th and 11th graders to determine if students are progressing through the stages of change and if there are mentors and/or extra-curricular activities that enhance or are a detriment to progression through the stages of change. After this evaluation, the high school will hopefully be able to improve their program to better prepare high school students for life after high school.
Expanded Learning Opportunities for Older Youth

Expanded learning opportunities during out-of-school time can provide youth and families with much needed services, though many out-of-school time program leaders have a difficult time recruiting and retaining middle and high school youth. Older youth pose a unique set of challenges for out-of-school time providers, which they will have to begin to work to solve in order to provide quality expanded learning opportunities for these youth. Older youth are more independent, involved in a variety of activities and can actually speak articulately about their needs.

The purpose of this study is to evaluate an expanded learning program that serves older youth to use collected data to determine replicable program design elements. Based on the data that is collected there will be an analysis done to determine program design elements that are successful in recruiting, retaining and quantifiably assisting older youth in doing well in five areas. These five broad-based research areas include academics, school attendance, school and community based behavior, college readiness and abstaining from risky/delinquent behavior. This study will attempt to do a deeper dive into program planning, implementation and evaluation to get concrete replicable design elements. Data will be gathered from multiple stakeholders including youth, parents, board members and staff. This method will allow the study to provide a complete recommendation for replicable program design elements that are essential to ensuring programs are able to recruit, retain and support older youth.

The program that will be evaluated is Roc City U, an arts-based program located in Rochester, NY. This program targets youth ages 13 -18 and have similar youth focused outcomes. Data will be gathered by working with program leaders and will consist of online youth engagement surveys; parent focus groups; literature reviews; one on one conversations; review of program literature/records and webinars. By analyzing the quantitative and qualitative data, the project will propose replicable program design elements. These elements can be used by youth development leaders to develop, implement, and evaluate youth development focused expanded learning initiatives that target older youth.

The following 4 research questions that will guide this study: What are the barriers to participating in expanded learning opportunities for older youth?; What are the key program design elements that are essential for programs and strategies that are designed to recruit, retain and support older youth?; Who are the key stakeholders that must be engaged in the planning, implementation and evaluation process for programs and strategies that are designed to recruit, retain and support older youth?; and What type of professional development is needed for youth development professionals who work with older youth?
Effects of Participation in a Paralympic Military Sports Camp on Injured Service Members: Implications for Therapeutic Recreation

An increasing number of service members have sustained injuries during their service in Operation Iraqi Freedom, Operation Enduring Freedom, and Operation New Dawn resulting in varying disabilities. Many community-based adapted sports programs, including therapeutic recreation programs, provide recreation and sport opportunities for injured service members. However, there is paucity of literature documenting effects of community-based adaptive sport on injured service member participants. This study sought to increase understanding of community-based sport, recreation, and physical activity for service members with physical disabilities through the voices of injured service members (ages 20-40) who participated in a three-day U.S. Paralympic Military Sport Camp. Using a phenomenological lens to guide the research, findings indicated themes that align with self-determination theory and social comparison theory. Prevalent outcomes from the camp included (a) positive change in perception of their disability (i.e., focus on ability and maximizing potential); (b) increased motivation to participate in recreation and sport; (c) increased social support; (d) increased skills and knowledge necessary to participate in future recreation and sport pursuits; (e) improved health and general well-being; (f) increased competence; and (g) improved autonomy. Recreation therapists who work with injured service members are encouraged to provide adaptive recreation and sport programs and/or seek out opportunities for their participants to become involved in community-based recreation and sport camps and clinics. Suggestions for development of recreation and sport camps for injured service members are discussed.
Wei-Jue Huang (weijueh@clemson.edu)
William C. Norman (wnorman@clemson.edu)
Gregory P. Ramshaw (gramsha@clemson.edu)
Department of Parks, Recreation and Tourism Management

Transnational Leisure: The Case of Second-Generation Chinese-Americans

Immigrants engage in different types of transnational activities. However, previous studies on transnationalism focused more on economic, political, and religious practices, while there are fewer studies on the personal and cultural aspects of transnationalism. The concept of “transnational leisure” is a take on the broad, personal, and non-institutionalized aspect of transnationalism. This project examined the transnational practices of second-generation Chinese-Americans, with an emphasis on cultural transnationalism and leisure activities. Specifically, being Chinese-American, how “transnational” are their lives? And to what extent are their leisure activities related to Chinese or Chinese-American culture?

This study explored the transnational leisure experience of second-generation Chinese-Americans by adopting a phenomenological approach. The target population for this study was second-generation Chinese-Americans between the ages of 18 to 30. Participants were recruited for semi-structured interviews through purposive sampling and snowball sampling. A total of 26 second-generation Chinese-Americans living in Los Angeles, California during the summer of 2011 were interviewed for this study.

Findings revealed that participants took part in a wide range of culture-related leisure activities at different stages in life, from individual activities to social activities, and from traditional Chinese culture to modern culture. Two themes were identified from their transnational leisure experience: 1) the contrast between contemporary and traditional forms of leisure, and 2) the transformation from “ways of being” to “ways of belonging.” First, while they participated in both contemporary and traditional forms of transnational leisure, their contemporary leisure activities were usually done individually, while traditional activities occurred in a group setting. Moreover, activities that were associated with traditional culture tended to be region-specific within China, while contemporary forms of leisure incorporated other Asian cultures. Second, their participation also demonstrated a progress from transnational “ways of being” to “ways of belonging,” as they grew to appreciate the meanings of transnational leisure and how these activities reflected their identity as Chinese-Americans.
Planning for the Visitor Experience: Perceptions of Social Crowding in a Natural Setting

The purpose of this study was to assess the differences in perceptions and standards of social crowding between wilderness and front-country visitors at Cumberland Island National Seashore (CUIS) at two different front-country attraction sites. This investigation and its results are important because professionals who manage nature-based recreation areas are expected to provide high quality visitor experiences for diverse user groups. Assessing and managing for social crowding and visitor capacity (i.e., how many people can be in one location without detracting from the quality of the experience) can contribute substantially to the quality of an experience, which may influence repeat visitation, stewardship attitudes, and support or opposition for management action (Manning, 2007, 2011). As a result, understanding the differences in perceptions and tolerances for social crowding between different user groups (wilderness vs. front-country visitors) is an important element to the successful management of recreational areas. However, not all user groups have the same tolerances or perceptions of social crowding (Manning, 2007). One example is at CUIS, Georgia’s largest and southern most barrier island (managed by the National Park Service), where approximately 50,000 front-country and wilderness visitors annually share a relatively small area (19,472 acres). Front-country and wilderness visitors travel to CUIS to experience pristine and undeveloped beaches, maritime forests, historical ruins, and to experience varying levels of solitude.

The findings have direct implications for the 1) measurement and evaluation of crowding standards, and 2) management of nature-based recreation areas in coastal regions. For example, the results indicate viable management options for the number of people in one area that is preferable to both user groups. This will help managers better mitigate undesirable experiences for user groups, and inform policy makers on acceptable levels of perceivable crowding at sites. The poster will clearly explain the rationale, the methods employed, and the management implications for CUIS and beyond.
The Epidemiology of Anti-Seizure Medications in the Neonatal Intensive Care Unit

**Purpose Statement:** Medications approved by the FDA for anti-seizure therapy in adults are frequently used off-label in pediatric populations, particularly premature infants. A search of the literature shows that there is a paucity of data describing the pharmacokinetics and safety of anti-seizure medications in infants. Treatment is often based on adult dosing regimens and anecdotal evidence of safety. There is a demonstrated need for clinical trials and studies that can provide information on the safety, efficacy, and appropriate dosing of anti-seizure medications in infants.

**Subjects:** The dataset included information on 724,329 infants admitted to 1 of 313 Pediatrix neonatal intensive care units (NICUs) between 1997 and 2010.

**Methodology:** We performed a retrospective cohort study using prospectively collected data. Clinical progress notes collected on a daily basis for each infant were stored in an administrative database. Analysis was limited to infants that had a seizure diagnosis, and were treated with a seizure medication subsequent to the diagnosis. Seizure medications were defined as: carbamazepine, diazepam, felbamate, folinic acid, fosphenytoin, lamotrigine, levetiracetam, lorazepam, midazolam, oxcarbazepine, pentobarbital, phenobarbital, phenytoin, topiramate, valproic acid, and zonisamide. Analysis was conducted using STATA 12 (College Station, TX).

**Findings:** We identified 11,534 infants with a diagnosis of seizure that were subsequently treated with a seizure medication. Nearly 97% of infants with seizures were treated with phenobarbital. Midazolam use increased from 36 patients per 1000 patients with seizures to 167 patients per 1000 from 1997 to 2010. The use of phenytoin decreased from 151 patients per 1000 to 68 patients per 1000 from 1997 to 2010. Fosphenytoin use increased from 43 patients per 1000 to 78 patients per 1000 from 1997 to 2010. Infants who received pentobarbital and phenobarbital exhibited a much lower mortality than infants treated with lorazepam, phenytoin, midazolam, or fosphenytoin. Lorazepam, pentobarbital, and midazolam were used more frequently in infants with a birth weight < 1500 g.
Personality, Communication Apprehension and Facebook: A Study of Well-Being and Relational Closeness Outcomes

The goal of this study was to assess whether the utilization of Facebook.com independently affects interpersonal relationship closeness and psychosocial well-being. Communication apprehension and personality type were the primary variables tested.

Facebook is a social networking website that has become a ubiquitous facet of contemporary communication. The rapid growth and utilization of the medium along with increasing rates of depression and loneliness have targeted Facebook as a possible scapegoat for increasing social isolation, depression, and other poor psychosocial well-being outcomes. Various hypotheses have been proposed concerning Facebook’s effect on interpersonal communication and mental health, and are examined individually. From the literature review, several research questions and hypotheses were proposed. Cross-sectional data was collected using an IRB-approved survey instrument testing for personality type, communication apprehension, Facebook utilization, mental health, and relationship closeness. There were 156 participants and data was analyzed using IBM SPSS data analysis software, yielding Cronbach alpha reliability and Pearson product-moment correlation coefficients.

No direct statistically significant correlation between independent Facebook use and mental health was supported. Facebook was utilized primarily by extraverts, and in accordance with the Stimulation and Social Enhancement Hypotheses, a correlation was observed between Facebook utilization and enhanced relationship closeness. Communication apprehension was also correlated with poor mental health outcomes and certain personality types. Although Facebook may not independently be a causal factor for poor psychosocial well-being outcomes, it may be an enabling or reinforcing factor if employed by individuals expressing communication apprehension characteristics. Facebook may further enhance relationship closeness, especially when utilized by extraverts.
Charles Lee (calee@clemson.edu)
Youth Development Leadership Program

Youth Development and the Arts: A Needs Assessment for Cultural, Arts-Oriented Youth Programs in Upstate, South Carolina

Exposure to and participation in cultural or arts-oriented programs can benefit youth in many different ways. The arts can promote a number of developmental assets and core competencies that promote positive youth development and focus on the strengths of the youth participants. Research has shown that artistic endeavors can also have a great affect on identity formation and community connectedness, and can even help prevent delinquent behavior. It has also been shown that students involved in music and theatre arts can experience higher academic achievement in other areas, increased creativity and social skills, and lower dropout rates. Additionally, art-based learning can contribute to the development of self-awareness, self-efficacy, self-esteem, and self-worth. Despite these findings, art programs in schools are usually the first to be cut when budgets become restrictive. In light of these restrictions, many community arts organizations are stepping up to fill the need. The Upstate of South Carolina, and specifically the City of Greenville, is an area rich with such organizations.

This study hopes to identify the cultural/arts-related education/outreach programs in the Upstate and the youth participants they serve. This study will also make recommendations for additional offerings to better serve the youth in Greater Greenville Area.
Referral for Cardiac Rehabilitation: Characteristics and Correlations

**Problem statement:** This study aims to examine characteristics of cardiac rehabilitation (CR) referral of patients with cardiovascular disease, the #1 cause of death in SC and the US. CR is a cost-effective, evidence-based therapy shown to optimize functioning in individuals who have suffered a cardiac event. Yet, CR participation is less than 50% with physician recommendation being the primary predictor. Unfortunately, few patients ever hear about CR from their care provider and thereby have the opportunity to make informed choices about enrollment. There is a need to discern the nature of provider CR referral. Therefore, our research questions address a) what are characteristics of CR provider referral of patients who have experienced hospitalization related to cardiovascular disease and b) are CR referral characteristics related to patient demographic factors?

**Subject description:** Our study consists of a systematic random sample of 150 electronic patient medical records obtained from October 2010 to September 2011 within a 461-bed acute care hospital located in Upstate SC. Inclusion criteria are documentation of one or more diagnoses of a) myocardial infarction/acute coronary syndrome, b) coronary artery bypass graft, c) percutaneous coronary intervention, d) stable angina, e) heart valve surgical repair or replacement, and f) heart or heart/lung transplantation.

**Research methodology:** A non-experimental, descriptive-correlational design will be used to conduct this study since the key variable of concern, CR referral, cannot be ethically manipulated. This design is used to examine variables and their relationships as they naturally occur.

**Findings:** Pending

**Implications for practice:** Knowledge developed from this study will provide preliminary data that can support improvements in CR referral and participation outcomes since a substantial number of hospitals, in the US, do not currently incorporate automatic physician referral on patient care plans before discharge of all eligible patients, in accordance with national “best practice” recommendations.
‘The trip helped me grow as a person and as a future PRTM professional’: The Influence of a Field Experience on Professional Development for PRTM Undergraduate Students

Necessary competencies for entry-level park and recreation professionals include communication skills, customer service skills, interpersonal skills, leadership and management skills and professional practice skills (Hurd, 2005). However, little research has explored how college students in parks and recreation degree programs gain these skills. The purpose of this study was to explore the influence of a three-day field experience on professional competency development of college students.

Novel learning experiences have been shown to increase student engagement and learning (Kuh, Kinzie, Schuh, & Whitt, 2010). The fourth semester of undergraduate instruction in PRTM is structured as an immersive experience in which students take all of their credit hours in the department. During this semester, students participated in a field experience where they visited multiple agencies that provide PRTM services.

Students’ journal entries, assignments completed by students throughout the semester, were used for secondary analysis. In particular, the final journal entry prompt asked the students to reflect on the entire semester and describe three experiences that most contributed to their personal and professional development. The majority of students selected the field experience as one of their three experiences. From these students’ entries, a purposive sampling technique was applied to select journal entries with rich text for analysis. The selected journal entries were transcribed and the transcriptions were coded for themes by two researchers using the qualitative analysis software MAXQDA. Intercoder reliability was estimated at 86%.

Four themes emerged from the analysis of the journal entries concerning the field experience influence on students’ professional development. First, students increased their knowledge of the profession by learning about potential job opportunities and noting the amount of work needed to run successful PRTM organizations. Second, students connected specific classroom concepts to agencies’ missions and operations. Third, students built connections with professionals, their peers and faculty members. Finally, students gained skills in leadership, public speaking, confidence and critical thinking.

The findings of this study suggest that field experiences have the potential to contribute to professional development for the purpose of needed entry-level competencies (Hurd, 2005). The practical implications of the findings reveal that while educational programs/courses may not have the resources to travel with students for three days, instructors should be encouraged to schedule guest speakers or take day trips to provide the students with an understanding of their profession in the “real world.”
Striving to Obtain a Work-Life Balance: The Full-Time Doctoral Student

**Purpose and Problem Statement:** Doctoral student attrition has been a topic of concern for some time (Gardner, 2009; Golde, 2005). Despite programmatic and institutional efforts to support and retain doctoral students (Offerman, 2011), attrition remains high (Bair & Haworth, 2005; Gardner, 2009). According to Bair and Haworth (2005), 40 to 60 percent of doctoral students do not complete their program of study. Given that a work-life balance is essential for successful degree completion and subsequent placement in the academic profession (Brus, 2006), the purpose of this study was to explore doctoral student work-lives. The following research question guided this study: How, and to what extent do full-time doctoral students strive to obtain work-life balance?

**Description of Subjects:** The research participants were five full-time doctoral students within the School of Education at Bustle University. Each participant was enrolled in nine or more credit hours and held one or more graduate assistantships on campus.

**Description of Methodology:** The study was grounded in an interpretivist paradigm (Sipe & Constable, 1996). Due to the limited knowledge base pertaining to the work-life balance of doctoral students, we used a grounded theory research design. Within the grounded theory framework, we conducted a constant comparative analysis. Data was collected through semi-structured interviews, participant observations, and field notes. Data was analyzed and coded for themes.

**Summary of Findings:** From the data, we constructed three themes. Full-time doctoral students strive to achieve a work-life balance by: (a) developing structure in terms of time, roles, and priorities; (b) seeking well-being by managing stress levels, maintaining their mental and physical health, and creating personal time; and (c) finding support, both financially and emotionally, from the institution, professors, colleagues, family members, among others.

**Conclusions and Implications for Practice:** Based on our findings, programs can facilitate degree attainment for students by continuing to provide financial support, flexibility in work schedules, and student services tailored to address doctoral student needs. Additionally, our participants’ stories may resonate with other doctoral students, and thus may help them think about ways to attempt to balance their work and personal lives.

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1 A Pseudonym
Assessing Readiness to Treat Latino Patients in Future Healthcare Providers: A Study of Cultural Competence in the Healthcare System and in the Education of Medical and Nursing Students

The recent upsurge in the Latino population of the U.S. has produced new cultural dynamics in patient care and the clinical approach in healthcare. Latino patients often present social and linguistic differences that challenge health professionals. Cultural competence and communication skills for diverse patient groups are increasingly important in the education of future healthcare providers to eliminate health disparities that have arisen with Latino patients.

The purpose of this study is to explore current cultural competence in medical and nursing students by assessing their knowledge of Latino culture, perceptions, experience, and skill sets that determine their readiness to treat this patient group.

Preliminary focus groups and pilot surveys were conducted to appraise such factors, and to inform design for a universal survey instrument to evaluate overall cultural competence in treating Latinos. The survey can be used in health professional education institutions to expose gaps in their preparedness, suggest training improvements, and thus ameliorate ethnic inequities in healthcare.

The survey results revealed that medical and nursing students have some degree of experience working with Latino patients but perceive challenges in communication. Some student providers describe discomfort when treating Latinos and have limited knowledge about Latino culture.

This research has demonstrated key factors that determine a provider’s cultural competence and readiness to treat culturally diverse patients, especially Latinos. Those factors have been applied to a useful assessment instrument that will evaluate student provider preparedness. Subsequently, it will guide educational interventions to produce culturally sensitive, effective providers while reducing healthcare disparities amongst Latinos.
Muganda Michael (mugandamichael@yahoo.co.uk)
WLM Department, Sokoine University of Agriculture, Tanzania

John T. Mgonja (jmgonja@clemson.edu)
Department of Parks, Recreation and Tourism Management

**Expected Nature of Community Participation in the Tourism Development Decision Making Process: A Case of Barabarani Village, Mto wa Mbu, Arusha-Tanzania**

Local community participation in tourism development particularly in the decision-making process is a crucial determinant in ensuring that the benefits accrued by local communities from tourism are guaranteed, and that their lifestyles and values are respected. While the literature recognizes that inclusion of the local community in tourism development is considerable, there has been a shortage of actual involvement and participation of local communities in making decisions regarding tourism development. This paper examines the nature of local community participation in tourism development decision-making process in the context of Tanzania using a case study of Barabarani village, Mto wa Mbu, Arusha. The paper takes a combination of quantitative and qualitative approach to collect data using a household questionnaire survey with members of the local community. Quantitative data was analyzed by using SPSS software while thematic analysis was employed for the qualitative data. The findings showed that local people, regardless of the location of their sub-villages, gender, occupation, and education, wish to actively take part in the decision-making process, and wish to have a voice when decisions are made so as to ensure that their pressing needs, priorities and interests are well considered when decisions about tourism development in their area are made. Local people also recognize and acknowledge the need to involve tourism experts and local government officials when making such decisions, but they do not want them alone to take such decisions.

**Key words:** Local communities, tourism development, decision making process
Head Coaching Intent of Millennial Generation Female Assistant Coaches

While Title IX facilitated an increase in the number of female athletes in the United States, the rate of female coaches of women’s teams has declined since Title IX’s passage in 1972. Currently, only 43% of women’s teams are coached by women. Previous research has explored barriers to women in coaching, but limited research has looked at women’s intent to coach. The purpose of this study was to examine what influences millennial generation, Division I FBS, female assistant coaches’ decision to pursue careers as head coaches.

This study was grounded in feminist standpoint theory as the goal was to hear the lived experiences of female coaches in the male dominated field of coaching. Semi-structured interviews were conducted with 10 coaches (1 basketball, 5 rowing, and 4 soccer). The millennial generation (born after 1980) was chosen as they are completely second generation Title IX beneficiaries and women from this generation had unprecedented access to participation in sports. While coaches could come from any sport, they were limited to Division I, Football Bowl Subdivision schools to standardize the athletic departments.

The interviews were analyzed based on constructivist grounded theory practices. Three main themes emerged from the data analysis: the coaches had an overall optimism about the state of women in sport, they saw family obligations as the only potential barrier to pursuing their career goals, and they viewed networking and mentoring, particularly with other women, as the most useful strategies to help them accomplish career goals. These findings should encourage sport associations and athletic departments to create more women’s only networking and mentoring opportunities so that female coaches can learn from one another how to succeed in a male dominated field.
Managing Tourism Growth in Endangered Species Habitats in Africa: 
The Case of Volcanoes National Park, Rwanda

The purpose of this paper is to review the extent of tourism growth at Volcanoes National Park, and the potential threat it may pose to the future survival of endangered species such as Mountain Gorillas. Tourism growth is observed through the expansion of tourism products, infrastructure development and associated potential tourism impacts. The capacity of human resource to manage the desirable tourism growth is also assessed to estimate the potential for successful management of tourism growth. Based on the review of current growth, this paper provides the park management with a set of recommendations to effectively control and manage tourism growth by considering their long-term effects. In addition, this paper demonstrates the importance of integrated and long-term tourism planning.

Endowed with vast natural areas and rare wildlife species, African countries have embraced nature-based tourism for its economic potential. In some of these countries, tourism contributes about 50 billion US dollars annually. While economic benefits of tourism are known to create incentives for conservation, it also has potential to cause irreversible harm if it is not managed effectively. In Africa, it is not only regular natural environments that are exposed to tourism impacts. It is most often the fragile ecosystems that inhabit rare and endangered animal species of global conservation concern. The risks posed by tourism impacts calls for greater attention to fragile but popular tourist destinations such as Volcanoes National Park in Rwanda that inhabits endangered species. On the contrary and stemming from the successful Mountain Gorilla tourism, park management at Volcanoes National Park have embarked on expanding tourism attractions and infrastructure for greater revenue opportunities. However, rapid and uncontrolled tourism growth without appropriate measures and mechanisms to manage impacts can cause irreversible negative consequences.

A modified Appreciative Inquiry process involving phases such as grading, discovery and design was utilised as a guiding framework for data collection. Results obtained demonstrate three main findings. First, the proposed tourist attractions do not have appropriate mechanisms to mitigate potential impacts. Second, tourism managers responsible for day-to-day tourism activities have less comprehension of potential impacts as well as relevant knowledge and skills to manage tourism growth. Third, tourism driven enthusiasm behind tourism growth overshadows consideration for the park’s fragility. Based on these issues, the planned tourism growth could potentially destroy it. To overcome this, this study makes a number of recommendations. For example, a zoning plan is proposed to guide management in promoting minimal impact tourism. Additionally, a human capacity development strategy is proposed to enable tourism officials to manage tourism growth effectively.
Whitney Needham (wneedha@clemson.edu)
Katie Miller (krmille@clemson.edu)
Erica Young (ericay@e.g.clemson.edu)
Eugene T. Moore School of Education

Pamela M. Stecker, Faculty Advisor (stecker@clemson.edu)
Eugene T. Moore School of Education

Progress Monitoring in Elementary Mathematics

The purpose of this presentation is (a) to discuss progress monitoring, (b) to explain different ways progress monitoring is conducted in elementary mathematics, (c) to describe how teachers use progress monitoring data for decision-making purposes, and (d) to show a hypothetical case study for illustrating decision-making scenarios. Progress monitoring is an evidence-based practice that estimates the rate of student improvement, identifies students who are not making adequate progress, and compares the effectiveness of different forms of instruction. A more specific type of progress monitoring is known as curriculum-based measurement (CBM). CBM involves standardized procedures for test development, administration, scoring, and decision making. *Monitoring Basic Skills Progress* is a commercially available version of CBM that provides standard, alternate forms for monitoring student progress in mathematics across the elementary school years.

Presenters display two forms of *Monitoring Basic Skills Progress* that can be used in elementary school mathematics: *Concepts and Applications* and *Computation*. The presenters discuss the rules for decision making using data collected from these progress monitoring measures. Using a hypothetical case study involving a fifth-grade student with a learning disability in mathematics, presenters demonstrate the use of CBM to monitor progress and to make instructional decisions. Finally, presenters describe how classroom teachers can use data in their classes to determine the effectiveness of their instruction, especially for students with disabilities.
Examining the Social and Academic Perceptions on the Social Reality of Graduate International Students

The Purpose of Study: This study examines the social and academic perceptions of graduate international students with a view to understanding the social life and academic adjustments of the students. It seeks to explicate the formations of these perceptions and how it eventuates into social reality of the student. This adds to literature and will be relevant in providing information on how to provide social and academic support for graduate international students.

Description of Subjects: This researches focuses on the lived experiences of the international student who are described by theories in different literatures as exhibiting stress (Valedez, 1982), extreme social alienation (Owie, 1982), undergoing cultural shock (Spradley & Philips, 1972), undergoing cross-cultural adaptation (Yeh, 1979), adaptation process Surdam & Collins (1984) and dangling between two cultures (Adelegan & Parks, 1985). International students face an enormous level of stress in a fast pace learning milieu which they are not used to aside from the differences in educational curriculum and separation from families. This study will examine the perceptions formed by the graduate student as a result of their experiences as they navigate this nascent social life and academic adventure and how this experience contributes to the formation of their new social reality.

Research Question: What is the relationship between social perception and social reality? What are the conditions under which social and academic perceptions translate to social reality for graduate international students?

Research Methodology: This study deploys the qualitative approach and is situated within the interpretative paradigm. Nine graduate students were interviewed using an eight question protocol. Another set of two questions were based on a photo elicitation of four pictures that is reminiscence of student life and activities on campus. The students were from countries in Africa, Asia, Europe and the Middle East.

Summary of the Findings: Preliminary findings reveal that international students find it easier to associate with fellow international students and that they go through the adaptation process described by Surdam & Collins (1984) forming perceptions which becomes their world view of their host country. Even though they are acculturated they usually are not fully immersed into the host country’s culture.

Significance of Study: The study of the social and academic reality is imperative because of its importance to social issues like equity, equality and freedom and understanding how international graduate students adjust to their “lived experiences” (Glesne, 2006) in their host countries.

Problem Statement: Given inaction by the federal government regarding the plight of undocumented children seeking an education, various states are taking action. States have begun to pass legislation affecting this population of students. In this research, we explore policies and laws passed by the states that either inhibit or enhance opportunities for undocumented students. We also examine what may become unforeseen consequences of these laws and policies and assess the political culture of these states.

Description of Subjects: Undocumented students are defined as students who are: “1) a foreign national who entered the U.S. without inspection or with fraudulent documents, 2) who entered legally as a nonimmigrant but violated the terms of his or her status and remained in the U.S. without authorization” (National Immigration Law Center, 2011).

Methodology: An interpretative policy analysis is utilized to examine the policies, laws, and cases that have played a significant role in granting access to undocumented students. Yanow (2000) states that the role of the interpretative policy analyst is to “map the architecture of debate relative to the policy issue under investigation, by identifying the language and its entailments used by various interpretative communities in their framing of the issue” (pgs. 12-13). Also, Daniel Elazar’s (1966) work on political culture will be used to select the states that will be discussed. Political culture refers to what people believe and feel about government, and how they think people should act towards it. Elazar’s work posits that politics in the states are greatly influenced by their political (sub)cultures—moralistic, individualistic, or traditionalistic (Hero et al., 1996).

Summary of Findings: Using political culture this analysis contributes with the addition of other states that have recently passed laws affecting undocumented students. The analysis will also consider the migration patterns in the states chosen.

Discussion of Conclusions and Implications for Practice: This work builds upon past research that exposed 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.
Cameron O’Sullivan (cosulli@g.clemson.edu)  
Youth Development Leadership Program

Effects of Extracurricular Group Activities: Which is better; 
Heterogeneous or Homogenous?

The purpose of this study is to determine whether the developmental outcomes of high school age youth in Spartanburg, South Carolina involved in heterogeneous extracurricular group activities are greater than the developmental outcomes of those in homogeneous extracurricular activities. This study will measure the differences between the two groups by looking at the academic success, behavior, and the self-esteem of the youth in each group. By focusing on these three aspects, the research will be able to show the growth of the total youth instead of just one dimension of their life.

During the study these questions will be addressed in relation to both heterogeneous and homogeneous groups. Is academic success directly related to involvement with extracurricular activities? How does being a part of a group impact academic, behavior, and self-esteem growth? Which group influences better behavior? How is self-esteem affected by involvement in both types of extracurricular groups? It is important to find the answers to these questions to know which group youth should be guided towards. Along with finding the answers to these questions by tracking student’s grades, behavior and extracurricular involvement at 3 different Spartanburg County Schools and one high school football team, each student (and parent) will be asked to participate in random questionnaires throughout the summer and fall school term. These surveys and observations will also be compared to other research done by others in the youth development field, such as Jacquelynne S. Eccles (University of Michigan), Bonnie L. Barber (University of Arizona), Randy Brown (University of Nevada), and Cristina B. Gibson (University of California, Irvine).
Ashley Raymond (airaymo@clemson.edu)
Youth Development Leadership Program

Effects of Using Classroom-based Physical Activities to Improve Youth Behavior and Ability to Focus

This study intends to assess how effective the use of physical activity breaks can be at improving focus, time spent on task, concentration, and behavior in elementary school youth. According to Powell and Newgent (2008), the use of more experiential activities for learning enhancement has been investigated more often in recent years due to the increase in disruptive behaviors exhibited by students in the classroom. Can physical activities be fun while also being used to enhance the educational environment or will it create more chaos than help?

This study will focus on youth in grades 3rd through 6th involved in GoalPOST, an afterschool program already in place at local elementary schools to offer extra help to at risk youth. These activities are implemented during a weeklong evaluation survey taken by all participants. During each survey session youth will participate in a physical activity break lead by a GoalPOST instructor. Youth then return to working on the survey until that session is completed. Observational data will be collected comparing youth’s focus, time spent on task, concentration and behavior during the time pre and post activity. Data will also be collected from the GoalPOST teachers and instructors gauging their perceptions on the activities effectiveness by looking at the youth’s focus, engagement, and behavior during this survey period compared to last year’s survey period which was done without activity breaks. Observations from this study hope to show that these activities could also be used to increase the classroom performances of youth in various grade levels.
Identity, Community, & Fandom: African American Engagement at Clemson University Football Games

Problem Statement & Purpose: Research has shown that university life is as much about student life as it is about knowledge production and dissemination (Pascarella & Terenzini, 1995; Toma, 1999). The presence of a strong athletic program, particularly football, adds to this dynamic and leads to greater integration into and connection with the college (Clopton, 2010), an enhanced sense of individual and collective identity (Satterfield & Godfrey, 2011), and increased social capital among college student football fans (Smith & Ingham, 2003). However, African Americans are largely left out of the football fan community (Magnoli, 2009). The purpose of this study is to advance our understanding of how and why African Americans engage in football games at Clemson University, and to identify leverages that the university can use to improve their success in addressing the social and communal needs of diverse students on campus.

Participants: Participants for this study are full and part-time African American undergraduate, graduate, and professional students at Clemson University.

Methodology: This study is rooted in the interpretive research tradition. We use surveys and focus groups in this study to capture the voice of the participants that will allow the researchers to understand African American student engagement at Clemson University football games. A ten-question survey captured information from participants about how they participated in fan activities surrounding Clemson football. Hour-long focus groups were used to learn, in the students’ own words, (Creswell, 2009) their opinions about their connectedness to and the relationships between the university and the African American community, and their engagement in Clemson football and related activities.

Preliminary Findings: Preliminary findings indicate that African American students engage in Clemson football and football-related activities in similar and different ways than their Caucasian peers. These differences may negatively affect African American students’ perceptions of the campus climate, relationships across cultures, overall satisfaction at Clemson, and students’ willingness to participate in alumni activities—particularly IPTAY.

Practical Implications: This study aspires to understand complex dynamics between Clemson University, Clemson football, and fan participation among African Americans. The ultimate goal is to use that understanding to directly improve the overall experience of African American students at Clemson, and to reap the benefits of an expanded, more diverse fan base.
Dynamic Network Analysis as a Tool for Improving Schooling

**Problem & Purpose Statement:** Research has consistently shown that schools where parents and students feel connected to and supported by the school and other community resources tend to have healthy students, higher academic performance, and improved discipline. To achieve this level of student well-being, schools have tried to implement various school/community collaborative approaches, such as full-service community schools. This study examines the collective dynamics of a school that is seeking to implement a full-service community school model. The purpose of the study is to identify whether the networked structure of the school is sufficiently robust to achieve its goals, and to identify leverages that school personnel can use to better meet the health and educational needs of its students.

**Study Participants:** The population includes school administration, faculty, and staff.

**Methodology:** We use a mixed method approach in the study that was divided into two phases—a qualitative phase and a network analysis phase. The qualitative phase involved collecting data through semi-structured, hour-long individual interviews with school personnel. Phase 2 involved administering a survey to all school personnel that asked about inter-relationships among personnel, relationships with tasks, knowledge, resources, events, locations, and beliefs about the welfare of students and the effectiveness of the school for addressing student welfare. This data was analyzed by the Organizational Risk Analysis program, a dynamic network analysis (DNA) tool developed at Carnegie Mellon.

**Findings:** The school has many strong dynamical features but is underdeveloped in the areas of community relationships, hierarchy, heterogeneity, interaction, interdependency, and process conflict.

**Conclusions & Implications for Practice:** This study is significant in that it combines pure, theory development research and action research: It aspires not only to understand complex dynamics within schools but to use that understanding to directly improve the schooling process. The interdisciplinary collaboration to provide a diversity of services is significant in its scope and in the fact that it is intertwined with the DNA analyses methodology. Services will be provided from Nursing, Curriculum and Instruction, Leadership, Public Health, and Parks and Recreation. The intent is to increase heterogeneous diversity of the school network and enhance its infrastructure of support.
Justin Sarratt (jsarrat@clemson.edu)  
Youth Development Leadership

**Take Control of Your Future**

Graduating from high school is becoming more crucial each year. Students need to understand why they are attending high school and what specifically lies ahead in life. The problem is that many high school students do not understand why they are attending high school, how education relates to their status in society, and what the cost of living is in the “real world.” The purpose of this study is to let high school students know why they should attend high school and have a plan of action to graduate, what specifically awaits them in the real world, knowledge of careers and higher education, and being fiscally responsible.

High school students need to first and foremost understand why education is important and implement goals on their own to track each year. This will help them take ownership and control of their future. They need to understand that getting a job has a direct correlation with education attainment. Not only does getting a job have to do with education attainment, but an individual is more likely to get a quality job with a higher salary when he or she has a higher education level. This higher income will be able to better allow students to afford the weekly, monthly, and yearly expenses and bills that life throws their way. Then they can see the benefits of being fiscally responsible in today’s world and how it can start with a quality education.

This study will take an in-depth look into all of this to tie together these factors and give students beneficial knowledge of the life that awaits them. The study will use surveys given to high school students to determine what they currently know about employment, what higher education institutions specifically look for in an applicant, what businesses look for in a potential employee, what bills and expenses lie ahead, and what goals they have for their high school education. Results from the study will determine if there is a need for the Your Future program and if this program could help high school students graduate and be prepared for the future.
Katie Shaw (kshaw@clemson.edu)
Youth Development Leadership Program

Positive Youth Development and High Yield Natural Outdoor Experiences:
Family Perceptions and Family Inclusive Opportunities

Engagement in natural outdoor activities has been found to promote youth cognitive functioning, well-being, and overall physiological and psychological health. Youth are partaking in fewer natural experiences and efforts to promote participation in high-yield immersion outdoor experiences lack family inclusiveness, an essential element in positive youth development practices.

The purpose of this study is to conduct a qualitative evaluation of families of youth ages 5-15 to investigate parental or primary adult caregiver perceptions of the benefits and barriers to participation in natural outdoor experiences. In addition, a qualitative investigation will evaluate three renowned outdoor organizations and their efforts to include families in high yield, natural outdoor experiences. Assessment of the resulting data will help ascertain if there is thematic overlap in perceptions of the value of natural outdoor experiences among parents and adult caregivers. The prevalence of family inclusive, high yield, natural outdoor opportunities made available by organizations considered leaders in the field of outdoor/adventure programming, will provide insight of potential programming needs and transferable efforts within the field.

Five guiding questions will shape the implementation and design of the study: 1) What are parents' perceived benefits of participation in high yield, natural outdoor experiences?; 2) What are parents' perceived barriers or constraints to participation in high yield, natural outdoor experiences?; 3) Do barriers or constraints to partaking in high yield, natural outdoor experiences preclude the benefits gained from participation?; 4) Do outdoor organizations aim to make the benefits of participation as identified by parents attainable through family inclusive, high yield, natural outdoor experiences?; 5) Do outdoor organizations aim to overcome barriers or constraints as identified by parents to make participation in family inclusive, high yield, natural outdoor experiences possible?
Afterschool Programming: Professional Development and Instructional Quality

In an era where over six million children participate in a structured afterschool program throughout the United States, there is a compelling concern about the effectiveness of professional development on the quality of afterschool programming (Afterschool Alliance, 2004). With high emphasis placed on No Child Left Behind (NCLB), schools are focusing more intensively on preparing students with the academic skills for success. In return, expectation of afterschool programs has risen in incorporating approaches to encompass enrichment opportunities for academic achievement. In spite of this recent concern, core competencies and professional development of afterschool programs staff has been questioned as to its relationship in sustaining high quality after school programming. Evaluation findings indicate that effective professional development is a critical component for staff growth and student achievement.

This study will use multi method approaches including observation, survey data collection and an assortment of afterschool program literature reviews in evaluating the relationship between professional development and instructional quality within private and public venues providing afterschool programs, the impacts on student learning outcomes, and identifying weak and problematic areas which may cause a hindrance in academic progress.
Communities’ Displacement and Tourism Development in the Usangu Plains, Tanzania

The trend toward local communities’ exclusion and displacement for protected area creation has been a widely applied model to conservation practices in Tanzania as well as worldwide. Land use change conflicts for example, have shaped conservation activities and the human livelihood debate in Usangu Plains over the last ten years. The expansion of Ruaha National Park in 2006 can be seen as an outcome of this debate and to fulfill one of the goals of the Tanzania National Park, “continuation process of creating new national parks”. This has led Ruaha to become the largest national park in Tanzania, and the second largest in Africa. The need to understand the rationale behind the expansion of the Ruaha National Park and the communities’ views on tourism activities has become increasingly important. The purpose of this study was to examine land use change and the role of different actors using political ecology. Community members in five villages were surveyed; Ikoga Mpya, Igomelo, Nyeregete, Mahango and Luhango using semi-structured interviews, focus groups and filed notes. This resulted in total of 79 semi-structured interviews, 4 focus group discussion, and field observation data to analyze the situation in Usangu Plains. Data were analyzed using NVIVO software for coding and themes generation. Major themes emerged from the analysis. First, it was revealed that the majority of local communities are not satisfied with the tourism sector favoring traditional agricultural activities over tourism. This can be attributed to the fact that traditional agricultural lands were removed and put in conservation areas, thus decreasing the amount of traditional land available for use. Furthermore, communities in Usangu Plains do not see the benefits they may receive from tourism activities. Perhaps this is due to the lack of knowledge of tourism by the local community members because there is still very low participation between the residents of local communities and the park authorities with regard to tourism activities. The findings from this study suggest that local communities do not perceive that they are benefitting from the change from agricultural practices to tourism practices. Changing the way local communities are perceived and involved in conservation activities is the key towards achieving best conservation results and community residents involvement in future tourism activities in their areas.

Keywords: Community displacement, tourism development, land use change, Tanzania
An Integrative Review of Published Research in the Recreational Sports Journal, 1998-2010

The body of inquiry in the field of recreational sport management has continued to expand over the past decade; however, there have been few, if any, systematic evaluations of the body of knowledge in the field. Thus, the purpose of this paper was to conduct an integrative review of the research studies published in the *Recreational Sports Journal* to identify themes and trends in recreational sports research since the journal’s inception in 1998. Results of the systematic integrative review revealed that: 1) the vast majority of published studies in *RSJ* focused on topics pertaining to campus recreational sports in the United States, 2) most studies focused on some aspect of participation and/or constraints to participation in recreational sport activities, 3) a majority of the published studies used quantitative, survey-based measures; 4) most published research in the RSJ is not grounded in a specific and explicit theoretical perspective; and 4) there were noticeable gaps in the research topics identified within the body of published manuscripts, particularly pertaining to issues of diversity, campus recreation’s role in addressing student risk behavior (i.e. excessive drinking), marketing campus recreation services, and the impact of campus recreation programs on promoting health and wellness. These findings as well as others related to research methodology, sample size, and topic selection provide a snapshot of the trends and gaps in the body of knowledge in recreational sport management, and have implications for future research efforts in the field.
The CDC reports that the rate of childhood obesity in youth ages 6-11 have increased from 6.5% in 1980 to 19.8% in 2008. The obesity rate for youth ages 12-19 has increased from 5.0% to 18.1%. In 2005 the CDC reported that females (51.7%) were more likely than their male counterparts (40%), to not attend physical education class one or more days in the average school week. High school females (72.2%) did not meet currently recommended levels of physical activity, which is considered doing any kind of physical that increased their heart rate and made them breathe hard for a total of at least 60 minutes per day (Centers for Disease Control, 2005).

The purpose of this study is to evaluate which type of physical activity; free-play, intentional-play or skills/drills, had the greatest affect in increasing physical activity in 5th and 6th grade females enrolled in the GoalPOST program. Findings from this study, in conjunction with future process and outcome evaluations, will contribute to the body of knowledge linking specific physical activity options and the opportunity for females to become more physically active. Furthermore, this study seeks to gain an understanding of 1) the types of physical activities females preferred 2) the types of activities that females became more physically active and 3) the social interactions females had during each type of physical activity.

A month long, three part intervention was introduced at the GoalPOST program at Pendleton Elementary. Three days a week the 5th and 6th graders enrolled in the program were introduced to one of following intervention; free-play, skills and drills, or intention play. After each intervention the students were given a survey that assessed how much they learned, how physically active, how much fun they had and how much they were able to socialize with their friends. The results from this study can help us understand which type of activity allows females to become the most physically active while allowing the appropriate amount of socialization.
The Epigenetic Effects of Human Milk on Obesity

**Purpose:** To evaluate the evidence using a literature review to describe possible long-term clinical effects of diet and nutrition resulting from metabolic programming. The objective of the literature review is to examine the clinical evidence of the epigenetic effects of human milk on future body mass index (BMI) and to identify a possible biological epigenetic mechanism responsible for the long lasting effects.

**Subjects:** A literature review of published scientific research literature utilizing the Web of Knowledge and the Web of Science.

**Methodology:** A systematic literature review was conducted utilizing the keywords epigenetics, body mass index, obesity, weight gain, breastfeeding, diet and nutrition. References addressing an epigenetic or biological mechanism contributing to metabolic programming were included. Multiple disciplines were examined in the literature review including biology, neurology, nutrition, genetics, medicine and biochemistry utilizing the Web of Knowledge and the Web of Science.

**Summary of Findings:** There is strong support across a variety of disciplines that suggests that diet and nutrition during the first year of life influence metabolic programming, body mass index (BMI) and obesity. In a meta-analysis of 17 studies, the risk of being overweight was reduced by 4% for each month of breastfeeding and the effect lasted until adulthood. A clear dose-response effect of breast feeding on the prevalence of obesity was documented in a study with 13,000 five year old children. A neurobiological study in mice suggests that the action of leptin is necessary during the critical prenatal window for establishing neural pathways to regulate and program metabolism and may contribute to the “leptin-dependent childhood obesity”. Genetic research suggests the gene involved in the production of the hormone, leptin, is highly regulated epigenetically through methylation and this methylation is affected by diet.

**Conclusions and Implications:** There is strong clinical support across multiple disciplines suggesting diet and nutrition during the first year of life may influence metabolic programming and obesity. The evidence suggests there is a critical newborn window in which the diet affects adult BMI in a specific measurable dose-responsive outcome that lasts until adulthood, consistent with the definition of metabolic programming. The next step is to determine the epigenetic mechanisms that lead to the 4% reduction in the incidence of obesity for each month the infant receives human milk. Understanding the interactions of diet and nutrition with our epigenome allow healthcare providers to tailor education focusing on early life nutritional habits and help prevent obesity later in life.
Biophysical and Social Outcomes: Measuring and Defining Success in Conservation

What constitutes “success” in conservation is challenging to define and measure. Traditionally, the conservation field focused on biophysical outcomes such as species protection and habitat restoration and success was commonly measured by metrics such as population numbers of species removed from the endangered species list or number of acres restored. Yet as social strategies, such as education, communication, and policy, are increasingly being used to achieve conservation goals, other questions arise such as are successes related to social outcomes (e.g., increased knowledge and awareness; engagement of diverse and underrepresented audiences; passage of policy; development of partnerships) ends to themselves, or are they means to biophysical ends (land and species protection and management)?

To address these questions, we undertook a study as part of a larger effort related to TogetherGreen, a conservation fellowship and grants program administered by the National Audubon Society with support from Toyota North America. Each year for 5 years, 40 fellows participate in training workshops and are awarded $10,000 to develop a conservation initiative. In addition, each year TogetherGreen funds approximately 41 conservation grants. Annually, participants complete a report with open-ended questions pertaining to their conservation projects. To understand how success is defined and measured by conservation practitioners, our study focuses on the first two years of responses of grantees (n=77) and fellows (n=62) to the question: “What did your project accomplish?” We conducted a content analysis using an a priori framework of potential conservation outcomes developed from the literature. We coded each response for the project’s goals, strategies, achievements, spatial and temporal scales, and indicators for monitoring.

Our coding of the primary project goals indicated that the majority focused on biophysical outcomes. The research also revealed a majority of projects used both social and biophysical strategies to accomplish biophysical goals. The grantees and fellows also identified a majority of their successes as social, supporting the premise that social outcomes may be an effective end to themselves when working toward solutions to conservation issues.

As conservation professionals undertake new strategies for tackling the challenges of environmental protection, both social and biophysical successes should be recognized as significant.
Tourism in developing countries provides minimal benefits to local communities. The local residents bear the burden of negative tourism impacts and human-wildlife conflicts with minimal returns. Furthermore, the tourism industry has not created linkages with the local economy and leakages have served to minimize economic impact to the livelihoods of the local residents. In view of the above, this study sought to establish the relationships between tourism and the local community in the Amboseli region of Kenya.

The Amboseli ecosystem covers an area of 5,726KM². The area consists of the Chyulu hills, the foot slopes of Mt. Kilimanjaro and arid and semi-arid rangelands. Major land use practices in the area are agriculture, pastoralism and Wildlife tourism. Although the area is predominantly occupied by the pastoralist Maasai, it has witnessed an influx of agricultural immigrants. Tourism facilities are located within Amboseli National Park (392Km²) and the in the ranches owned collectively by the local community.

The local community was interviewed using a semi-structured questionnaire. In addition discussions were held with informants from conservation and tourism related Non-governmental organizations, Kenya Wildlife Service, community group ranch officials and Safari lodge managers. Inferential and descriptive statistics using Chi-square goodness-of-fit and cross tabulations were used to analyze data.

While the prevailing community attitude towards tourism was positive (80%), business owners had the highest proportion of respondents with a negative view of the tourism industry (17%). Despite contradicting results from similar studies in other regions, there was no significant relationship between educational level and attitude towards tourism (P=.309). Involvement of community members in tourism activities was low (27%).

Barriers to community involvement include lack of training and employment, limited access to financial capital and marketing expertise. It is recommended that training be undertaken to integrate the local community into the industry. The local government should institute a land use mechanism that reduces clustering of tourism facilities.
Chris Tompkins (tompki2@clemson.edu)
Youth Development Leadership Program

**Developing Young Leaders: An Exploration of the CEO Leadership Program at Muskoka Woods**

Youth leadership efforts provide young people with opportunities to develop valuable leadership skills. Despite the recognized benefits, research on effective leadership development programming for youth is scarce. The purpose of this study is to understand the experiences of participants in the CEO leadership program at Muskoka Woods. The CEO program is a 4-week, residential leadership experience for youth 15-17 years of age, integrated within the summer camp setting. This program seeks to give young people the personal skills and leadership abilities they need to become the “CEO” of their own lives. Utilizing the Muskoka Woods model of leadership development, this study seeks to assess how the development of leadership competence, character and cadence is facilitated in the program. Ultimately, the intent of this study is to discover how to successfully deliver a high quality youth leadership program. Qualitative data for this case study will be collected through personal observations and personal interviews with current CEO participants. Effective elements of the leadership experience will be explored and offered as recommendations for future youth leadership development initiatives.
James E. Vines (jevines@g.clemson.edu)
HEHD: Higher Education Track

Viral Bullying and Policy

Cyberbullying is a concern as the psychological and emotional outcomes of cyber bullying are similar to face-to-face bullying outcomes, except for the reality that with cyber bullying there is often no escape. School ends at 3 p.m., while the Internet is available all the time. The Department of Education in New Jersey stated that school administrators may impose consequences for off campus bullying—but only when it “substantially interferes” with a school’s operation. Currently there is no federal law on cyberbullying. New Jersey has proposed the Tyler Clementi Higher Education Anti-Harassment Act of 2011, as well as the Anti-Bullying Bill of Rights Act of 2010. The goal of the study is to focus on New Jersey, and its passage of the Anti-Bullying Bill of Rights Act of 2010. At this time New Jersey is the only state to reference higher education in their cyberbullying laws.

While analyzing the Anti-Bullying Bill of Right Act, the case study will explore how the bill got passed in New Jersey. The plan is to draw on the theory of John Kingdon. The Multiple Streams Framework (MSF) was developed by Kingdon. Kingdon focused on problems, policies and politics. Problems can be discovered or presented by concerned individuals. Policies relates to the ability to persuade. Politics relate to the national mood, or pressure from interest groups. MSF depends on integrated networks. The search for solutions is influenced by the structure of the policy networks. The goal is to use the networks as a way to build consensus.

It is important to continue to study and analyze cyberbullying policies. It is important that educators and those apart of the education process be aware of the impact that the internet and social media has in the lives of students. The implications for practice are vital, as cyberbullying has consequences that differ from face-to-face bullying. It is important that school policies are clearly defined for cyberbullying. It is not enough to group cyberbullying under policy statements relating to harassment. It is a necessity for school administrators and educators to be trained on practices in an effort to address cyberbullying incidents. In addition, it is vital that we work to ensure our policies are not lagging behind the fast growing world of the internet.
Learn and Serve America is a program of the Corporation for National and Community Service, and a component of service-learning initiatives of the United States Government. Launched in 1990, Learn and Serve America works to enrich students’ lives through service-learning as they become engaged in their own educational process, see the work they do benefit those around them, and become active contributing citizens and community members (Corporation for National and Community Service, 2012). Learn and Serve America has partnerships with programs at all education levels. The Brandell Volunteer Center, on the campus of Central Michigan University, is such a program.

The mission of the Volunteer Center is to provide students the opportunity to serve their community, enhance their educational experiences and develop into caring citizens. This mission is very similar to one of the guiding principles of Learn and Serve America: ensuring that programs improve the lives of every participant, building academic, civic, and character excellence, and that participants develop a lifelong commitment to public service. This last measure is the focus of this study.

But can organizations do a better job keeping their volunteers engaged? The Corporation for National and Community Service believes so (26% of Americans Volunteer, 2008). In fact, the general consensus in the research literature on lifelong commitment to public service is limited to only one national study, the Center on Philanthropy Panel Study (Center on Philanthropy, 2012). It is the very lack of data per individual organizations that is driving the need for such organizations to take a closer look at themselves.

Today, the Volunteer Center is such an organization in need of answering the question: are we engaging participants so that they develop lifelong commitment? As the coordinator of the Volunteer Center, Shawna Ross, explained, “No data exists from the Center that shows what our students are doing post-graduation.” Without such data how does the Center justify participants developing a lifelong commitment to public service? It is the purpose of this evaluation to then begin to collect this data to understand the impact of participation in the Brandell Volunteer Center programs on lifelong commitment to public service, and more specifically, to better understand the nature and extent of public service engaged in by Brandell Volunteer Center alumni. To accomplish this, quantitative surveys will be distributed to over 5,000 Brandell Volunteer Center alumni.

Key research questions include whether or not the Brandell Volunteer Center motivates its participants to continue service post participation, and for how long? What are the reasons behind a commitment to service or lack thereof? And does the experiences the Center offer match post participation experiences in communities served by alumni?
Drinking Behaviors of U.S. Women Related to Pregnancy across Racial/Ethnic Groups

**Purpose:** Alcohol use is widespread among women of childbearing age in the United States. The National Survey on Drug Use and Health found that over half of non-pregnant women drink alcohol. The CDC reports that 12.2% of pregnant women aged 18-44 drink, while 1.9% to 4% binge drink. This is a considerable concern both for women’s health and embryonic/fetal health in pregnant women.

**Methods:** The data was collected through the 2008 Behavioral Risk Factor Surveillance System (BRFSS), which is a telephone survey regarding health behaviors conducted by the CDC. Only women 18-44 years of age from the 50 U.S. states and the District of Columbia were included. Of the women, 71.11% were White, non-Hispanic, 10.59% were Black, non-Hispanic, 10.92% were Hispanic, and 7.38% were all other races/ethnicities. The BRFSS data was imported into STATA. New dummy variables were created for the four racial categories, pregnancy status, and two drinking behaviors: any drinking in the past 30 days and any binge drinking (4 or more drinks on one occasion) in the past 30 days. The data was tabulated to determine the percentage of women in each racial/ethnic group, the percentage of pregnant women in each racial/ethnic group, and the percentage of pregnant and non-pregnant women participating in the two drinking behaviors in each racial/ethnic group.

**Findings:**

<table>
<thead>
<tr>
<th>Drinking Behaviors Among U.S. Women 18-44</th>
<th>Not Pregnant</th>
<th>Pregnant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Any Drinking</td>
<td>Binge Drinking</td>
</tr>
<tr>
<td>Highest Mean, (Group)</td>
<td>57.91% (White, n.H.)</td>
<td>15.98% (White, n.H.)</td>
</tr>
<tr>
<td>Lowest Mean, (Group)</td>
<td>34.71% (Hispanic)</td>
<td>9.03% (Black, n.H.)</td>
</tr>
</tbody>
</table>

T-tests showed that any drinking among non-pregnant women differed significantly among all four racial/ethnic groups, while binge drinking differed significantly between all groups except for non-Hispanic Blacks and Hispanics. Among pregnant women, any drinking did not differ significantly between any groups, while binge drinking only differed significantly between White, non-Hispanic and Hispanic.

**Discussion:** White, non-Hispanic women had the highest percentage of individuals drinking and binge drinking while not pregnant. This is a concern for women’s health, but also for the fetus if the woman is initially not cognizant of her pregnancy and continues her drinking behaviors. Policies and interventions must address non-pregnant drinking among White, non-Hispanic women. Although many Hispanic women do not drink during pregnancy, almost half of those who do binge drink. Damage to the fetus has a dose-response relationship, so this high percentage of Hispanic women who binge drink during pregnancy must be addressed through policies and interventions. Any drinking rates during pregnancy were high among the Other racial/ethnic group. Further research should investigate which of the various groups in this category has the most problematic drinking behaviors.
Transition to Motherhood in Low Socioeconomic Women

Becoming a mother is a transitional process. Little research has been performed on the experiences of low socioeconomic women as they adjust to motherhood. This study aimed to analyze the transition to motherhood among first time low socioeconomic mothers. The data was subjective and gathered through journals and interviews with pregnant women of low socioeconomic status at the Greenville Hospital System OB/GYN Center of Greenville, South Carolina. Results showed the participants felt uncertainty regarding pregnancy and motherhood, faced financial and physical challenges, planned for the arrival of their infant, and examined the parenting styles of others. Despite preparation and prenatal classes, the women still felt unprepared for motherhood once their infants were born. Qualitative analysis of this data can guide additional studies in addressing the transition to motherhood among women of low socioeconomic status. This project was partially supported by the Creative Inquiry program and by the Calhoun Honors College.
Examining the Longitudinal Effects of Making a Virginity Pledge among Males across Their Four Years of College

Purpose: We examined the prospective effects of making a virginity pledge on sexual intercourse behaviors among male college students. Specifically, we examined if pledgers were more likely than nonpledgers to remain sexually abstinent across their four years of college.

Description of sample and methodology: We used data from a sample of 795 males recruited from Clemson University. Males were surveyed at the end of each of their four years in college on their sexual behavior activities as well as other risky behaviors. We used logistic regression analyses to determine if making a private virginity pledge and making a public virginity pledge were each associated with abstinence from sexual intercourse at the four different time points after controlling for relevant covariates (i.e., age, race, religiosity, high-risk drinking, impulsivity). We also examined if the two pledge variables predicted condom use and number of sexual partners.

Summary of findings: Results from multivariate regression analyses indicated that males who had made a virginity pledge were significantly more likely to remain abstinent across all four years of college, even after controlling for age, race, high-risk drinking, impulsivity, and religiosity. Further, making either a private or public virginity pledge was not related to condom use at last sexual intercourse episode, and making a private pledge was associated with having a fewer number of sexual partners by the end of their third and fourth years of college.

Conclusions: Our results suggest that virginity pledges, particularly private pledges, are effective in delaying intercourse. However, comprehensive sex education programs that include, but are not limited to abstinence-based messages, are most likely to benefit a broad and diverse population of youth.
Evaluating Self-Efficacy, Locus of Control, and Skill Attainment for Undergraduate Nursing Students during Simulation for Deteriorating Patients

Traditionally in the clinical setting when a nursing student is caring for a patient who begins to rapidly deteriorate, the primary nurse assumes care and the student simply observes. When these students graduate and become registered nurses, they care for patients who are high risk without having managed a similar situation. The lack of exposure and experience in such situations could lead to detrimental outcomes for the patient. Our research aims to evaluate the effectiveness of high fidelity patient simulation as a teaching tool for undergraduate nursing students placed in these scenarios. These life sized simulators can be programmed by the instructor to rapidly deteriorate in real time. Our group is using the variables of self-efficacy, locus of control, and skill attainment to gauge the benefits of simulation. The results of this study will serve as evidence needed to support the implementation of this training in other undergraduate baccalaureate nursing curriculum.

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TRACK 3 – CENTER/INSTITUTE/PROGRAM/PROJECT POSTER PRESENTATIONS

Ashlan Aiello (saiello@clemson.edu)
Kelly Suydam (ksuydam@clemson.edu)
Abbie Ormond (aormond@clemson.edu)
Erin Scheuer (escheue@clemson.edu)
Rebecca Stenger (rstenge@clemson.edu)
Cheryl Vanzo (cvanzo@clemson.edu)
Megan Cassity (mcassit@clemson.edu)
Ashley Dunn (ashleyd@clemson.edu)
Casey Devenger (cdeveng@clemson.edu)

Promoting Palliative Care in Oconee County

With the desire to provide a service learning project in Oconee County, our N415 Clinical Group partnered with Oconee Medical Center Hospice of the Foothills to educate the community about the new palliative care program. The need for this intervention was supported by our assessment that found large numbers of re-hospitalizations, a vast elderly population, and a high rate of chronic illnesses in the Oconee area, which would be benefited by a palliative care program. We created and displayed promotional materials and a power point at Oconee Medical Center and Lila Doyle.
Substance Abuse

Substance abuse is a growing problem in healthcare. These substances not only impair a person at present, but also have long-lasting effects on vital organs. In an effort to decrease the prevalence of substance abuse among the teenage population, specifically at West Oak High School, interviews were conducted with many members of the nearby Westminster, SC community. These interviews revealed the most commonly abused substances to be tobacco, marijuana, alcohol, methamphetamine, and caffeine. After an evaluation of the students’ knowledge about these substances, education was provided about the effects of each on health, financial status, behaviors, and physical appearance. After the presentation to the students, the post-tests showed greater understanding of these substances with an average improvement of 36.6%. The material presented was left with the health teacher at West Oak High School to share with future classes. It is the hope of this group that giving this information to the students will reduce the instance of substance abuse-related health issues.
Inquiry in Motion: Reflecting on Three Years of Implementation
Center of Excellence for Inquiry in Mathematics & Science

Inquiry in Motion is an institute focused on the professional development of math and science teachers. Its goal is to help teachers increase the quantity and quality of inquiry-based instruction in a manner that engages students in meaningful and thoughtful ways that embrace the national standards. With students and teachers underperforming in South Carolina, the purpose of both the institute and the center is to improve the motivation, potential, and achievement of students and teachers through rich, relevant inquiry-based experiences. Specifically, the goal of Inquiry in Motion is to increase student achievement by improving math and science teaching through two sustained professional development institutes maintained through three support structures: 4E x 2 Instructional Model, interactive webtool, and Electronic Quality of Inquiry Protocol (EQUIP).

In these professional development institutes, teachers are armed with a model for creating and implementing content-embedded, inquiry-based experiences, namely 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. Teachers work together to create exemplar lessons using a dynamic webtool designed to support the 4E x 2 Instructional Model. This free, online lesson repository not only allows for the dissemination of inquiry-based lessons but is also dynamic in that lessons can be altered, refined, and/or improved. The quality of these inquiry-based lessons can then be evaluated using the EQUIP, an observational protocol specific to inquiry-based instruction. The EQUIP measures teachers’ progress along instructional, discourse, assessment, and curriculum factors.

Over the past four years, Inquiry in Motion and the Center of Excellence have partnered with four upstate school districts involving ten upstate middle schools to engage approximately 60 math and science teachers in exploring their instructional practice. Support has been provided by Clemson University, the SC Commission on Higher Education, the National Science Foundation, as well as Greenville County, Oconee County, Anderson 4, and Anderson 5 school districts.

To date, evidence has shown that students whose teachers participate in the institute’s and center’s work 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.
The 2001 No Child Left Behind Act Ten Years Later: African American Students and Disparities in Teacher Quality across South Carolina Public Schools

One of the most urgent and intractable problems encountered by American education today is the unequal distribution of highly qualified, effective teachers. Not surprisingly, making certain that every child is taught by a highly qualified teacher is a critical component of the 2001 No Child Left Behind Act (NCLB). This legislation requires that all teachers of core academic subjects as well as those teaching Limited English Proficient (LEP) students and students with disabilities be highly qualified according to standards set by their state (Darling-Hammond & Berry, 2006; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, 2009). Because of the positive relationship between teacher quality and student outcomes, it is critical that disadvantaged students have well qualified teachers. However, studies show that schools serving predominantly minority and/or low-income populations often have teachers who lack experience or who are less likely to have a strong background in their subject area. This negatively impacts outcomes for students and contributes to the continuing academic achievement gap (Darling-Hammond & Berry, 2006; Murname & Steele, 2007; Peske & Haycock, 2006). Data from the state Department of Education indicate that, ten years after the passage of NCLB, there are still substantial disparities for schools with high percentages of African American students with regard to factors related to teacher quality in South Carolina public schools. These gaps are substantial and span elementary, middle, and high schools. These outcomes highlight the need for renewed efforts to provide highly qualified teachers for all students, regardless of where they live within the state.

References


