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

Spring 2013

April 25, 2013
1:00 pm – 3:00 pm
Hendrix Student Center
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 2013 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.

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
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Clemson University
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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**

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- Student Support  
  Cindy Hartman, De Morris Walker, Brad Bradley, and April Smith

**2012 – 2013 HEHD Research Committee**

- Lynne Cory  
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- Cassie Quigley  
  Eugene T. Moore School of Education
- Amy Milsom  
  Eugene T. Moore School of Education
- Beth Reynolds  
  National Dropout Prevention Center
- 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 your participation in the College of Health, Education, and Human Development (HEHD) Research Forum. This is our opportunity to showcase the important work being done by all of you – faculty and students. Your creativity and innovation is on display for all to see and learn from; I appreciate your continued commitment to discovery and scholarship.

This year has been a year of transition. We are reinventing ourselves with an eye toward the future. We must focus not on society as we know it today, but rather on where it will be five-ten years from now. What may seem outlandish today will be the standard for tomorrow.

I am very excited about the course we are charting for ourselves. There has been much creative thought in our planning thus far but it cannot stop now. We must continue to stretch our comfort zone and reach beyond our perceived limits. The units of this College have only scratched the surface of where they could be in terms of addressing the many complex social problems that cut across the disciplines of this college. As we move forward, building our collaborative interdisciplinary teams, we should be able to harness the intellectual power of all of you to address the vexing education, health, community, and environmental issues facing us today and tomorrow.

Opportunities abound for our College as we apply our expertise in making a difference with these very challenging issues. I hope you’ll take advantage of our HEHD Research Forum to continue to foster your creative ideas through collegial conversations.

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 vision, 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
Spring HEHD Research Forum
April 25, 2013

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 – 1:45 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

1:45 – 2:45 p.m. POSTER SESSIONS
Hendrix Center Ballroom

2:45 – 2:55 pm Announcement of Poster Awards (Undergraduate and Graduate)

Amy Milsom and Shirley Timmons
HEHD Research Committee Members

2:55 – 3:00 p.m. Closing remarks

Kathy Headley
Associate Dean for Research and Graduate Studies

THANK YOU FOR YOUR PARTICIPATION IN THE SPRING 2013 HEHD RESEARCH FORUM
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Hendrix Center - Points of Interest for Research Forum Participants

- McKissick Theatre (first floor)
- Einstein's
- Front Entrance (Downstairs)
- Food Court (Downstairs)
- Multi-purpose "glass" room
- Meeting Room A
- Meeting Room B
- Stairs
- Elevators
- Registration
- Concourse
- Ballroom
- Rest Rooms
- Water Fountain
Hypertension Management through Community-based Health Coaching

**Problem:** In the USA, 39.5% of those 45 to 64 years of age and 67.5% of those over 65 have a hypertension (HTN) diagnosis. Sixty-two percent of cerebrovascular disease is explained by suboptimal systolic blood pressure and annual per capita direct cost for a hypertensive individual is estimated at $1,131.

**Project Aim:** To improve hypertension self-management among program participants.

**Approach:** Lifestyle changes reducing blood pressure include: engaging in physical activity; maintaining normal body weight; limiting alcohol consumption; consuming a diet rich in fruits and vegetables; and reducing intake of saturated fat and sodium. Our program, Health Coaches for Hypertension Control, uses trained community volunteers who deliver small group classes and support groups to those over age 45 years diagnosed with HTN. Costs are approximately $300 per participant to cover blood work, educational materials and items such as blood pressure monitors and pedometers. This project has demonstrated that a university-community-hospital systems model promoting lifestyle change is effective. Methodology and evaluation measures will be shared.

**Results:** A total of n=205 participants were involved in the project and data were collected at baseline, 8 weeks and 16 weeks. Tables are inclusive of participants with complete data. From baseline to 16 weeks participants reported an average 20.4% increase in low-fat food consumption, 15.7% increase in daily consumption of 5 or more servings of fruits and vegetables, 14.9% increase in coping well with stress, and 13.4% increase in engaging in exercise more than five days a week. Clinical data showed average decreases in systolic BP (-5 mmHg), weight (-2.5 lb), BMI (-0.4 kg/m2), waist circumference (-3.4 in.), fasting triglycerides (-10 mg/dl) and glucose (-5.1 mg/dl).
Abnormal Response of Immune Cells in Women Susceptible to Developing Breast Cancer

A study done in this laboratory in the past demonstrated that there is a close correlation between the probability of a woman’s developing breast cancer (as predicted by the Gail model) and the amount of DNA synthesis induced in her peripheral blood cells by exposure to UV radiation. This was the first observation of an abnormal response of peripheral blood cells in potential cancer victims. To evaluate this effect as a possible assay for actual cancer susceptibility (or of progression or remission in cancer patients) it is necessary to determine whether the DNA synthesis observed with the assay measures DNA repair of the UV-induced lesions or UV stimulation of replicative synthesis in a particular cell type present in low concentrations.

Identification of the cell type involved is especially important for understanding the role of the immune system in carcinogenesis. Preliminary data indicate that these may be monocytes. While cells of the monocyte / macrophage lineage play an important role in protecting the organism from infection and cancer, data clearly show that macrophages within the tumor can stimulate its growth by release of cytokines which can either promote replication of the tumor cells or induce immune tolerance of the cancer.

Recent flow cytometry data show stimulation of immune cell replication by exposure to UV damage and a change in the relative concentrations of immune cells.
A Pilot Study: Delirium in the Intensive Care Unit: Utilizing the Zeo Wireless Sleep Monitor for Assessment

**Introduction/Background:** Delirium continues to be a major issue in intensive care units (ICU). Sedation and lack of REM sleep could be an important factor in the development of delirium. Improper sedation may interfere with a patient’s sleep pattern specifically, time spent in REM sleep, and could be a contributor to the development of delirium. The research team has noted that there is a possible correlation between sedation, disruptions, and sleep. The goal of our research is to determine the relationship between these variables utilizing a sleep monitor to capture actual sleep activity compared to patient characteristics and real time activity in the ICU environment.

**Methods:** A pilot study of 7 new patients who were intubated and sedated, age 65 and older. Data on patient sleep cycles were collected using a wireless sleep monitor. A time sheet was placed outside of each room to record time and type of interruption during nighttime hours (2100-0600).

**Results:** Preliminary results demonstrated that on average between the hours of 2100-0600 48% remained awake (range 8-88%), 30% were in light sleep (range 2-50%), 18.5% were in REM (range 2-60%) and 3.4% were in a deep sleep (range 0-9%). One patient remained awake 52-88% during entire admission of 7 days, had an ICDSC score of 5 and had a self extubation, sedation ordered was Versed prn. One patient who had no interventions done between the hours of 2400-0450 with exception of turning once had a REM recorded of 60% which equals to 4 hours and 49 mins of rest. All patients with the exception of one were on Fentanyl and Versed drips and had ICDSC score from 1-2.

**Implications:** Preliminary results show that there is a relationship between sedation, lack of REM sleep, and delirium and thus led to further investigation and larger studies.
Promoting Physical Activity in Afterschool Settings - Coordinated Approach to Child Health (CATCH)

Millions of children in the US attend afterschool programs. Afterschool settings are important places to promote healthy eating and physical activity behaviors that prevent youth obesity. This project, funded by Creative Inquiry (CI), emphasizes program planning, implementation, and evaluation research. During 2012-2013 students 1) examined evaluation tools assessing physical activity and nutrition environments and policies; and 2) planned and implemented an afterschool curriculum (CATCH) for boys and girls.

The CATCH Program. CATCH is an evidence-based after school program that promotes physical activity and healthy eating habits. The program focuses on making physical activity and nutritional health in the everyday lives of youth FUN and a lasting part of children’s lives. CATCH is designed to constantly keep children moving while they enjoy specially designed activities. The program’s philosophy is that healthy behavior changes during childhood can last a lifetime. CATCH Kid’s Club is specifically designed to work in afterschool settings.

CATCH Planning. The CI class decided to conduct a pilot project implementing CATCH lessons at an afterschool program. The team contacted and visited several afterschool programs. They ultimately made arrangements with Liberty Elementary School’s vice principal and afterschool coordinator to conduct CATCH lessons with their children. The CI class reviewed over 50 sample lessons, selected six that met their goals, and secured materials for each lesson.

CATCH Proposal. As part of the team’s planning process, a proposal was developed that included program goals, procedures, a parent flyer and time line. The proposal was submitted to the vice principal and afterschool coordinator in Spring 2013.

CATCH Training. The entire CI Team participated in a CATCH Kid’s Club Training mini-session taught by staff from Live Well Greenville’s Afterschool Initiative. LiveWell is leading a multi-site after school initiative that uses CATCH Kid’s Club. Training included tips on teaching participants and sample activities that exemplified how the CATCH program works.

CATCH Implementation. Between April 8th and April 22, four members of the CI team implemented four CATCH Kid’s Club lessons to the children in the Liberty Elementary school afterschool program. The goal of the lessons was to promote healthy physical activity and nutrition behaviors among boys and girls in grades 1-5.
Millions of children in the US attend afterschool programs. Afterschool settings are important places to promote healthy eating and physical activity behaviors that prevent youth obesity. This project, funded by Creative Inquiry, emphasizes program planning, implementation, and evaluation research. During 2012-2013 students 1) established a partnership with Liberty Elementary School and implemented an afterschool program (Girls on the Run) promoting physical activity, positive self-esteem and healthy body image among girls; 2) conducted an evaluation of the GOTR program using pre-post surveys assessing attitudes and behaviors;

The Girls on the Run Program is an international afterschool, youth development program for girls that “inspires girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running”. Our Creative Inquiry Class partners with the Greenville Health System GOTR Council Director to both coach and assist in the evaluation of the GOTR program.

GOTR Coaching. In Fall 2012, four members of our team attended a GOTR coaches training to learn the program’s core values and the curriculum. We partnered with Liberty Elementary School to implement the program for a 10-week period. We taught lessons about body image, self-esteem, and “the girl box”, all while training our 3-5th graders for a 5K race in Greenville. Coaches develop a great relationship with the girls and become powerful role models.

GOTR Evaluation. Part of our work for this CI class involves the analysis of pre and posttest survey data for all of the GOTR groups in Greenville and Pickens Counties. Our CI team analyzed data using SPSS to assess changes in variables such as body image satisfaction, self-esteem, and commitment to and attitude towards physical activity. Data from Spring 2012 included 149 participants. Approximately 85% of the participants were in grades 3rd – 5th and 86% of the participants completed both the pre and post test surveys. Analysis indicated that GOTR participants had significant increases in valuing physical activity, commitment to physical activity, positive attitude about physical activity, self-esteem, and body image satisfaction body image satisfaction.
Using RASCH Analysis to Determine the Validity of Instruments Used for a Research Study

This research study focused on the difference in elementary and middle school teachers’ self-efficacy and context beliefs about science teaching at the end of a year-long professional development experience. Specifically, we examined the relationship between content knowledge in environmental science with self-efficacy beliefs and context beliefs. Teacher beliefs and self-efficacy along with their science content are being examined because they play an important role in how and what science teachers facilitate in their science classrooms. The purpose of this presentation is to examine the validity of the instruments used in this research study to assess teachers’ content knowledge and self-efficacy and context beliefs about teaching science.

This study took place in two high-need school districts in a southeastern state of the U.S. The study instituted four year-long professional development cycles on environmental science for elementary and middle school teachers. The professional development program had three consecutive phases: a) a two-week summer workshop; b) a follow-up support during the academic year; and c) a three-day summer workshop. During the professional development, participants were engaged in environmental science content, activities, and curriculum (Project Learning Tree, GLOBE, and Leopold Project, Project Wet). In the professional development there were a total of 45 participants who were elementary or middle school teachers that taught science. These participants were comprised of teachers from 3 different Project RES cohorts: Cohort One (2009-2010) consisting of 14 teachers, Cohort Two (2010-2011) consisting of 10 teachers, and Cohort Three (2011-2012) consisting of 21 teachers. Within each cohort, there was a mix of both private and public school teachers.

Three instruments were used in assessing the change in teachers’ content knowledge, self-efficacy and context beliefs about teaching science. These instruments include: a) an environmental science content test; b) a Science Teaching Efficacy Belief Instrument (STEBI-B); and c) a Context Beliefs About Teaching Science (CBATS) instrument. Teachers were assessed before the beginning of professional development and at the end of the professional development. In order to test the validity of these instruments, the researchers analyzed each using RASCH analysis. This analysis was accomplished using JMP Pro 10 ®. RASCH analysis provides us with a more rigorous test of validity than a Cronbach’s alpha test. In testing the validity of these instruments, we aim to increase the credibility of our research findings.
Evaluation of the Effectiveness of Parenting Programs that Promote Literacy in Early Childhood Education

Literacy is a foundational principle in our society. It is introduced at an early age and that introduction serves as a building block for latter success. In early childhood schools across the nation, teachers are charged with the duty of developing the basic literacy skills in these youth. The other component to this success is the parent. Parents serve as the first teacher to their children; developing words, reading to them and introducing language. This is not the case in a number of homes in America and locally. Several resources are provided for teachers and parents such as local libraries, apps on electronics, local parenting centers, and youth oriented organizations. Parenting centers play a special role because most of them are connected to the learning institutions. They are their to bridge the gap between local schools and parents connecting them to serve one common goal; to educate our children, prepare them for higher learning or to be successful in whatever endeavor they seek. To do this, literacy is a key component.

Several organizations such as Save The Children, Harvard Family Research Project, SC Kids Count, SC First Steps, National Center for Children in Poverty, and Clarendon School Districts Parenting Centers have provided a wealth of information on disparities between race, gender, geographic location and education level of parents to explain some factors that may hinder literacy without the use of protective factors. The greatest predictor of development in literacy is parental involvement. For students who fall short of meeting those requirements, how can parenting centers better motivate or encourage parents to consistently read to their children? Are there resources that are not being provided by the parenting centers that should be? Does the center foster an environment for parents to further education if they desire or are referral sources for provided? Lastly, are there provisions for a work life balance for teachers, parents and students and how can parenting centers encourage that behavior? Focus groups will be done within all three school districts parenting centers focusing on above stated questions. A random sample of early childhood teachers would be asked to do a brief interview on their evaluation of parenting centers and their wish list for parents. Observations through parenting workshops provided by parenting centers will be conducted as well as short 5-10 question survey will be given to a random sampling of parents of pre-k, kindergarteners and first grade students to complete.

This evaluation of the parenting centers’ approach to promoting literacy with parents and students will provide some insight on what is working and what is not working within the system. The intention is to provide awareness to parents of their habits and attitudes in regards to literacy. The hope is to implement changes that would be positive for those school environments cost effective to enhance the learning environments for students who may need extra assistance and a supportive family environment.
How Do Students Conceptualize Their Transition from a Two-Year to a Four-Year Institution?

Purpose: This pilot study examined how students conceptualized their transfer from a two-year, public, open admission institution to a four-year, public, highly selective, research institution through a structured transfer program. The research team was specifically interested in the impact of resources and activities provided through the structured program.

Subjects: Three second-year, female students who met the research criteria of having participated in the Linked program during the 2011-2012 academic year and began at Liviness University during Summer or Fall 2012.

Research Methodology: Students were contacted via a campus partner and instructed to contact the research team to schedule an interview. Interviews were forty-five minutes in length and focused on the following categories: (a) perceptions of the transfer experience; (b) reflection on individual transfer experiences; (c) self-proclaimed levels of campus involvement; (d) suggestions for increased support from the two-year institution; and (e) suggestions for increased support from the four-year institution. Upon completion of interviews, transcriptions were coded and analyzed to determine common themes.

Summary of Findings: Findings were highlighted in five categories - (a) academics; (b) campus resources; (c) campus involvement; (d) student experience; and (e) programs and practice. Participants generally reported less rigorous courses and fewer involvement opportunities at the two-year institution. Additionally, they noted an increased variety and quantity of campus resources at the four-year institution. Participants expressed feeling a negative stigma associated with participation in the program. While all felt the program eased the logistics of the transfer process, they disagreed upon the degree to which the program prepared them to succeed academically and socially.

Conclusions/Implications: The findings support a need to better define the role and association of the Linked program, increased academic support and preparation through more rigorous courses and improved academic advising, and increased engagement through the creation of more involvement opportunities at the two-year institution. The research team identified the perceptions native students hold about transfer students and the residential experience associated with the structured transfer program as potential topics for future research.
Jonah Baize (Jbaize@g.clemson.edu)
Youth Development Leadership Program

Evaluation of the Influence the Amateur Athletic Union Basketball Program Has Upon the Youth

Problem: The Amateur Athletic Union is known for its general illegal NCAA activity through AAU coach involvement in young player’s futures. Shoe companies have started to make a major influence upon these young athletes that choose to participate in AAU programs in order to raise their college recruiting stock. While AAU has been known for promoting and helping young athletes to enhance their future, it also has developed a stained reputation with NCAA violations, greed, opportunism, and a lack of concern for work ethic, a lack of passion for the game, and a lack of concern for being victorious. Shoe company representatives and “runners” are able to use the legal nature of being able to sponsor a high level AAU team, in order to give extra benefits, money, and gifts to the top of the tier elite athletes in these programs.

Purpose: With the growth of the AAU in the last 5-7 years, the NCAA has been working to help police the issues within AAU, but they do not have the manpower to fully regulate it. While nobody can argue that the problems within AAU are affecting young people’s futures daily, there has not been a concerted effort to alleviate or assuage these troubles. AAU organizations need to be more closely observed, sanctioned, and regulated in order to save the future of youth off-season basketball and athletics. The purpose of this evaluation of the AAU organization is to make evident the negative violations, conduct, and pessimistic approach the Amateur Athletic Union has upon the youth of today’s society; while striving to alleviate this burden on the youth through stricter policy.

Guided Evaluation or Research Questions: What are the positive benefits of playing or being involved with AAU Basketball? What are the negative detriments to playing or being involved with AAU Basketball? Why are AAU coaches and shoe companies able to make extra income off highly competitive teams? What experiences do young people have when participating in AAU Basketball?

Subjects, Methodology, and Key Studies: The subjects for this project are youth male basketball players ranging from the ages of 12-18 and ranging from school year 6th grade - 12th grade. The subjects are all AAU Basketball participants in official AAU Basketball programs. These subjects are convenient to survey because of the large variety of AAU tournaments throughout every region of the country. An anonymous survey of 100 elite youth AAU basketball players at Rick Lewis Camp in Winston Salem, NC was taken. Out of the 100 campers, an identical set of 10 Yes/No questions to get a better feel for their experience and involvement within their AAU Teams. Furthermore, this observational study is looking at several specific cases within NCAA Division 1 where a player lost his eligibility through an AAU related incident. Also, this observational study is looking at several relevant scholarly articles that reveal first hand experiences of young people’s future’s being negatively deviated through the AAU Organization.
A Qualitative Study of Undergraduate Black Students and their Perception of the Land Grant Family

Purpose: This pilot study focused on Black undergraduate students at Land Grant University (a pseudonym for a large, predominantly White public research institution in the Southeast) where it is inherently assumed that all students belong to the “Land Grant family, or “alumni, students, faculty, staff, friends… [who are each] vital and valued members,” as described by the university president. The pilot study sought to determine if Black students’ interactions with peers, faculty and administrators and involvement in organizations affected their campus connections and belonging to the “Land Grant Family.”

Subjects: Five female and three male Black undergraduate students at Land Grant University (two freshmen, three sophomores, two juniors, and one student who did not specify class rank)

Research Methodology: To collect data, the researchers conducted and audio recorded two focus group sessions with students who were recruited through a campus listerv. Focus group questions concentrated on students’ experiences with peers, faculty, staff, administration, and student organizations. The researchers transcribed, coded and analyzed the data to find common themes. Researchers also met with the assistant vice president for student affairs at Land Grant as a key informant on campus climate.

Summary of Findings: Participants spoke about feelings of exclusion from the Land Grant Family. Participants found that their family was made up of peers who supported them and had similar hardships, most within the same racial group. Faculty, staff and administration also provided a strong support network. Organizations served as both a support and a barrier to connectivity. Lastly, the participants in the focus group suggested needs for inclusive marketing, for more Black faculty, for an increased student voice for on-campus events and for overall recognition of the Black student experience.

Conclusions/Implications: The findings showed that while students feel supported in some areas, improvement is needed for all Black students to feel better included in the Land Grant Family. Respondents provided specific ways the institution can support them: hiring more Black faculty members; including more Black students in marketing; advertising to more Black students; and providing more events for Black students. Overall, acknowledgment and support of the Black student experience at Land Grant University was key for a more inclusive community.
A Quantitative Study Examining the Influence of Fraternity & Sorority Affiliation on Risky Behaviors

Purpose: The purpose of this pilot study was to analyze the extent to which fraternity and sorority affiliated students at the research site engaged in risky behaviors, compared to non-affiliated students. The primary research question was: Do fraternity and sorority-affiliated students engage in a higher number of risky behaviors (alcohol and/or drug abuse/misuse, risky sexual behaviors) more frequently than do non-affiliated students at the research site?

Subjects: The original distribution list was comprised of 1,000 students. Of that group, 128 students completed the survey (64 men, 61 women, 1 transgendered). Forty one students (32.03%) identified as fraternity and sorority affiliated and eighty seven students (67.97%) identified as not affiliated to a fraternity or sorority.

Research Methodology: The research team collaborated with the Office of Institutional Research to identify students for convenience sampling. The sampling design for this population was a single-stage sampling procedure. The researchers collaborated with staff members from the Office of Fraternity and Sorority Life as well as CampusLabs™ to create a unique survey instrument. Students were emailed the link to the survey, and were sent three reminder emails thereafter. After the survey closed the researchers cross-tabulated and analyzed the statistical data.

Summary of Findings: Eleven of the affiliated respondents (26.8%) reported that they “almost always” binge drink (according to our definition) in comparison to only seven of the non-affiliated respondents (8.0%). In terms of drug misuse, we found that affiliated respondents used drugs more frequently, while non-affiliated students experimented with a greater number of different drugs. Lastly, we found that affiliated and non-affiliated students were similar in their sexual risks, with exception to whether or not students had ever contracted a sexually transmitted infection (STI), and to whether or not students frequently engaged in sexual activity after consuming alcohol. A greater percentage of affiliated students answered positively to both of the previous questions.

Conclusions/Implications: The research findings highlight the need for student affairs practitioners to plan programmatic efforts and initiatives that further educate and support fraternity and sorority affiliated students at the research site. In addition, the findings show that it is necessary to continue to provide a safe, healthy, and diverse campus environment that benefits the entire student body.
The Impact of Physical Activity and Nutrition on First Year Student Success

**Purpose:** This pilot study examined the effect of physical activity and balanced nutrition on student success. The main focus was to uncover reasons students choose to make unhealthy decisions regarding exercise and diet in their first year of college, as well as, discover the relationship between nutrition, physical activity, and student success. The significance of this study includes the desire to understand the issue holistically, as well as, the potential to discover benefits for first year students and their success in college.

**Subjects:** Sixty-eight first year students during their second semester of their first-year (Spring term) at a large research institution in the Southeast region.

**Research Methodology:** A concurrent mixed methods questionnaire was used to combine quantitative and qualitative data for a comprehensive research analysis. A correlation test was employed to establish significant connections between quantitative variables while qualitative results were analyzed using a categorical coding process. Upon completion of individual analyses, a matrix was employed to compare the different findings which allowed researchers to draw conclusions based on connections and convergence of the two data subsets.

**Summary of Findings:** The results of this study supported current literature concerning the connection between exercise and first year student success in terms of GPA and positive self-image. However, regarding the impact of nutrition on success, the results only supported the literature within the criteria of academic performance. Despite a suggested connection with positive self-image and feelings of connectedness, our study did not find any significant correlation.

**Conclusions/Implications:** A disconnect emerged between students thoughts about healthy lifestyles and their reported exercise and nutrition habits. The divide illustrates the need to educate students on how to incorporate healthy behaviors into their schedule. Students reported being knowledgeable and aware of balanced nutrition, but there is little connection with its impact on first year student success. There is a need to research nutritional behaviors more holistically and for further research to be completed on the impact of exercise and nutrition on students’ feelings of connectedness.
The Development of After School Programs in Greater Atlanta Area

What do kids do after school? Many may hang out while others may go home to an empty house. Either way, parentless time after school can lead to trouble, where drinking and smoking can begin as well (Heinzman). Latchkey kids (kids that go home to an empty house after school) are generally old enough to look after themselves but too young to keep out of trouble. They gather in front of the television or video games for hours to pass the time. When time becomes unbearable their idleness leads to mischief; and that is exactly what my project is trying to divert from, idleness. Giving the youth an alternative for after school is the direction most schools are trying to go towards. Some have succeeded by putting in place after school programs like KiDsGyM USA in their schools to give kids activities and outlets to participate and spend energy. Not only does an after school program like KiDsGyM give kids something to do to stay out of trouble during those "idle" hours but it also opens the kids up to different sports and activities they never would have the chance to participate in otherwise. Youth are exposed to sports like tennis, gymnastics, golf, karate and soccer and they are exposed to academic help through tutoring and computer usage.

The purpose of this study is to conduct a qualitative evaluation of middle school aged students between the ages of 11 and 13 to determine effects that physically active after school programs have on students; and also to determine whether or not these particular programs are beneficial to the student academically and athletically. This study will use multi method approaches, including observation, survey data collection and an assortment of afterschool program literature reviews in evaluating the affect after school programs have on middle school aged students. Four middle schools in the Metro Atlanta Area with the KiDsGyM USA after school program will be evaluated. Within those four schools 50 students between the ages 11 and 13 who are participants of the after school program will be surveyed and studied. They have been separated into two groups: male and female. The kids were surveyed at the beginning of the semester and will be post-surveyed at the end of the semester to determine any changes between the 3-4 month span.

This study acknowledges the importance of after school programs put in place for youth who are “latch key” kids to keep them out of trouble, and intends to answer the following questions: What are the participation rates in the middle school KiDsGyM after school program? What is the relationship between increased self-esteem in middle school students and a combination of physical activity and structured after school programming? What is the relationship between increased motivation in middle school students and a combination of physical activity and structured after school programming? Is academic performance positively impacted by physical activity at the middle school level? How does participating in physically active after school programming affect the rate of obesity in middle school students?
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Youth Leadership Development Program

“I Think I Can!”: Assessing Elements of a Youth Program that Strengthen Participant Self-Efficacy

This study identifies and assesses the key elements of a youth-serving program that enhance the self-efficacy of its participants. Literature is first reviewed to provide a theoretical framework for understanding self-efficacy in the context of youth development and to illustrate gaps in previous studies which have tried to analyze the impact of programs on youth self-efficacy, and subsequently a case study of a Virginia-based nonprofit is used to address these gaps. The nonprofit, Jacob’s Ladder, offers a summer enrichment camp and year-round support services to gifted, at-risk youth in Virginia and North Carolina over the five-year period of 4th to 8th grade. The Jacob’s Ladder mission – to empower youth to reach their potential – is rooted in improving self-efficacy, and the organization has many inter-related yet distinct components geared toward this and other developmental goals.

Surveys and questionnaires will be given to 7th and 8th graders participating in Jacob’s Ladder during the 2013 summer camp to evaluate whether the organization’s multi-dimensional program has raised the self-efficacy of these at-risk youth and which programmatic and non-programmatic elements have been most significant in this regard. Then, interviews will be conducted with a sample of these current participants, alumni, parents, and organization staff members in order to better understand the ways in which the most important elements function to enhance self-efficacy and to gauge the long-term effects of Jacob’s Ladder with respect to this internal human construct. Conclusions from the study will add to the knowledge of how this specific organization fosters positive youth development, and it also should help organizations with similar missions in designing effective programs.
Nostalgia is firstly conceptualized one of mental diseases by Hofer (1688/1934) as homesickness in the medical context. According to Hofer (1688/1934), individuals who feel nostalgic show psychologically abnormal phenomenon, such as depression, sleeping sickness, lethargic, illness of the mind, and so on. He suggested the remedy for these people was to return their home land. From late 20th century, meaning of nostalgia has been changed over time from a medical disease to individual’s emotion and memory (Davis, 1979; Fairley, 2003; Holbrook & Schindler, 1991; Stern, 1992). Furthermore, Holak and Havlena (1998) and Stern (1992) pointed out that nostalgia is not only emotional feelings, but cognitive responses.

Gibson (1998) suggested three types of sport tourism, and nostalgia sport tourism is one of them. She focused on object-based nostalgia and mentioned that nostalgia sport tourism encompasses “visits to sport museums, famous sport venues, and sports themed cruises” (p. 45). On the other hand, Fairley (2003) pointed that social interaction plays an important role in nostalgia. She examined group travelers who have annually followed one team in the Australian Football League (the AFl). This study found that “nostalgia can arise in relation to identification with a relatively small social group (in this case, travel group) that uses sport as a context through which to create a liminoid space in which to celebrate their identity as a group” (p.298). In summary, there are “two broad conceptualizations of nostalgia in sport tourism have been used: (a) nostalgia for sport place or artifact, and (b) nostalgia for social experience” (Fairley & Gammon, 2005, p. 182). Namely, nostalgia of sport halls of fame, museum, and historic place is encompassed in the first concept, and individuals who put more emphasis on social relationship are included in the second concept.

Nostalgia has been studied by sociologists in terms of events, persons, and sights. Holak and Havlena (1998) suggested typology of nostalgia and employed two dimensions of nostalgic experience: (a) nostalgia by indirect experience (historical nostalgia) or nostalgia by direct experience, and (b) the personal nostalgia or collective nostalgia, and developed four-way classification of nostalgia: (a) personal nostalgia (direct, individual experience), (b) interpersonal nostalgia (indirect, individual experience), (c) cultural nostalgia (direct, collective types of experience), and (d) virtual nostalgia (indirect, collective types of experience). The notions of two dimensions of nostalgic experience should be understood for Holak and Havlena’s classification of nostalgia.

Even though the classification of nostalgia exists, to date, there are not sufficient quantitative researches to measure nostalgia. Furthermore, although several scholars developed scales to measure nostalgia (Batcho, 1995; Holbrook, 1993; Routledge, Arndt, Sedikides, & Wildschut, 2008), existing scales for nostalgia are not developed in sport tourism context. Furthermore, Fairley and Gammon’s classification of nostalgia sport tourism is not enough to explain nostalgic phenomena in sport tourism, because nostalgia is a too broad concept, and many factors should be considered to fully explain what nostalgia sport tourism is. Therefore, future research needs to classify nostalgia in sport tourism context, and it should explain sport fans and spectators’ nostalgic behavior.
The Influence of a Zumba Exercise Program for Young Adults with Down Syndrome

Problem Statement: Individuals with Down syndrome have an increased risk of obesity and are significantly less likely to engage in physical activity compared to their nondisabled peers. Recently, zumba has gained popularity as a fun means of exercising; however, there is little research to support its efficacy, specifically, for individuals with Down syndrome.

Subjects: This study looked at three young adults, two females and one male, aged 22-23 from a post-secondary education setting.

Aims: This study investigated the impact of participating in zumba classes on the amount of cardiac exertion and perception of physical exercise when compared to non-structured exercise sessions between three young adults with Down syndrome in a post-secondary education setting.

Materials and Methods: A single subject multiple baseline research design was implemented across three young adults with Down syndrome to determine the effects of a zumba exercise class on average and maximum heart rate as well as perception of physical exertion when compared to non-structured exercise sessions. Partial interval recording, Polar heart rate monitors, the Borg rating of perceived exertion scale, and the physical activity enjoyment scale were implemented to collect data on dependent variables and consumer satisfaction during each non-structured exercise session and each zumba class.

Summary of findings: The study is ongoing but results show that participants rated both their satisfaction and perceived exertion very low during non-structured exercise sessions. Also, the majority of heart rate recordings were low as well in comparison to norms for target heart rate during non-structured exercise sessions.

Implications for further research: Additional research is needed in a variety of structured fitness classes on the efficacy for adults with Down syndrome. Furthermore, this study should be extended to the effect of zumba fitness classes on both disabled and non-disabled peers.

Key Words: Fitness; Down syndrome; zumba; post-secondary education.
Indicators of Quality Care for School-Age Programs in Child Care Settings

Throughout the country, there is not a uniformly accepted tool for measuring quality and reporting it back to potential parents. Even in states where there are tools, the school-age population tool(s) are not developmentally appropriated according to youth development standards and written in accord to what is best for youth today in a manner to ensure that each and every youth enrolled in out of school time (OTS) programs are not just “cared for” but are fully engaged and, as a result, fully prepared.

Currently, according to the North Carolina Division of Child Development website, there are over six thousand licensed child care facilities that are offering out of school care to youth. The current “standard” for assessing quality for school-age programs in child care centers, the SACERS (School-Age Care Environmental Rating Scale) was written in the polling state of North Carolina, making it only logical to poll this state for indicators of quality for youth in care in programs situated in a child care setting to either confirm the validity of the SACERS or indicate the need for the development of and lay the ground work for a new tool to measure and indicate quality. Additionally, the SACERS was written almost two decades ago and many advancements have been made in youth development and no new tool has been introduced to allot for these professional acquisitions.

In order to assess the indicators of quality for youths situated in school-age programs in child care programs, an online survey is being e-mailed to every director across the state with the help of a state sponsored training organization. The tool used to assess the needs for quality indicators will then be passed along to the school-age coordinators through an on-line survey that should take less than ten minutes and the confidentiality of each center will remain intact as the results return back online allowing for quick and orderly organization.

The driving force behind the survey will be to determine if there is a need for a new tool and if there begin to outline the necessities for new determining factors for a new indicator of quality for school-age programs situated in child development centers. 1) What are the most important indicators that school-age providers see as necessary to keep youth fully engaged and, as a result, fully prepared? 2) How are providers, currently, doing at providing these indicators on a daily basis to youth? 3) How can these indicators be introduced in a manner to ensure their acceptance as a driving force for quality instead of a punitive measure of good verses bad? Being able to measure what is important and also ensure its acceptance on a working level will, hopefully, increase the usage of the indicators of quality and improve the quality of care being provided to the youth of today.
Preparing High School Athletes for Post High School

Throughout America each year high school seniors make the transition into post-high school world, including college life, unprepared. This population includes student athletes. Each year Clemson University attracts and enrolls a number of underprepared student athletes. There are no concessions made for them and they must follow the same curriculum as other Clemson students, who have an average SAT of 1240, therefore making the transition a difficult one.

This project involves developing 6-week program to meet with high school student athletes during the week, 2 sessions a week. Sessions will address topics including academic study skills, time management and life skills. The long term goal is to produce a perpetual program that will prepare high school athletes for success in athletics, academics, careers and post-college life.
Effects of a Yoga Intervention on Symptoms Associated with Menopause

Universally, women progress towards the biological state of menopause; which is the permanent condition of infertility due to alterations or diminution of reproductive hormones. As menopausal symptoms (e.g., hot flashes, night sweats) often hinder or have a negative impact on women’s successful functioning in everyday life, many women are actively seeking alternative or complementary treatments that are effective and can assist in managing symptoms related to menopause. The purpose of this mixed methods study was to determine the effects of participation in a six-week yoga program on the physiological and psychosomatic symptoms experienced by women during menopause.

Utilizing a phenomenological lens, in accordance with the concept of leisure-coping, results provided evidence supporting yoga as a therapeutic recreation intervention that can provide an outlet for (a) escape and restoration; (b) social companionship; and (c) an improved perspective and optimistic attitude. Therapeutic recreation specialists are encouraged to promote the use of yoga as a treatment modality as it is inclusive of individuals, regardless of age, physical or mental ability, and has the potential to improve quality of life among several populations.
Parental Involvement in Adolescents’ Education: Assessing Contemporary Needs of Families in Orangeburg District 4

Parental involvement in education at all age levels has a positive impact on a child’s success. Although this concept is well documented, Hornby and Lafaele (2011) point out “there are clear gaps between the rhetoric on parental involvement in literature and the typical parental involvement found in schools” (p. 38). Many variables contribute to the gap between the real and the ideal. This study focuses on three variables that impact families in Orangeburg School District 4: the decline of parental involvement as children age, the evolution of the American family, and the limitations of rural communities.

When students enter middle school and high school, parents often struggle with how to remain involved in education while fostering their adolescents’ need and desire for independence (Green, Walker, Hoover-Dempsey, & Sandler, 2007). For many, family structure compounds the challenge to be involved. Non-nuclear family variations often impact the amount of time parents can spend with children or may require children to live between households (Dupis, 2010; Jeynes, 2005). Administrators in Orangeburg District 4 estimate that 15 to 20 percent of their high school students live in unstructured families. These students often rotate between houses of friends or extended family members. This rural community requires strategies specific to these particular needs because it is adversely affected by limited public transportation and inadequate technology.

The purpose of this study is to examine the level of current parent/family involvement in education for 8th and 9th grade students at Carver-Edisto Middle School and Edisto High School in Orangeburg, South Carolina. Utilizing multiple methods of data collection, including qualitative surveys, interviews, and focus groups, this study will seek to understand the barriers that prohibit parental involvement and the resources today’s parents need to be more engaged in their child’s education. In addition, this study will explore the success of Families4Change Family Solutions Program in similar demographic areas. The study will determine if the implementation of the Family Solutions Program in Orangeburg District 4 will be beneficial in building successful partnerships among family, school, and community that will encourage involvement throughout a child’s education while accounting for the diversity among families and the differences that impact this rural community.

Five leading research questions frame this study: (1) What are the barriers to parental involvement as students transition from middle school to high school? (2) What resources do parents in various family structures need to become more involved in their child’s education? (3) How can rural schools partner with parents and the community more effectively? (4) What are the characteristics of a successful family/school relationship? (5) How can programs such as Families4Change be instrumental in engaging parents throughout their child’s education and thus increase educational success?
The Effect of Strawberry Extract on the Proliferation of Pancreatic Cancer Cells

The Purpose/Problem Statement: Pancreatic cancer is the fourth leading cause of cancer related death with an overall survival rate over five years of less than 5% (Hidalgo, 2010). With these dismal statistics it is important to find ways to combat this condition early and quickly. Many people are looking for a better option to prevent, delay, and treat cancer different from the toxic and potentially life-threatening chemicals used in chemotherapy. Studies have shown various berries to be effective in combating oxidative stress mediated diseases but as to date there have been no studies on their effect on pancreatic adenocarcinoma cell lines (AsPC) (Somasagara et al., 2012). Because strawberries extracts have demonstrated greater antioxidative effects than plum, red grape, tomato, banana, and orange (Heo & Lee, 2005) they were chosen for this study.

Methods: AsPC, human pancreatic adenocarcinoma cells, were cultured in flasks and then pipetted into 36 well plates for treatment. After plating, the cells were allowed to incubate in a 5% CO environment and reaffect themselves for 20 to 28 hours. Cells were then treated with control, 5, 7.5, and 10% concentrations of whole strawberry fruit extract for approximately 48 hours. Cell concentration was measured using a plate spectrometer.

Results: The initial results show a reduction in AsPC cell growth that generally correlates with the increase in concentration of strawberry extract. Once final results for this project are available the data will be formally analyzed.

Implications and Further Research: If the results continue as noted previously, strawberries should be considered further for their anticarcinogenic properties. One study has been published on the apoptotic effects of strawberry in breast cancer and tumor suppression in mice; similar studies could be done with pancreatic cancers (Somasagara et al., 2012). Once concentrations have been confirmed, adding concentrated strawberry extract to the diets of pancreatic patients and those with a high familial pattern of pancreatic cancer or inherited cancer syndromes should be considered.

References
Long-Term Effects of Wil Lou Gray Opportunity School on Turning Points of Former Students

This mixed-methods study intends to measure the long-term effects of Wil Lou Gray Opportunity School (WLGOS) on former student’s narratives about turning points in their lives. WLGOS is a residential, alternative school for at-risk youth ages 16-19 in West Columbia, South Carolina that provides academic enrichment, mentoring, social skills and pre-vocational training. Studying the effectiveness of alternative schools is an emerging discipline that requires further research and study. Little research exists on the long-term effects of attending alternative school. Additionally, alternate schools have been criticized for not placing greater emphasis on long-term success. Indication of long-term change in former students would be validation that WLGOS serves more than the academic needs of students.

A survey will be administered to current students to measure their level of developmental assets. The quantitative data will also be used to compare the school environment to the features of a positive youth development setting. Students between three and five years post-graduation will then be randomly asked to provide narratives revealing their perspective on the school’s impact in their life after graduation. The data from the narratives will be analyzed to identify if the alumni attribute turning points in their lives to relationships and experiences at WLGOS. The study will relate the narratives from former students back to the 40 Developmental Assets and the features of a positive youth development setting found in the responses from current students. The results of the study are intended to provide evidence of a relationship between long-term change in at-risk youth and the impact of WLGOS on their developmental assets.
Activity Budgets of White-Faced Capuchin Monkeys in Costa Rica: The Influence of Age and Sex, Ecology and Human Presence

This study analyzes the activity budgets of two wild troops of white-faced capuchin (*Cebus capucinus*) monkeys in Palo Verde National Park, Costa Rica. White-faced capuchin populations are recognized as reduced in Costa Rica. Throughout Central and South America white-faced capuchins are low in density and display limited distribution. In order to maintain the species it is crucial to understand their behaviour.

Studies have shown that age and sex, ecology and human presence can affect capuchin activity. Age and sex can determine which behaviours are important to different individuals and how frequently behaviours are exhibited. Ecology can influence the distribution of a troop and their cohesiveness. Human presence can cause behaviour which is damaging to a troop or it can enhance a troop’s ability to survive. This study seeks to answer if a) activity budgets differ by age and sex class; b) activity budgets of age and sex class differ between troops; c) ecology plays a large role in the frequencies of activity; d) ecological factors affecting behaviour vary by troop; e) human presence is a large or harmful influence on activity budgets. Two different troops were studied within Palo Verde National Park. The troops were similar except in their degree of exposure to humans. Results revealed that the two study troops showed similarities in their activity and nearest neighbour choices, but differed in nearest neighbour distances and stratum use. The influences of age, sex and ecology fit with assumptions based on evolutionary theory for both troops. Human presence exists at the park, but was deemed neutral in both sectors.
Evaluation of a nutrition and physical activity program: STEM Leadership and Health and Wellness.

Problem: According to the 2007-2008 NHANES (National Health and Nutrition Examination Survey), obesity now affects 17% of all children and adolescents in the United States which is triple the rate from just one generation ago. More than one in five children between the ages of 6 and 17 are now considered overweight. Obesity in children can lead to several acute and chronic health conditions, including diabetes, high blood pressure and elevated lipid profiles as well as cancer, orthopedic and psychosocial problems (Kumanyika, et al., 2008). In 2009, the Centers for Disease Control estimated that the annual cost of care for obese adults reached a staggering $147 billion. An additional $3 billion were spent to treat children who were obese (White House Task Force on Childhood Obesity, 2010).

Purpose: The purpose of this study is to see how much of an impact a school-based nutrition and physical fitness program has on youth. Eighty percent of American teens consume fewer than 5 daily servings of fruits and vegetables. (Eaton DK, Kann L, Kinchen S, et al, 2005-2006) Specifically, this study will examine whether knowledgeable of healthy eating, healthy eating behaviors, and physical fitness levels changes a result of participation in STEM, leadership and health and wellness program.

Subjects: 48 youth from the Youth Leadership Academy in grades 6th and 7th participated in this study. They have been separated into two groups based on the grade that they are in, 6th and 7th grades.

Methodology: A pretest of youth nutrition, activities, behaviors, and efficacy survey was given to the youth in the Youth Leadership Academy at the beginning of the program, and a posttest was given at the end of the program. There was also a physical activity test given at the beginning and end of the program using Fitnessgram.

Questions: The means of this study is to answer the following:

- What impact does participation in STEM have on its attendees?
- Are STEM participants more successful upon leaving the program than they are upon entering?
- Does participation in school based healthy eating program increase knowledge of good nutrition choices for middle school students?
- Does participation in school based physical activity programs increase fitness levels for middle school students?
LGBT Students’ Advocacy Involvement and its Effect on Identity Development

Purpose: The researchers found a gap in the literature concerning specific advocacy behaviors of self-identified LGBT students on college campuses. The purpose of this pilot study was to address the gap in the literature by exploring the advocacy behaviors of LGBT students and how these behaviors affect their sexual identity development.

Subjects: Four self-identifying LGBT students at a mid-sized, Southeastern, public, land grant institution. Two participants identified as female and two participants identified as male.

Research Methodology: The researchers utilized a convenience sample to draw participants from established on-campus groups and organizations. Those who responded to email solicitation were selected based on their availability and willingness to participate and did not undergo further screening. A semi-structured interview was conducted with each individual participant, which lasted anywhere from 12 to 30 minutes. The researchers utilized a script including an introduction to the interview and a set of standardized questions. After completing the interviews, the researchers analyzed the data for common themes through a phenomenological research lens.

Summary of Findings: Participants showed advocacy behaviors through involvement and leadership roles such as being a Resident Assistant on campus, but did not utilize the Gay Straight Alliance as a platform for advocacy. Participants also advocated through personal relationships and conversations with others concerning LGBT identities in hopes of inspiring others to advocate for the LGBT community. Participants demonstrated advocacy behaviors through both the campus and community environment. Although participants experienced forms of intolerance, it did not hinder them from engaging with others on campus concerning their identities.

Conclusions/Implications: The researcher’s findings indicate it could be important for institutions to evaluate what support services and extracurricular involvement opportunities that are offered to LGBT students. This study also found that practitioners should pay special attention to the demonstrated link between LGBT students building relationships and involvement. Other themes generated from the study show the environment on a college campus can have a great impact on how LGBT students are able to advocate for their identities. Data from campus climate surveys could help institutions be aware of the attitudes towards LGBT students and attempt to facilitate changes that allow these students to feel more comfortable advocating for their identities.
When do Assets Become Risk Factors? A Look at Adolescent Risk and Protective Factors

**Purpose:** The purpose of this study is to explore the relationship between stress and pressure and the 40 developmental assets as studied by the Search Institute; research will explore the relationship between assets that could create or result in pressure or stress for a young person and their role as protective factors. Research will look at both the potential for individual assets to act as risk factors when alone and the potential for acting as a greater protective factor when combined with others. This study will focus on four assets as potential risk factors: high expectations, family boundaries, academic motivation and youth programs (three external assets and one internal asset). Data will focus on the transition from middle school to high school in one suburban, Massachusetts community, as represented by eighth and tenth graders. In addition, this study will examine whether the relationships found between assets and various risk factors are the same across socio-demographic categories, including sex, race/ethnicity, and grade.

Three questions will guide this study: Does analysis of the 40 developmental assets produce evidence that specific assets (family boundaries, high expectations, achievement motivation and youth programs) can lead to increased stress, depression and anxiety? Does that analysis demonstrate an increased probability of high risk behaviors with those assets? Are there particular pairings of other or additional assets, with these four experiences, that reflect the power to protect young people?

The primary source of reference for this project is the extensive research done by the Search Institute on the development and results of the 40 developmental assets. Additional associated literature is focused on rises in adolescent anxiety, depression and stress and correlation to substance use.

**Methods:** Research will include data analysis of results from the Profiles in Student Life Survey, a 160 question survey assessing an individual’s asset level. Data sets include approximately 350 youth, with the possibility of comparing three data sets. Data analysis will be completed using SPSS software.

**Implications:** A better understanding of the experiences used to measure the 40 developmental assets can provide tools for community initiatives, program development and interventions to better address the risk and protective factors in young people’s lives.
Collaboration between Higher Education and Local Schools: A Program Evaluation of Bridges to a Brighter Future’s Mentorship Program

**Problem:** In America, there is constant discussion on the crises in all levels of education. While there often exists great collaboration between institutions of higher education in community service programs, there is a disconnect between institutions of higher education and local school districts. A constant focus amongst federal, states, and local school districts are the astronomical attrition rates amongst minority groups. Mentorship programs are commonly used in youth serving programs to scaffold positive behavior, but little research has been done on the benefits of providing mentorships in the public school setting in helping schools decrease attrition rates and disciplinary issues.

**Purpose:** The purpose of this mixed methods inquiry is to evaluate Bridges to a Brighter Future’s mentorship program at Hughes Academy utilizing Furman University undergraduates as mentors to targeted middle school students. Students are targeted by Hughes administration at the beginning of the academic year for participation. Bridges recruits mentors from undergraduates at Furman University to begin working with Hughes students in the first nine weeks of the school year. This evaluation seeks to identify areas for improvement as well as opportunities to augment the selection criteria of students and volunteers, develop better training, and identify ways to better help Hughes students meet quantifiable goals.

**Subjects:** Current Hughes Academy participants in the program ranging from 6th-8th grade students and their mentors, totaling around 50 participants, both male and female.

**Methodology:** Participants and mentors will take a modified program satisfaction survey of this mentorship program. Interviews of Hughes Academy and Bridges to Brighter Future administrators will be coded for use in analysis.

**Questions:** This study seeks to discover if the Bridges to a Brighter Future mentorship program can serve as an adequate model for future collaboration between higher education and local school systems. The following questions will be utilized to for the guidance of the study: Does BBF adequately prepare volunteers with training and resources for their mentorship relations? Does Hughes Academy and BBF have similar visions for the outcomes of the program? How can collaboration between institutions be enhanced? Can this program be replicated for future implementation?
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Youth Development Leadership

**Bringing Community Resource Schools to Prince George's County**

Prince George’s County Public School (PGCPS) District is located in southern Maryland. PGCPS is a large school district that is made up of 124,000 students and 204 schools, 23 of which are high schools (9-12). According to the PGCPS website, their mission is to “advance the achievement of its diverse student body through community engagement, sound policy governance, accountability and fiscal responsibility (PGCPS, 2013).” From reading the mission of PGCPS, it is clear that community involvement plays an important role in student achievement.

The data collected in this research will be used to determine the need for community resources schools in Prince George’s County. Through a needs assessment survey and interviews, it will be determined how much Prince George’s County is in need of community resource schools. It will also determine what the Prince George’s County Public Schools feel that they are missing as it relates to community efforts and family involvement.

The hope of this research is to find the gap between Prince George’s County Public Schools and the Prince George’s County community and find what ways they need to be and can be connected. The roles of teachers and staff, the community and the families of youth can be clearly defined. At the end of this research project, the following questions will be answered:

1. Why is it important for schools to partner with the families and communities of youth?
2. What is the ultimate goal of a partnership with schools, families, and the community?
3. What is the role of each group (school, family, community) as it pertains to youth and their positive development?
Fostering Leadership Capacity in South Carolina High Schools: An Exploratory Study

Purpose: Some states include fostering leadership in principal evaluations, so principals need to provide opportunities for their staffs to assume leadership roles. Yet, less is known about the specific ways principals develop leadership capacities of others. In this exploratory study, we examined how principals in three South Carolina high schools intentionally fostered the leadership capacities of others to enhance their schools’ organizational capacities. Our research questions were: 1) How do high school principals identify potential leaders in their schools? 2) How do high school principals intentionally foster the capacities of teacher leaders?

Description of Subjects: All principals had twenty or more years of experience in education and had been in administration for ten or more years. The principals identified three people whom they fostered leadership within. Some principals chose people that currently are in formal leadership roles; others chose teachers or other staff members.

Research Methodology: Our team purposefully selected three principals and three leaders from each school and conducted 60-90 minute semi-structured interviews. Next, we inductively and deductively coded all transcripts using NVivo 10. Finally, we selectively coded around two major themes based on our research questions.

Findings: Principals are intentionally providing leadership opportunities and supporting leadership development. Principals identified leaders that: indicated a desire to take on a formal leadership role; had good intra- and inter- personal skills and rapport with students and parents; and were willing to work hard in their previous roles. Principals fostered leadership by: varying their roles from models to supports to mentors (Mertz, 2004); scaffolding opportunities for leaders; and trusting leaders to make the right decision.

Implications: None of the principals indicated that their principal preparation program prepared them to foster the leadership capacity of teachers in their buildings. Conversely, none of the leaders in our study said that their teacher education programs taught them how to be leaders once they reached the classroom. How principal and teacher education programs can respectively contribute to this developmental process are areas which require further research.
The purpose of this project was to look at the hospital through the eyes of a pediatric patient. A problem in pediatric healthcare is that it is often difficult for children to express their feelings and for adults to understand their specific concerns. One way children can express themselves is through drawing, so I asked patients 5-12 years old on the pediatric floors of Greenville Memorial Hospital to draw a picture of what it’s like to be in the hospital. My hypothesis was that what was most impactful to pediatric patients would stand out in their drawings. As I expected, there were several recurring themes as to what was included in the patients’ drawings. Knowing that certain components, like IVs, are very meaningful to hospitalized children could spur adult healthcare providers to develop ways to make them less scary to the patient and make the child’s experience in the hospital more pleasant.
“I’ve Kind of Grown into Myself”: Participation in Leisure Education and its Influence on Mental and Physical Health in Emerging Adulthood

Emerging adulthood is a critical time for the development of healthy habits and behaviors (e.g., physical activity, coping skills) in that unhealthy behaviors at this developmental stage are linked to chronic illnesses and maladaptive behavior in later life (Nelson, Story, Larson, Nuemark-Sztainer, Lytle, 2008). There is a need to understand how intervention programming at the institutional level addresses emerging adults’ lifestyle choices related to health (Nelson et al., 2008; Dyson & Renk, 2006). The purpose of this study was to explore how leisure education influences students’ health attitudes and behaviors.

The leisure education program examined in this study is housed in a midsize southeastern university. The program offers over 140 sections of courses and serves over 2,500 students per semester. Course offerings include dance, fitness, recreational sports, and outdoor recreation. Focus groups were conducted with students from eight sections of leisure education courses and individual interviews were conducted with seven students. All data were collected during the last two weeks of the semester, transcribed from voice recordings, and analyzed using a priori coding regarding the physical, emotional and social well-being of emerging adults. Three independent researchers validated the coding.

The findings of this study suggest that participation in leisure education courses positively influences student attitudes regarding their physical, emotional, and social development. The courses helped students stay accountable to being physically active and helped them focus on their own physical development instead of comparing their abilities to those of their peers. Participation in the courses allowed students to escape daily stressors and contributed to development of new personal outlooks. Students made new friendships due to the non-competitive environment that the courses provided. They also said that the availability of leisure education courses made them feel that the university and its leaders cared for their well-being beyond their academic performance.

This study provides support for the role that leisure education can play on a college campus, specifically in improving emerging adults’ health attitudes and behaviors. Counselors and student affairs professionals should consider formal leisure education courses as an alternative to traditional health interventions.
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Youth Development Leadership Program

**Suspending African American Males: A Strategic Approach to Providing Intervention and Prevention Services within Schools**

African American males are being suspended from school at an alarming rate. Suspending a student from school may rid the school of the behavior temporarily; but suspending a student from school has not been shown to rehabilitate. Not only is suspending a student from school a temporary fix, it widens the achievement gap between those students who are reprimanded from the students who are not. When schools suspend students they are sending a message to them that the school does not want them there because of their behavior; but what is the school doing to help address the behaviors being exhibited. Are the schools trying to construct ways to help improve the behavior of the student; or, are they sending the student on a path of destruction. Presently, data is being collected on students within pre-school programs and students taking state run standardized tests to determine the number of people incarcerated in 10-15 years and also the number of prisons to build to contain them. Therefore, criminal justice officials, school administrators, teachers and community stakeholders are quietly asking the question; how did we get here.

The purpose of this study is to help answer some of the guiding questions being used. Why is the suspension rate higher for African American males; is culture relevant to better understanding this demographic of students; are there intervention and prevention programs or services available within the schools to help address the needs of these students? This study will utilize a mixed methods design to investigate the effects of suspensions on these students and to help answer the research questions. This study will use previously collected data along with surveys and focus groups conducted within two High Schools in Charleston County, SC to determine the number of African American males suspended within the last three years and how the level of offenses and the academic performance are related. As well as observing the offenses these students are suspended for. It will examine services; if any, implemented within schools to help reduce the number of suspensions for African American males. The goal of the study is to enable school officials to better understand the culture, behaviors and needs of African American males within public schools while strategically providing services to help counteract the method of discipline currently being used.
Social Media Behaviors, Attitudes and Beliefs towards Accessing and Sharing Health-Related Information Among a Sample of Undergraduate Students Enrolled in an Introductory Public Health Sciences Course

Social media (SM) usage in America has been steadily increasing over the last decade. According to a 2012 study conducted by the Pew Research Center’s Internet & American Life Project, 67% of internet users use some social networking site, with the majority of users being aged 18-29 years old (Lenhart et. al.). While broad research on general usage of SM exists, little is known about its usefulness for gaining and sharing health-related information in undergraduate programs. As suggested in the 2009 report, Social Media Use in the United States: Implications for Health Communication, the first step towards a better understanding of SM and its impact on health communication is to identify the characteristics of its current users (Chou et. al.). While growing interest exists for incorporating SM into undergraduate education, information regarding its usage and usefulness is becoming increasingly important. Therefore, the purpose of this study is to assess SM behaviors, attitudes and beliefs among undergraduates enrolled in an introductory public health sciences course.

The subjects in this study are students enrolled in an Introduction to Public Health course. SM behavior (electronic device used and time spent accessing SM sites), attitudes (usefulness for accessing and sharing health-related information) and beliefs (confidence in sharing health-related information) were assessed with valid questions formatted into a word document. Surveys were delivered electronically, completed by students, and submitted online, after which identities were removed.

Study participants included 97 undergraduate students with a mean age of 19.0 ± 1.4, 75% being female, and 81% being classified as freshman or sophomores. A variety of majors and concentrations were also represented (68% Health Science, 10% Language & International Health, 22% other). While Facebook (FB), YouTube (YT) and Twitter (TW) were the top SM sites used, a significant number of students were identified as non-users for gaining or sharing “any information” (6% FB, 24% YT, 39% TW) and “health-related information” (35% FB, 52% YT, 56% TW). In addition, while students reported moderate levels of confidence in their ability to share health-related information using these SM sites, their attitudes towards its usefulness for accessing and sharing health-related information were low. Given these findings, educating students on the potential usefulness of SM for information sharing may be particularly helpful for faculty designing innovative, student-based communications and outreach program activities.
Self-Authorship in First Generation College Students: The Impact of Involvement in Student Organizations

**Purpose:** The purpose of this qualitative pilot study was to understand (1) what types of experiences first generation college (FGC) students have in student organizations and (2) the impact these experiences have on FGC students’ self-authorship. The researchers aimed to determine the implications of FGC student involvement in order to impact student affairs practice.

**Subjects:** Four college students (two men, two women), who self-identified as FGC students and met screening criteria for engagement in campus student organizations.

**Research Methodology:** The initial solicitation email from the research team requested participation in 60-minute, one-on-one interviews about the experiences of FGC students in student organizations. A screening email followed to confirm organizational involvement and verify participant criteria were met. The interviews followed a three-stage, semi-structured, conversational interview strategy suggested for assessing self-authorship. Following the interviews, researchers read transcripts, coded, and compared concepts to determine reoccurring themes.

**Summary of Findings:** Themes from all four interviews illustrated that participants’ ability to self-author had been impacted as a result of their organization experiences. These themes aligned closely with the three dimensions of self-authorship. Participants indicated that: (1) organizational involvement challenged them to question or confirm their beliefs, (2) they had the opportunity to explore their identity through involvement, and (3) involvement in their organizations helped them learn to navigate social relationships. Participants who had active, positional roles and more responsibility within their organizations were more advanced in their self-authorship journey than those who were general members.

**Conclusions/Implications:** Findings indicated that it is imperative that organizations encourage experiences that challenge FGC students to examine their beliefs, identity, and construction of social relationships in order to best catalyze self-authorship. Though FGC students may not initially understand how they fit into the culture of campus and struggle to find their place, taking an active role in organizations increases their ability to understand themselves and connect with their peers. Student affairs practitioners should encourage and recruit FGC students to join student organizations to facilitate campus engagement and integration.
This research study focused on current doctoral students in an attempt to elucidate what may have motivated them to begin higher education. This study used document analysis, semi-structured interviews, and photo elicitation to determine what motivating factors may have existed as participants applied to a doctoral program. In an attempt to reduce bias, document analysis was performed on documents written before participants were accepted into a doctoral program, as well as blog entries on open-access forums that focused on entering doctoral programs. The purpose of this study was to inform the research community of factors that motivate a person to enter higher education, specifically, a doctoral program.

This study was conducted at a large college in the southeast United States. Due to the preliminary nature of this study and the sensitive nature of research documents, convenience sampling was used so that researchers became participants. Auto-ethnography, self-study, and researcher as participant studies are becoming more prevalent within research because the researcher is able to probe more deeply into a participant’s consciousness than the traditional researcher as observer role allows. Researchers obtained admission letters they wrote when applying to doctoral school, as well as blogs that discussed making the decision to apply to doctoral programs. Participants were interviewed in a semi-structured format about the reasons they applied to a doctoral program. Next, participants were asked to take four photographs that depicted their life as a doctoral student. They were then asked to talk about those photographs as researchers took field notes. After all data was collected and interviews were transcribed, researchers codified the data using open code to elicit patterns.

The research team employed three rounds of codes to develop four final codes: (a) intellectual fulfillment, (b) altruism, (c) resources, and (d) career advancement. As the extant literature suggests, these four codes were further divided into two themes: (a) intrinsic motivation and (b) extrinsic motivation. Future studies would include following these participants through matriculation or attrition, repeating this study with participants as they begin application to doctoral programs, determining correlations between motivation to apply to a doctoral program and motivation to complete a doctoral program, and developing models of supports that aide doctoral students in matriculation.
Teaching the Future: A Mixed Methods Study of Millennial Students' and Faculty's Preferred Teaching Styles in a School of Education

Purpose: Howe and Strauss (2003) identify seven distinct characteristics to describe the Millennial generation: Special, sheltered, confident, team-oriented, conventional, pressured, and achieving. Along with the use of technology, these generational characteristics may influence Millennials’ preferences for how they learn (Prensky, 2001; Howe and Strauss, 2003). Faculty members also develop numerous teaching preferences that affect the college classroom. Therefore, the purpose of this pilot study was two-fold: (1) To explore Millennial students’ identification with their generational characteristics (Howe and Strauss 2003) and how these characteristics influence their teaching preferences for the college classroom; (2) to explore faculty methods for teaching and their perceived barriers to teaching the Millennial generation.

Subjects: Ninety-one Millennial students who identified as United States citizens, born after 1981, and had undergraduate majors within a school of education at a mid-sized Southeastern university participated in this study from a convenience sample of 634 students. Two faculty members at the same university, whose primary teaching focus was undergraduate students, within a school of education also participated in this study.

Research Methodology: Using a concurrent mixed methods strategy, a survey was administered to Millennial students to evaluate their identification with their generation’s characteristics (Howe and Strauss, 2003) and how these characteristics, as well as technology, influenced their preferred teaching methods. Faculty were also interviewed to determine their preferred teaching methods in the classroom and perceived barriers to teaching the Millennial generation. The survey was analyzed using a 1-tailed Significance, Pearson Correlation. The interviews were transcribed and coded to identify significant themes. Data were then reviewed to expand understanding of Millennials’ and faculty’s teaching preferences in the college classroom.

Summary of Findings: Survey participants positively identified with the seven Millennial characteristics by Howe & Strauss (2003), and indicated that these characteristics and technology influenced their teaching preferences. From the faculty interviews, five themes emerged that influenced faculty teaching methods: Faculty Barriers to Teaching, Faculty Teaching Styles, Faculty Motivation for Teaching, Perceptions of Millennial Students, and Impact of Technology.

Conclusions/Implications: After exploring the data, it was apparent that Millennial and faculty participants had specific preferences for teaching in the classroom. Even so, it is important to remember that across higher education each student and faculty member may have unique teaching preferences and methods that work for them. This is important to consider as more research is done regarding best teaching practices for today’s classroom.
Increasing Adolescent Program Outcomes: Development of a Facilitator’s Manual Template

Research shows conclusively that similar core elements exist in successful youth programs. Successful youth programs are those that encourage positive development for the youth, and do so in a manner that can be measured. What is not clear is how well the elements, or “best practices,” are implemented or recognized by each organization. The purpose of this study is to produce a facilitator’s manual template that contains the elements of “best practices,” and allows for variances in demographics and program objectives specific to adolescent youth serving groups.

Through the use of the Delphi method a panel of experts in the field of youth development and leadership, will determine the components for best practices to be included in the manual template. The panel will discover the components that are the most important factors in a quality adolescent program. In addition, the panel will discover common gaps between program objectives, performance and outcomes.

A manual that serves as a model for positive adolescent program development and implementation, and is supported by a panel of youth development and leadership experts, should help with program implementation and increase the possibility for successful outcomes.
Exploring Differences in Leisure Time Physical Activity Between International and American Graduate Students

Due to globalization and an increase number of study abroad programs, the number of students participating in study abroad programs has been increasing in many countries. These students want to participate in study abroad programs to gain work experience, master a foreign language, live in another country, and make international friends (Sanchez, Fornerino, & Zhang, 2006). However, International graduate students have more stress and anxiety because they have to learn a new culture and a new language, in addition to their coursework (Andrade, 2006). Zhao et al. (2005) found that International graduate students had higher levels of engagement in educational activities and spent less time socializing and relaxing during their study abroad experience. Physical activity is the cornerstone of a healthy lifestyle and is cited as a key strategy for reducing the risk of chronic conditions and disease (Staten, Miller, Noland, & Rayens, 2005). International student’s leisure behavior should be understood, to improve the delivery of leisure services to them (Chen & Lu, 2010).

The purpose of this research is to explore the differences in leisure-time physical activity between International and American graduate students. To explore this relationship, a web survey will be administered to International and American graduate students attending universities in the southeastern United States. The questionnaire will measure levels of leisure-time physical activity, types of leisure-time physical activity, intention to engage in leisure-time physical activity, self-efficacy for engaging in leisure-time physical activity, and satisfaction with leisure-time physical activity. Analysis will compare the two sub samples to determine if there are differences in leisure-time physical activity between International and American graduate students. Understanding leisure-time physical activity will help universities meet the diversified interests of graduate students and address factors that may limit their participation in leisure-time physical activity and ultimately influence their health.
Quality of Informal Mentoring Relationship between Athletic Trainer and Athlete

The big question that this project is attempting to address is what mentoring effects do Certified Athletic Trainers (ATCs) have on athletes? Are ATCs considered “…someone who ‘teach, guide, role model, coach, counsel, empower, nurture, provide friendship, encourage, or display enthusiasm’…” (Rogers, 2011, p.160)? Research on this particular issue, is not prominent in the literature. While there is plenty of information on the issue of a formal mentoring relationship between coach and athlete “interestingly, little attention has been paid to informal mentoring relationship” (Laing, 2008, p 196). As an Athletic Trainer, in any setting, athletes look for not just injury prevention assistance but look for help or guidance with homework, problems, and daily life. Athletic Trainers understand the merit they have with their athletes, but does the athlete perceive it as mentorship. The purpose of this research is to better understand the quality of mentoring relationship between Division I athletes and athletic trainers at a BCS University, and to identify those areas where athletic trainers need to receive more information in order to maximize their effectiveness as informal mentors.

To obtain this information, an online survey will be sent out to BCS Division I Athletes competing at Clemson University; 392 male and female athletes participating in Baseball, Basketball, Cross Country, Diving, Rowing, Soccer, Spirit Squad, Tennis, Track and Field, and Volleyball. The survey will be open for four weeks and after the first initial email a reminder email will be sent out weekly, with two reminder emails being sent out the last week the survey is open. There is confidence this research will help determine the following questions: What is the quality of the relationship between athlete and athletic trainer? Do athletes perceive the relationship with their athletic trainer to be one of mentorship? What are the three most important elements of the athlete-ATC relationship, other than injury prevention? Do the elements of the mentoring relationship differ by age, sport, and gender of the athletic trainer and athlete? Then, the information gathered from these questions would help formulate a curriculum to add to the Certified College Athletic Training Programs for Undergraduate and Graduate studies in order to assist future athletic trainers in developing mentoring skills to assist in their relationship with athletes.
Discovering the Motivations of Women Student Leaders in STEM Organizations: A Qualitative Inquiry

Purpose: This pilot study looked to discover the factors that motivate women in STEM to become leaders of co-educational, STEM student organizations. A leader was defined as a president, vice president, or chair of an organization.

Subjects: Two, female juniors and four, female seniors who were presidents, vice presidents, or chairs of co-educational, STEM, student organizations at the research site.

Research Methodology: Students were contacted via an email sent through gatekeepers of female, STEM student organizations. If students were interested in participating in the study, they responded to the email. The first six students that met the research criteria were individually interviewed. An interview script was agreed upon to maintain consistency through the six one-on-one interviews. After completing the interviews, the researchers analyzed the data for common themes. Participants validated their individual themes in a separate email message.

Summary of Findings: Students interviewed consistently regarded peer support as one of the most motivating factors behind their assumption of leadership positions. Other common motivating factors included strong female role models and participants’ natural leadership abilities. These three themes were the only ones present in at least half of our interviews suggesting that although there are common motivating factors, each student’s path to leadership is unique.

Conclusions/Implications: The findings suggest that peer relationships should be a focus in the STEM field, as they increase the amount of participation in student organizations and leadership. Opportunities for students to interact with older students within specific academic departments should be considered. STEM faculty and staff should also be encouraged to act as intentional role models for female students within STEM, as they have a great effect on their pursuits and experiences. Finally, a wide array of experiences should be available for female, STEM students as their paths to leadership exhibit many differences.
The Effects of Emotional Well-Being and Pain and Functional Recovery from Total Knee Replacement Surgery

Purpose: Departmental honors thesis research project to investigate the effects of emotional well-being on pain and functional recovery from total knee replacement surgery. Researchers at the University of Iowa College of Medicine studied trends in the number of total knee replacement surgeries over a 20-year period from 1991-2010 and found a tremendous growth in the number of total knee replacements performed among the U.S. Medicare population. This rapid growth in the frequency of total knee replacement surgery is driven by: an increase in the number of older Americans; an increased demand among older adults for total knee replacements; the improved success of total knee replacement surgery; and an increased desire by older adults to maintain a more active lifestyle. There is a relationship between a patient’s emotional well-being and the quality and extent of their healing and recovery process from total knee replacement surgery. Patients who remain positive and optimistic after joint replacement surgery are more likely to demonstrate further recovery than patients who display pessimism and poorer attitudes toward their surgery. Researchers at Harvard Medical School state that the patient’s inner locus of control is a strong determinant in perception of pain and disability and note that when patients realize that they are ultimately responsible for their own recovery, they are more likely to experience less pain. This study is based on a series of surveys already required by Oconee Medical Center.

Research Population: Research participants are recruited from the group total knee replacement surgery patients at Oconee Medical Center from June 2012 to December 2012.

Research Methodology: The data for this study is collected using standardized surveys to monitor the progress of recovery of total knee replacement patients. The surveys are completed before surgery and approximately four weeks after surgery to solicit patient feedback on the nature and extent of recovery from knee replacement surgery. Each patient is assigned a case number to permit the longitudinal tracking of patient recovery patterns post surgery.

Purpose and Anticipated Outcomes: This is pilot study is meant to measure levels of emotional well-being and relate these findings to recovery patterns from total knee replacement surgery. The long-term goal of this research is to assist the New Life Joint Center at Oconee Medical Center in developing a more holistic rehabilitation program for patients in recovery from total knee replacement surgery.

Preliminary Results: The data is statistically insignificant due to a low study population. However, results presented demonstrate a relationship between emotional well-being and pain perception. No significant relationship is detected between emotional well-being and functional recovery.
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Department of Nursing/ Healthcare Genetics Program

Environmental Approaches to Increase Engagement and Reduce Dementia-Related Disordered Behaviors of Those with ADRD

This project is focused on developing, implementing and evaluating new care models that improve patient outcomes for those diagnosed with Alzheimers Disease and Related Disorders. By exploring innovations in care delivery and practice change, the project supports Comparative Effectiveness Research (CER) and outcomes research by identifying the benefits and harms of multi-sensory environmental stimuli to treat dementia-related undesirable behaviors thus improving patient-centered care and reducing or avoiding the use of psychotropic medications used for reducing such behaviors. Study tools and strategies should enhance quality of life for those diagnosed with ADRD as well as for their caregivers in both institutional and home settings. The presentation will include a description of current activities and plans for future research to further test effectiveness of intervention strategies and train caregivers to use them; measure quality of life of caregivers using intervention strategies; and assess any differences in medication cost for ADRD patients receiving intervention strategies as compared to those who do not.
Using School Based Intervention to Prevent Bullying in High Poverty Schools

The purpose of this study is to examine the effect of positive behavior intervention support (PBIS) in at-risk youth in high poverty schools. In particular, this study focuses on improving the behavior of “bullies”, identified as such by teachers, administrators, and school psychologists. During this study, the following questions will be analyzed and answered: How does socioeconomic status effect student achievement? How does socioeconomic status affect student violence in schools? How do Positive Behavioral Intervention Supports (PBIS) help to lower aggression in elementary and middle school-aged students? How do interdisciplinary team practices help monitor student success in high poverty schools?

As a result of these questions, the literature review focused on a number of different angles. The literature ranges from Brown and Jones (2003) discussing how the socio-economic status of middle school students possibly correlates with violence in schools. Also, Horner and Ross (2009) discussed ways that elementary school students can decrease the rate of conflict at school through positive based support. A final study by Martens (2003) looked at a number of ways to increase student achievement in the classroom, including parent involvement and communication with numerous staff members and other resources provided by the school.

In this study, students from one elementary school and one middle school from the Parma City School District were selected by school personnel to participate in a PBIS lunch program with mentors from local colleges. The students will be in grades 3-7 and labeled as “at-risk”, in particular labeled as bullies. At the start of the program, students will receive a survey discussing how they interact with other students. Students will then go through a six week program (once per week) in which they meet with their mentor, and then will again take the survey at the end of the program. School personnel will also be responsible for filling out an observations pre and post program that will allow researchers to track data and analyze the results of the impact of the program.

The hope of this program is that through a series of PBIS, these students labeled as “at-risk” in high poverty areas will be able to improve their interactions with peers and adults in a positive manner. The research should bear out a positive correlation between the levels of support with improved behavior from at-risk youth.
The purpose of this study is to examine and measure the personal and professional development of counselors at four different residential summer camps. The intent is to discover how motivations of camp counselors, and previous summers spent at camp, as campers or staff, may predict youth development. Young people expect to gain skills and experiences at camp such as leadership, responsibility, teamwork, relationships with staff and campers, spiritual growth, confidence, and appreciation of diversity (Bialeschki, Henderson & Dahowski, 1998). Working at a residential also allows teenagers and young adults to learn professional skills such as public speaking, evaluative writing, program planning, logistics and risk management (Nicholson & Klem, 2011). Depending on the camp environment, counselors may also attain skills such as outdoor education, leave no trace ethics, orienteering, camping, initiatives and adventure programming. This study also aims to discover how motivations of camp counselors, and previous summers spent at camp, as campers or staff, may predict positive youth development. The skills and characteristics to be measured are self-esteem, self-efficacy, diversity appreciation, leadership and responsibility.

Data will be collected from surveys, employee evaluations, and observational studies. Scales to be used are the Diversity and Inclusion Leadership Capability Self-Assessment Tool, the Intercultural Sensitivity Scale, Jerusalem and Schwarzar's General Self-Efficacy Scale, and the Rosenberg Self-Esteem Scale. A survey of motivations and expectations will also be distributed. Approximately 150-200 staff members, from several western North Carolina residential summer camps, ranging from 18-24 years old will serve as the participants for this study. Each staff member will be surveyed during initial staff training, at the end of the camp season, and 8 weeks after the season is complete. Professional feedback given by employers will be collected mid-season and upon completion of the summer. Skills and characteristics achieved based on surveys and observations deemed as significant developmental changes will be offered as considerations for future staff hiring, training, and programming within the residential summer camp industry.
Role of Omega-3 (n-3) Fatty Acids in Perinatal Brain Development

The diet conferred by the traditional hunting and gathering societies of our ancestors evolved metabolic machinery best suited for an omega-6 to omega-3 fatty acid ratio of about one. Today, the typical Western diet consists of an omega-6 to omega-3 fatty acid ratio of about 20:1. During critical periods of fetal and infant development, this lack of dietary n-3 fatty acids poses potential serious health risks. The goal of this review was to assess the literature on the multifaceted role of n-3 fatty acids in perinatal brain development in humans. Using key words, such as “docosahexaenoic acid,” “alpha-linolenic acid,” “n-3 deficiency”, and “brain development,” a comprehensive search was conducted on the following databases: Google Scholar, Web of Science, EBSCOhost, Academic OneFile, and LexisNexis. Literature that met a high standard of quality was evaluated for information answering the following questions:

- What are the specific mechanisms n-3 fatty acids use to promote healthy neuronal development?
- What regions of the developing brain are affected by deficits in n-3 fatty acids?
- What long-term disorders correlate to n-3 fatty acid deficiency during the perinatal period of brain development?

Results of the review determined that reduction in docosahexaenoic acid during perinatal brain development is associated with decreased branching of neurites (i.e., neuronal arborization), deficits in critical neurotransmitter pools in varying brain regions, neurocognitive deficits, and modification of a variety of behavioral attributes. Many studies suggested a correlation between n-3 fatty acid deficiency during this critical period and the onset of a number of disabilities, including Alzheimer’s disease, schizophrenia, depression, decreased visual acuity, and memory formation deficits. Further research is encouraged for identifying the mechanisms of pathology for n-3 fatty deficiency so that the prevalence of these debilitating disorders could be reduced.
Examining Higher Education Opportunities in Youth Development in Indiana: Uncovering the Pathways, Exploring the Progress, and Presenting the Impact

The field of youth development should be highly valued and well led with knowledgeable, skilled, and trained individuals to guarantee valuable youth services within all communities. One such way to better ensure qualified youth leaders is to offer higher education opportunities in youth development (HEOYD). Currently, Indiana has a number of established HEOYD and partnerships available; however the perceived significance of academic preparation in youth development is not known at this time.

The purpose of this study is to discover how HEOYD could positively impact the youth development field and therefore its clients in the state of Indiana. This project will examine current HEOYD opportunities in Indiana, in three parts: First, by uncovering the pathways these institutions went through from conception to program approval; second, by conducting a qualitative analysis of the current HEOYD programs and examining the processes of comparable fields; lastly, by presenting information on how these programs will have both short and long term positive impact on the field of youth development in Indiana.

This mixed methods project will examine current literature and research in existing academic programs in the United States and Internationally as well as comparable fields that have evolved into professions (such as social work, nursing, and teaching) with academic pathways and their evolution. Through interviews and observations, this study will seek to involve input and suggestions from various stakeholders to best gauge the current climate and take suggestions for improvement.

The data collected could be utilized to help bring awareness to the potential impact HEOYD in Indiana could positively have on the field through its workforce, as well as influence current youth development leaders of the importance of raising standards for those they hire. This study has the potential to build collaborations and generate new opportunities throughout the state.

With the above methods listed, this study will seek to answer in whole, or part, the following questions as it relates specifically to Indiana: A) What were the processes in establishing the existing HEOYD programs? B) What are the curriculums and designs of these programs? C) What steps were taken by comparable fields to increase higher education opportunities for their community? D) What were the results of these opportunities? D) What are the intended or potential outcomes of HEOYD? E) What are the best next steps for increasing HEOYD?
Cultural Community Based Tourism in Tanzania: Lessons Learned and a Way Forward

Many tourism initiatives demonstrate that there is a strong link between tourism and local communities in which tourism takes place. However, most of these initiatives do not clearly delineate what a community is, and who is considered to be a legitimate community member or what constitutes such a community. This fluffiness has led to conflicts in power, ownership of such ventures, sharing the benefits, and results in inefficiency in operating Community Based Tourism (CBT) initiatives. The fuzziness around this definition paves way for exploitative relationships in many areas where CBT programs are practiced and makes the entire concept less sustainable. While CBT programs are intended to empower people and reduce poverty level in rural communities, the representations deployed in constituting the targeted “communities”, remain largely unexamined. This paper aimed at analyzing the planning, structure and implementation of CBTs in selected areas in Tanzania. The paper addresses the following questions: How CBTs are defined in Tanzanian context? How CBT modules are implemented within the current tourism system in Tanzania? Who are the stakeholders in these CBTs and how are they involved? What are the structures and forms of community participation in these CBT? The paper pays special attention to various theories underpinning these questions and uses these theories to form the basis for understanding and analyzing the CBT modules in Tanzania. In-depth semi-structured interviews with two CBT groups (10 people in total), four government personnel from tourism board (three from Dar es Salaam office and one from Arusha office), one official from local tourism organization and one ministry personnel were used to gather data. Snowball sampling technique was used to identify the officials to interview. The findings show that the existing CBT modules differ greatly in terms of structure, size, and development level and resource capacity (human, natural and cultural). Furthermore, the benefits though seem more appealing seldom reach all members of the community. The study also found that the government through responsible ministry for tourism has recently approved guidelines that govern the operationalization of CBT modules in the country. However, one of the weaknesses of these guidelines is that they fail to address the key questions raised in this paper. Furthermore, rural supply chain analysis has not been carried out to assess the contribution and sustainability of these modules that are rapidly mushrooming in the country. It is clear that despite the effort that the government is making in promoting these modules, more human resource development is needed both at local and institution level to be able to nurture the newly born modules and provide continual close technical support for the existing ones.

Key Words: Community based tourism, Tanzania
Cognitive Rigor of Questions Asked in Single-Sex and Coeducational Classes

There have been numerous studies in the United States and throughout the world investigating patterns in students’ academic achievement and attitudes in single-sex versus coeducational settings. Many of the results have been mixed with some showing positive effects (Jimenez & Lockheed, 1989) and others showing no effects (Friend, 2006) or even negative effects (Hoffman, Badget, & Parker, 2008) on attitudes and academic achievement of students. The purpose of this study is to compare the cognitive rigor of questions asked by teachers and students in all-girls, all-boys, and coeducational middle school mathematics classes. The study compares the frequency of which questions in different cognitive levels are asked across all three settings.

Participants in this study include two middle school mathematics teachers and their classes. Both teachers are males who teach all-girls, all-boys, and coeducational classes; one teaches sixth grade and the other teaches eighth grade. Videos and transcripts of each teacher’s classroom discourse are analyzed for each type of classroom setting (all-girls, all-boys, and coeducational).

The Cognitive Rigor Matrix, the framework used by the Smarter Balanced Assessment Consortium, is used in this study to categorize questions. This framework is unique because it combines Bloom’s Taxonomy and Webb’s Depth of Knowledge to classify questions. It integrates the dimension of type of thinking (Bloom) with the dimension of depth of knowledge (Webb) to classify questions based on two dimensions rather than just one type of hierarchy. Teacher and student interrogative (asking a question) and imperative (making a request or commanding a task) statements that receive verbal or non-verbal responses are analyzed. Questions that do not receive any response, have an implied answer embedded within them, or are non-academic (procedures, management, etc.) are not classified.

Preliminary results indicate no significant difference in the number of questions or cognitive rigor of questions asked by the teachers in all-girls, all-boys, and coeducational classes. Preliminary findings show that girls ask questions more frequently than boys in both single-sex and coeducational classes with no significant difference in the cognitive rigor of these questions.

The purpose of this study is to contribute to our understandings of patterns in classroom discourse across the three class types. For this particular study, our investigation of discourse is focused on questions students and teachers ask during class, because questions are such a crucial aspect of classroom discourse. Insights from this study can contribute to our knowledge about whether potentials for inequities in sex-segregated classes are, indeed, observed, at least for these teachers and for these students.
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Youth Development Leadership

Developing Effective Strategies for Youth Soccer Identification and Development of Inner City Children

Ideally, youth sports in our country should be representative of our demographics, available resources and established values. Soccer can cross genders, handicaps, demographics and race as the one true global game. But there are inherent problems in creating a comprehensive soccer environment that is truly representative of the US. Factors such as geography, outdated social paradigms, limited resources/manpower, lack of facilities and qualified instructors as well as socio-economical limitations create pockets of “missed opportunities” in major US cities.

Ultimately, the purpose of this study is to highlight how the “world’s game” can better connect youth developments systems with at-risk youth in the US. This will be done by studying the current US Soccer system, conducting interviews with America SCORES Boston staff and participants, surveying parents and current participants and well as drawing comparisons with similar youth sports programs nationwide.

The fact that many of these areas have significant educational issues, street violence and volatile home lives lead to obvious questions:

1. Are we missing opportunities to reach out to at-risk youth through sports?
2. Is the current US Soccer system addressing the gaps in their nationwide system?
3. If not, what can be done in the current climate?
4. Ultimately, how can youth soccer be used to aid in teaching healthy lifestyles, connecting sport and learning, and in overall community development?

The mission of America SCORES Boston partners with Boston public schools to provide a high-quality, team-based after-school program that integrates soccer, poetry and service-learning:

- We CREATE TEAMS through soccer – a universal sport accessible to all children.
- Bring teams into the classroom to DISCOVER THEIR VOICE through poetry.
- As a team, poet-athletes learn to use their voice to MAKE CHANGE in their communities.

The benefits of researching this program would be multifold:

1. Clarify the program’s mission, administrative and financial structure and long term goals.
2. Identify the local, regional, state and national connections that are vital to the program.
3. Why is it successful? How can it be improved?
4. How can statistical analysis be used to evaluate growth and effectiveness of programs?
5. Can this program be duplicated in a similar or even smaller setting?
6. How the lessons-learned could be applied to other inner-city sports organizations.
The Effect of Goji Berry Extract on the Growth of Pancreatic Cancer Cells

*Lycium barbarum* or goji berry is an Asian fruit commonly used in traditional Chinese medicine. It is rich in antioxidants and polysaccharides which help to offset the damaging effects of free radicals in the body. It is also one of the richest natural sources of the carotenoid zeaxanthin, a compound which protects the eyes and boosts immune activity. Studies have indicated that goji berries contain anti-aging and antitumor properties. Cells originating from pancreatic neoplasms, one of the most aggressive and deadly cancers, were used in this study. AsPC cells were treated with varying concentrations of goji berry extract (5%, 7.5%, 10%) and then the rate of cell growth for each treatment concentration was measured. The results indicate that as the concentration of treatment increases, the rate of pancreatic cancer cell growth decreases *in vitro.*
Teens Risks & Sexual Behaviors: A Gamble Not Worth Taking

**Problem:** South Carolina ranks 8th in the nation for the numbers of HIV/AIDS cases annually. *South Carolina’s STD/HIV/AIDS Data: Surveillance Report (p.6; December 2011)* Equally disturbing are the facts that the state ranks 12th in the nation for teenage births among 15-19 year olds. *South Carolina Campaign to Prevent Teen Pregnancy: Fact Sheet (2012).* In 2008, over $3 million dollars in federal funds were contributed to SC to support Abstinence-only Until Marriage programs. Unfortunately, these contributions were not sufficient in covering the $197 million debt that SC taxpayers accrued from teenage risky sexual behaviors. Although the SC teenage pregnancy rate decreased by nearly 25% over the past decade, it remains higher than the national average. It is reported that 15-24 year old still account for nearly half of all newly reported sexually transmitted infections (STIs). Promoters of Comprehensive Sex Education support SC House Bill 3435 suggesting that amending the 25 year old to Comprehensive Health Education Act (CHEA) will include “more provisions for increased accountability, better teacher training, and ensuring that students are being taught medically accurate information.” New Morning Foundation (2012).

**Purpose:** The purpose of this concurrent mixed methods study is to determine the effectiveness of comprehensive health education by increasing positive youth development in order to decrease teenage risky sexual behavior.

**Subjects:** Twenty (20) 7th and 8th grade middle school students (ages 12 – 14 years old) at Lead Academy Public Charter School in Greenville, South Carolina will participate in the study. These students will be selected based on parent approval, student interest, and teacher recommendation. Approximately 60% of the 143 5th – 8th grade student population at Lead Academy qualify for free or reduced lunch. The majority

**Methodology:** Parents, students, and teachers will complete a qualitative needs assessment to identify and target specific areas of positive youth development that may have a greater impact on reducing teenage risky sexual behaviors. A pre- and post-evaluation of youth competence and perspectives of risky behaviors will be conducted to determine the effectiveness of the program.

**Questions:** This study focuses on the effectiveness of positive youth development through Comprehensive Health Education. The intent is to address the following question: How can a positive youth development perspective be instilled in young people so that healthy life options are available, resulting in a decrease of risky sexual behavior? To answer this overarching question, the study must also answer: What social, emotional and cultural factors influence youth’s attitudes / perspectives about engaging in sexual behavior?
Tourism in a Post-Conflict Situation of Fragility

Whilst there are studies of tourism development in sub-Saharan Africa, almost none explicitly explore tourism in post-conflict societies. This study analyses tourism development challenges in Burundi, a ‘situation of fragility’ emerging from a 12-year civil war. Framed by hopeful tourism’s co-created knowledge, the field research had unique access to powerful elites and remote communities and encompasses interviews with a wide range of stakeholders (including the President of the Republic), field observations, and a feedback workshop. The paper identifies challenges to sustainable tourism development in one of the world’s poorest countries and evaluates tourism in a post-conflict situation of fragility under the themes of institution- and state-building and post-conflict challenges and transitional justice.

Key Words: Post-conflict societies, rapid situation analysis, hopeful tourism, fragile states, Africa, Burundi.
Rural, Low-Income Students’ Perceptions on Increased Debt and Their College Choice Decisions

Purpose: As higher education has been touted as the means for increasing one’s economic mobility, financing a college education can be a deterrent for those from low-income backgrounds. Past research has highlighted that financial aid offered in the form of grants as having a great impact on the college enrollment patterns of students from underserved, low-income backgrounds (Leslie & Brinkman, 1988); however with the financial aid shift from grants to loans, student loans are being used primarily by this group to fund their education. Unfortunately, student loan debt has soared over $1 trillion dollars (Fields, 2011). Thus, there is a rising concern on the affordability and access of higher education. This study seeks to unearth the experiences of rural, low-income students’ college choice in an effort to understand how their perceptions of financing their college education impact their enrollment into higher education.

Description of Subjects: Participants for this study are first year, rural, low-income students who are currently enrolled in their first year of college.

Research Methodology: This study utilizes a qualitative, phenomenological research design to explore low-income students’ perceptions on the use of loans making their college choice decisions. The use of phenomenology is suitable for this study because of its objective nature in the sense that it searches for objects of experience rather than being content with a description of the experiencing subject (Crotty, 1998).

Summary of Findings: Findings highlight that students are selecting schools based on a several different factors, with the cost of paying for their education at the forefront of their decisions to enroll in a specific school.

Conclusions and Implications for Practice: Issues of access to higher education serve as a constant barrier to students from impoverished background, as these factors are often exacerbated through poverty levels in their communities (Carnevale et al., 2011; Ross et al., 2012). Thus, the types of financial aid policies in place can have a great impact on the types of institutions these students attend or if they choose to attend at all. There is a need for continued conversations on how institutional leaders can create new doors for access to higher education for our nation’s poorest students.
Experiencing Chaperones Attitudes and Affinity Levels towards the Environment

Children today have numerous options as to how to spend their time. Adults have such a great influence on a child’s development, their time, and their company. Bronfenbrenner’s Ecological Systems Theory and Minuchin’s Structural Family Theory postulate that parents’ attitudes will influence their offspring’s development (Bronfenbrenner 1979; Becvar & Becvar 2006; Vetere 2001; Aponte and DiCesare 2000). Therefore, it is important to assess how interactions adults have with the environment influences the attitudes they pass onto their children. Occasionally, parental duties may require acting as a chaperone on a field trip. There is little research examining chaperones as a group. And at the time of publication none could be identified with respect to chaperones in environmental education facilities. Parents experiencing environmental education courses alongside their children may affect their environmental attitudes.

The subjects used in this study will be those chaperones from all five Georgia 4-H Centers in addition to the Chattahoochee Nature Center. Using family system theories by Bronfenbrenner and Minuchin in conjunction with the established tenants of environmental education, the author will determine the environmental attitudes of chaperones pre and post field trips at residential and day environmental education facilities. Using a mixed methods approach the author will identify the chaperones perceptions of instructor effectiveness, in addition to the eco affinity and eco awareness levels of chaperones before and after the field trip experience. From this, programs maybe tailored to become relevant to both participants and chaperones. In addition, base line eco affinity and eco awareness levels of chaperone’s offspring could be estimated. However, further research will be needed to see what effects if any occur within the chaperone’s offspring.
Youth today will graduate high school needing to compete in a global society. A more interconnected world means that, “young people the world over need more innovative thinking skills, cultural awareness, higher-order cognitive skills, and sophisticated communication and collaboration skills than ever before” (Suarez-Orozco & Sattin, 2007, p. 58). In short they will need to become global citizens. Although youth around the world require global citizenship skills, this study seeks to use a mixed methods approach to examine the extent to which American Muslim students attending an Islamic High School rate on measures of global citizenship. Quantitative data collected from student surveys, along with an examination of literature and qualitative feedback from interviews and focus groups of Muslim parents, teachers, students and community leaders from within the Mohammed Schools’ community in Atlanta, GA, will be utilized to create a logic model for a global citizens program. For the purposes of this study Global Citizenship is defined as self-awareness and awareness of others; practice of cultural empathy; cultivation of principled decision making; and participation in one’s community’s social and political life (Green, 2012). This concept of Global Citizenship incorporates the five ‘Cs’ of positive youth development: confidence, character, connection, caring and competence (Roth & Brooks-Gunn, 2003). Global Citizenship is also dependant upon Wagner’s (2013) seven survival skills of the 21st Century: critical thinking and problem solving; collaboration and leadership; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information; and curiosity and imagination.

The following questions will guide the study: 1) How do Muslim students rate on measures of how they think about and participate in local, regional, national and international issues? 2) How do Muslim students rate on self-awareness or identity measures, and their perceptions of how attending an Islamic High School has helped or hindered this development? 3) How do Muslim students rate on measures of cultural awareness and competency? 4) How do Muslim students rate on cognitive, collaborative and communication skills? 5) What are the elements/activities of successful programs/schools that have a global citizenship focus? While the students in the study are Muslim and educated within an Islamic High School, the need to develop global citizens with the skills previously mentioned, within all secondary school age youth in the United States cannot be underestimated. Therefore the recommendations and logic model can be generalized to other public, parochial or secular private schools, or home schools.
Concussions Among Youth: Testing Knowledge and Determining the Effects

**Problem:** Concussions are becoming a growing factor in all athletes ranging from youth up to the professional level. There are concerns over the effects concussions have on a developing brain at the time of a concussion and further down the road as well. According to Covassin (2012), “Sport-related concussions continue to be a serious public health concern, as approximately 1.6 to 3 million concussions occur annually in the United States. Recent studies have shown increases in the prevalence and incidence of concussion in both high school and college athletes.” After a thorough review of the research, more work needs to be done to assess the knowledge that athletes have about concussions, concussion symptoms and how it affects their academic and personal lives as well.

**Purpose:** Due to the growing concern and research on concussions, the purpose of this study is to first examine how much information Division 1 college student-athletes know about the impact and effects concussions have on their developing brain. Second, it will determine how concussions have impacted their academic, athletic and social lives. And third, based on the information gathered, the study will determine if there needs to be a curriculum on concussions implemented in middle schools and high schools.

**Subjects:** Division 1 student athletes from Clemson University will be used for this study; specifically Football, Men’s and Women’s Soccer and Men’s and Women’s Basketball. These teams were selected due to the high incident level of concussions.

**Methodology:** A cross-sectional quantitative analysis will be done by using a survey developed by Certified Athletic Trainers. The questions will be developed using a Likert scale and a multidimensional student’s life satisfaction scale by Huebner 1997.

**Questions:**
1. What is the current and past level of knowledge of concussions and concussion symptoms among Division 1 college athletes?
2. What differences exist in knowledge of concussions between male and female athletes, and by athletes of different sports?
3. How does knowledge of concussions and concussion symptoms impact decision-making among athletes regarding injury treatment and prevention?
4. What is the perceived impact of concussions and concussion symptoms on an athlete’s life satisfaction?
Mirrors, Lenses, Windows: Documenting the Doctoral Experience through Photomethods

Problem Statement & Purpose: The socialization process and matriculating in and through a doctoral program is complex and nuanced and often requires a change in occupational roles and professional priorities (Hall & Burns, 2005). Students also may experience shifts in identity as they navigate through and between their professional and academic identities during the doctoral experience (Dobrow & Higgins, 2005). Given that the success of doctoral students is largely contingent on relational and systemic factors, students must be resourceful and able to navigate the political and social dynamics within their respective departments and universities, as well as with their peers (Sweitzer, 2009). Nevertheless, recent literature suggests that more needs to be done to understand the experiences of and challenges faced by graduate students (Austin, 2009; Golde, 2008).

This research study uses photomethods, such as photography, to document the student journey to systematically matriculating through an educational leadership doctoral program at a large, research university. A secondary objective is to explore the usefulness of using photomethods in research about the doctoral student experience.

Participants & Research Design: This study is grounded in the interpretivist paradigm (Sipe & Constable, 1996), and uses photomethods as a methodological tool to examine the experiences of two, full-time students in a doctoral program. Photomethods are generally accepted as any research that uses photographs and other visual aids like drawings and videotapes to collect data through participant-generated actions (Rose, 2012; Werts, 2012).

In keeping with the participatory focus of photomethods (Wang & Burris, 1997; Werts, 2012), participants were asked to take photographs and write captions that were then discussed in a semi-structured interview (Rose, 2012). Data from interviews were then transcribed by the researchers. Grounded theory methods were used to code and analyze data to look for patterns and themes among the responses (Corbin & Strauss, 2008). As with most ethnographic methods, the data generation and analysis phases were co-occurring and reiterative (Corbin & Strauss, 2008; Marshall & Rossman, 2006; Wolcott, 1999).

Findings & Significance: This study offers confirmation of the value of using photomethods to document the doctoral student experience. Participants indicated that the opportunity to reflect on their experience using photographs increased their capacity to be reflective agents and sharpened their focus on the cognitive demands and support systems required to grow from apprentice researcher to doctoral candidate. This study is useful to universities and academic departments who are responsible for developing an intellectual and social support community for doctoral students.
Ecotourism as an Incentive for Mountain Gorilla Conservation in Rwanda

Ecotourism has played an important role in conservation of Mountain Gorillas in Rwanda. It has motivated the government to protect parks using the fence and policing approaches to conservation. These approaches however amidst high poverty among local residents neighboring parks have led to increased threats to wildlife such as poaching in the park. The purpose of this study is to establish potential of eco-tourism as an incentive for Mountain Gorillas conservation. It aims to determine whether Mountain Gorilla tourism has benefited communities around the park, determine local community perceptions towards the revenue sharing scheme administered by the park service, and find out whether communities identify tourism revenue sharing as an incentive for conservation.

Data was collected using semi-structured questionnaire with both open-ended and closed ended questions. In total, 200 questionnaires were administered. Data was collected and assigned numerical values for its subsequent analysis using the Statistical Package for Social Sciences (SPSS) Version 13.0. Descriptive statistics were run as well as Chi-Square tests. Chi-Square tests were used to test for the level of significance in responses. Fishers Exact test was also used to calculate the level significance of the relationship between variables.

Research findings established that Mountain Gorilla tourism has not directly benefited local communities and therefore has not addressed human induced conservation threats. Additionally, participants believe that ecotourism has not helped them to overcome losses from animal crop raiding. It was determined that there limited active involvement of local communities in the park management and decision making especially on key decisions such as community conservation outreach and tourism revenue sharing projects. Therefore, for Mountain Gorilla tourism to act as a conservation incentive for communities around the park, communities need to be more directly involved in decision-making and enabled to directly benefit from tourism and be able to directly relate tourism benefits to conservation.

Key Words: Eco-tourism, incentives, local communities, revenue sharing, Rwanda.
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Youth Development Leadership Program

A Needs Assessment for Youth Orientated Programs in the Foothills Area Family YMCA Service Area

The public perception of adolescents is that they are troublesome, and hard to handle, so when youth, outside of the fringe of organized school sports and academic activities, quietly spend their free time alone or with their peers, people assume they are making the right choices concerning their actions; unfortunately, that is not always true. Youth development researchers report that free time can be more effective in guiding adolescents toward successful transition to adulthood, if they engage in self-selected, structured activities.

This needs assessment will identify all the opportunities for voluntary, structured programs and activities in The Foothills Area Family YMCA service area (Oconee County, the city of Clemson and the town of Central) available to youth.

Program data will be collected from surveys distributed to all municipal recreation programs, school programs, private, non-profit, and faith based organizations offering youth programs. In addition to the organizational data, surveys will be distributed to youth and families in the FAF YMCA service area to identify awareness of existing programs and perceived needs for additional programs.

Presenting this collated information to the youth stakeholders in the FAF YMCA service area will help identify the gaps and overlaps in programs, the public’s awareness of the programs and the public’s perception of the unmet needs for their community and youth. Oconee County, Clemson, and Central municipal officials and organizational leaders will gain an awareness of the structured programs in their jurisdiction and the current research findings on the effects of structured, voluntary activities on positive youth development.
Understanding the Traveling Behavior of Muslims in the United States

Religion is a fundamental element of human culture and is linked to many aspects of his/her life and behavior. Muslim life is directed by the holy book of the Quran and the Sunnah or Hadith, containing the sayings and deeds of the Prophet Muhammad recalled by his companions and family (Zamani-Farahani & Henderson, 2010). From literature, very little is known about Muslim needs and wants when they travel or when they plan to travel. Stodolska and Livengood (2006) both argue that there is a lack of scientific inquiries in understanding how religion and leisure intersect. The research project was based on 6 interviews that were conducted in the summer of 2011 with 3 males and 3 females from Clemson, South Carolina. The results of the study showed that international students can be more religious than others especially those that have just arrived or planning to go home after they are done, females are more religious than males and that single males are usually less religious than those that are marred. The results also showed that Muslim families usually avoid crowded beaches because of the male and female dress code, and they also avoid staying late out of their homes or hotel room because of safety reasons. All of the interviewees found that it would be great if tourist destinations can be Muslim friendly. The findings of this study suggest that leisure researchers need to pay more attention to the effects of religion on traveling behavior.
The IRB Conundrum: The Challenges of Research in a Digital Age

**Problem Statement & Purpose:** This research stemmed from a photovoice project (Wang & Burris, 1997) in which we utilized Facebook as a methodological tool. Specifically, Facebook was used as a medium to recruit participants, share photographs, and generate dialogue. In light of some of the limitations and ethical considerations raised by the use of Facebook in our earlier study, the purpose of this particular study was to explore how Institutional Review Boards (IRB) at the Top 30 US research universities are addressing the use of social media as a research tool. The research question guiding this study was: How and to what extent are Institutional Review Boards at research universities addressing the use of social media as a research tool?

**Participants:** Researchers explored Institutional Review Board (IRB) policies at the Top 30 US research universities as identified and ranked by The Center for Measuring University Performance (2011). Researchers specifically searched for policies and guidelines regarding using social media as a research tool. The team was able to gather public information from 22 of the 30 institutions.

**Methodology:** Two data sources were used in this study. Employing search terms such as “social media research”, “internet research”, and “social networking policy,” researchers reviewed each university’s respective IRB website and publically available documents such as researcher handbooks and policy manuals. The second data set involved contacting each of the 30 institutions asking for clarity on whether or not a social media policy existed. Researchers used grounded theory methods to code and identify themes (Corbin & Strauss, 2008). Individually, we each coded the data by finding commonalities among key terms and phrases that addressed the research question. As a team, we gathered to discuss and negotiate the codes to create the initial themes. These themes were then refined and agreed upon after looking for omissions, as well as cohesiveness, between and among the codes (Corbin & Strauss, 2008; Saldana, 2009).

**Preliminary Findings:** Findings to date indicate that there are ethical issues and lack of policies pertaining to using social media as a research tool. Institutions acknowledged the need for a policy; however, current policies surrounding the use of social media are primarily used as a recruitment tool and as a means to collect data, rather than a research design. Moreover, Institutional Review Boards (IRBs) are problematizing internet-based research through ambiguous terms of how social media is defined.

**Practical Implications:** The Internet is rapidly changing and ever evolving how research is being conducted. This study offers confirmation of the need for Institutional Review Boards to provide and maintain clear and cohesive internet-based research policies, particularly those related to social media and to ensure the safety and confidentiality of both human research participants and the researchers.
Blackberry Extract Effect on an AsPC Cell Line

Berries have long been advertised as a promoter of good health and recent research into the effect of berries on specific diseases has been providing evidence for the claims (Szajdek & Borowska, 2008). Studies have shown that berries have numerous phytochemicals involved in antioxidant and anticancer pathways (Seeram et al., 2006; Duthie, 2007). Due to the severity of the disease, pancreatic cancer cell lines (AsPC) were chosen. This study will examine the effect of non-organic blackberry extract on cancer cell cultures. Extract was created from blending whole blackberries and obtaining the water extract for treatment. AsPC cells were treated with varying concentrations (5%, 7.5%, 10%) of blackberry extract and then compared against a control and the other concentrations. Results indicate that blackberries may be effective in inducing cytotoxicity in AsPC cell culture lines. Continued research into the effect of whole blackberry extract and other berries in vitro may provide novel insights into in vivo pancreatic cancer prevention.
Problem: Obtaining a higher education promotes positive healthy development in ones life, personally, socially, and financially, and equips one to become a value added asset to society. It has become apparent that the core curriculum standard for K-12 has not properly prepared students to meet the benchmark score on the Scholastic Aptitude Test (SAT). The SAT is an assessment that colleges use as a factor to determine acceptance into their institution for an opportunity to gain a higher education.

Purpose: The purpose of this study is to evaluate the effectiveness of the SAT supplemental educational program, Score High Coach. SHC offers mastery and tutorial-learning courses, which provide the student with educational assistance that addresses the learning concepts tested on the SAT test. This study will also unveil the added bonus of youth development that occurs as a result of mastery and tutorial learning. Students who participate in the program deepen their personal views of themselves and gain greater confidence their capabilities. They tend to become more engaged in the process of pursuing their personal goals of gaining a higher education.

Questions: The following questions will address the effectiveness and benefits of Score High Coach: What are the essential elements and key contributors to an increased SAT score? What are the competences needed by youth to maximize the program? What are the factors embedded in the program that contribute to the students’ success? Fager (1996) found that tutoring consistently increases a student’s performance. He also highlighted some of the specific benefits of supplemental education such as, improved self-esteem, improved attitude towards school, reduces drop out rates, breaks down social barriers, and provides emotional support and role models. These are the same assets that Search Institute declares as positive youth development assets (Fager 1996).

Methodology: Throughout this mixed methods study, a magnifying lens will be used zoom in on observations, responses to surveys, interviews, and measured performance of SAT scores. This will give qualitative and quantitative outputs, which demonstrate the effectiveness of SHC. Over one year time span participants who attended the program, the parents and the teachers will be used in this study. Findings will fuel the use of supplemental educational services such as Score High Coach to explain the correlation between mastery and tutorial learning and that of success in higher education, and how these courses aid in the development of positive assets. One of the agenda items for our nation is to ensure that every student have an opportunity to pursue higher education. To support this goal, it will take supplemental educational services such as Score High Coach to build and strengthen assets and further develop competencies for a student to perform at a collegiate level.
The Effects of Social Skills Training on Extracurricular Participation: A Mixed-methods Investigation of Youth with High-functioning Autism

Given that 1 in 88 children are affected by autism spectrum disorders (ASD), there are many youth who do not have the skills needed to participate fully in extracurricular or recreation activities. Although they desire the same interactions and friendships as typically developing children, youth with ASD lack the interpersonal skills needed in extracurricular or community programs. Early interventions are the best approach, however autism is not limited to one particular life stage. Interventions need to adjust accordingly to meet the needs of the increasingly social life stage of adolescence; this is especially so for youth with high functioning autism. These youth lack social reciprocity, but are self-aware of their deficits, which leave them feeling isolated, and at greater risk for depression and anxiety. By giving youth with ASD skills to enhance their interactions we can close the gap between wanting to participate and being fully engaged.

This study examines participation rates in adolescents with high functioning autism and the effects of social skills training. The subjects for this study will be 9th – 11th grade high school students from the Alvin Independent School District (Alvin, Texas) who have a diagnosis of autism and receive all instruction in the general education setting. Using a 14 week social skills curriculum, 7-10 subjects will receive instruction on the following skills: appropriate conversational skills; finding common interest in conversations; entering and exiting conversations; appropriate humor; using electronic communication; being a good host; choosing appropriate friends; being a good sport; handling arguments with peers; and how to change a bad reputation. Along with direct instruction for youth, parents will be given tools through online resources and instructions for continuing instruction at home for each week’s lesson.

Pre and posttest data will be obtained from participants and parents to assess improvement in interpersonal relationships and participation in extracurricular activities. This study seeks to answer the following questions: Does participation in an ASD social group increase positive social interactions – generalizing to environments outside the group? Does participation in an ASD social group improve attitude toward self and society? Does participation in an ASD social group increase participation in extracurricular or community activities? Does participation in an ASD social group improve family life and interaction within the family unit?
Application of the VERP Planning Framework at Pinnacles National Monument: Development of Indicators and Standards

Pinnacles National Monument draws a growing number of visitors for day hiking and to observe its resident California Condors, wildflowers, and unique cave formations. Application of the National Park Service’s Visitor Experience and Resource Protection (VERP) Framework was supported by conducting a visitor survey in 2012 (N = 393). This survey used attitudinal questions, photo simulations and normative approaches to 1) refine and validate indicators for the visitor experience, and 2) gather data to help formulate standards for crowding at main attraction sites, hiking encounters, waiting times for parking, and waiting times to enter caves. Additional data were collected to assess the monument’s experiential carrying capacity by comparing standards against reported conditions. Results indicate that conditions experienced by visitors are on average better than their reported standards and that very few people are displaced by current use conditions. Implications for visitor use management and monitoring of future conditions are presented.
Blueberry Suppresses Growth of AsPC-1 Pancreatic Cancer

**Purpose:** To determine whether blueberry extract has suppressing properties on AsPC-1 cancer cell proliferation.

**Organizing Framework:** A current research trend focuses on dietary changes to control cancer progression and reduce cancer risk. Many bioprotective compounds have been identified in berries, such as anthocyanidins and resveratrol. Latest studies revealed the benefit of blueberries to prevent diseases such as cancer through its antioxidant, apoptosis, and anti-inflammation effects. However, the combinatorial effects on cancer cells present in blueberries remain untested. If suppressing properties are found, possible therapy effects of diet could be expanded upon. Since AsPC-1 pancreatic cancer is one of those with the poorest prognosis, we tested blueberry extract for their effectiveness against AsPC-1 pancreatic cancer cells.

**Findings & Conclusions:** The results indicate that blueberry has suppression effect for the growth of pancreatic cancer cells. With the US being the world’s largest producer of blueberries, blueberries would be a readily available prevention option.
Inquiry in Motion: An Investigation of a Professional Development Program to Change Teachers’ Beliefs about Inquiry-Based Instruction

Educational reform and improving teachers’ classroom practices has been a longstanding concern. It is often claimed that professional development programs should focus on changing teachers’ beliefs in order to enable teachers to reform their instruction.

This study examines whether and how middle school mathematics and science teachers changed their beliefs toward inquiry-based instruction within one-year of a professional development program. We first conducted an exploratory factor analysis on the overall survey data collected for first year participants in each of the four years of the project using the SPSS dimension reduction feature.

Data was collected from 28 mathematics and 39 science teachers. Regarding the scree plot for the dimension reduction and the cut-off point of an eigenvalue greater than 1.0 on the rotated factor loadings from 25 items, eight factors were retained with Verimax rotation. Our t-test analyses indicated a significant change on the Instructional Gains factor (p < .01) for all 55 participants.

We also conducted dependent t-test analysis for science and mathematics teachers separately. When calculated separately, first-year participant mathematics teachers demonstrated significant difference on the STEM Education Emphasis factor (p < .05). First-year participant science teachers demonstrated significant difference for: Instructional Gains (p < .05), Motivation (p < .05), and Knowledge about Process Standards (p < .01) factors. In addition, a multivariate analysis among first-year participant science and mathematics teachers indicated that science teachers significantly differed (p < .05) in terms of their beliefs about the use of inquiry from mathematics teachers within the project.

Regarding the statistical preliminary findings from the belief survey, it was evident that both mathematics and science teachers’ beliefs about the use of inquiry during instruction increased, albeit for different factors.
Equipping Teachers for Transformation

Transforming teacher practice continues to be a challenge for educational researchers. With the newest science reform movement on the horizon, in the form of the Next Generation Science Standards (NGSS), and the Common Core State Standards in Mathematics, it is important to research initiatives with the goal of transforming teacher practice. Inquiry in Motion is a grant funded project that has been running for five years. The goal of this project is to supply middle school science and mathematics teachers with professional development opportunities focused on improving the quality and quantity of their inquiry instruction. We define inquiry-based instruction as the opportunity for students to explore mathematics and science content prior to a formal explanation being developed or provided. This study tracks the degree to which teachers transformed their practice related to inquiry-based instruction.

The professional development supplied to the teachers focused on providing support and training to improve content-embedded inquiry-based learning. Teachers were provided two weeks of teacher training in the summer (64 hours), four group follow up sessions during the academic year (10 hours total), four or more full class observations with debriefing after (at least 4 hours), and numerous individual support sessions (about 5 hours). This totaled over 80 hours of involvement for each participant each year. The summer primarily involved modeling examples of practice, debriefing practice, and developing new inquiry-based lessons in teams. Support during the academic year included co-planning, co-teaching, observations and debriefing observed classroom instruction.

In order to measure the quality of inquiry instruction, an observational protocol (EQUIP) was utilized. This presentation focuses on the implications that can be drawn about transforming science and mathematics teacher practice after analyzing the five years of data accumulated from the Inquiry in Motion project. From analyzing this data, it is clear that teachers are improving in the quality of their inquiry instruction as they progress through the Inquiry in Motion project. It also appears, based on our analysis, that science teachers’ growth as they progress through the project is significantly greater than that of mathematics teachers.

Support for Inquiry in Motion has been provided by Clemson University, the SC Commission on Higher Education, the National Science Foundation, Greenville County Schools, Oconee County Schools, Anderson School District 4, and Anderson School Districts 1, 4, and 5.
Based on a 3-year National Science Foundation grant-funded project, the purpose of the study was to examine the relationship between African American science and engineering students’ perceptions of academic experiences and career self-efficacy at two historically Black colleges and universities. Despite the fact that the number of minorities continues to increase in the United States, Black, Hispanics and American Indians have been underrepresented in science and engineering careers (Anderson, 1990). “The United States awards a smaller number of bachelor’s degrees in science than in several other industrialized nations. African Americans continue to represent a smaller share of bachelor’s degree recipients in science and engineering fields than all bachelor’s degree recipients” (Hill & Green, 2007; Perna et al., 2009, p. 2).

Utilizing ordinary least squares regression (Pedhazur, 1997), each scale from the Survey of Academic Orientations was regressed on the dependent variable measuring career self-efficacy and the entire set of control variables to estimate the net effects of African American STEM students’ academic orientations on their career development outcomes. Statistical results demonstrated that science and engineering students’ career self-efficacy was influenced by students’ academic motivations and involvement in intellectual experiences.
Poverty in the Schools: Using Visual Methodology to Understand the Emotional Impact of Teaching in a High Poverty School

As a part of a graduate class, Poverty in the Schools, students participated in a Photovoice project. Photovoice was developed by Wang and Burris (1997) in order to allow the research participants an opportunity to be actively engaged in the research process and in the analysis of data, with the end goal being empowerment to change the social situation (Rose, 2012). The goal of this class project was to put the camera in the hands of the research participants in order to create a dialogue about the impact of poverty on teachers and to create a dialogue for change.

Poverty is one of the major issues facing 21st century educators. Poverty often has devastating effects on the children that are attending public schools today. Poverty is linked with negative physical and psychological health outcomes as well as negative educational outcomes. It affects our society as a whole and the well being of families (American Psychological Association, 2012).

Poverty in the Schools is a contracted class that is taught on site in the School District of Oconee in collaboration with Clemson University. The target audience for the class includes teachers from the three Title I Schools in the district, as well as, the guidance counselors that work in the middle schools and high schools that will serve these high poverty students in the future. As a part of a class project, the teachers took part in a Photovoice research activity in order to answer the question, “How has poverty impacted you as a teacher emotionally and instructionally?” The teachers were asked to photograph five objects which symbolized something that represented an emotional impact of poverty or an instructional impact of poverty on them as a teacher. Photos were displayed in the room and participants took a gallery walk, made notes, and recorded their overall impressions of the display. A week later the participants returned and participated in data analysis by grouping photos and defining themes by using the SHOWeD method.

The project was a success and the teachers were able to report several themes to describe impact that poverty is having on teachers in our own local community. A productive dialogue is ongoing that will allow us to better serve our students of poverty.
The Upstate Writing Project: Evaluating the Impact of Professional Development
to Meet Challenging Writing Standards in High-Need Schools

**Purpose:** The Upstate Writing Project is a local site of the National Writing Project. The goal of the Upstate Writing Project is to improve students’ writing abilities by improving the teaching and learning of writing in schools.

**Contribution to Issues in our 21st Century:** South Carolina has adopted the Common Core State Standards to guide teaching in its schools. The Upstate Writing Project has received two grants that provide professional development to teachers in order to align instruction with the Common Core standards.

**Program’s Design:** The SEED High-Need Elementary Program and Evaluation Program provides a minimum of 45 hours of professional development in writing to teachers in 3 upstate elementary schools during the 2012-2013 school year. A minimum of 75% of 3rd, 4th, and 5th grade teachers at each school are required to participate in the professional development focusing on informational, persuasive and argumentative writing.

The NWP College Ready Writers Program focuses on improving writing instruction for high-need, rural school districts serving 7th-10 grade students. In the first two years, English, language arts teachers in the three treatment school districts will receive 90 hours of professional development focusing on academic writing. The three control school districts will receive one year of professional development in 2015-16.

**Partners:** Title II SEED Program participants include the following: Armstrong Elementary, Alexander Elementary, Pendleton Elementary, Welcome Elementary, Brook Glen Elementary, and La France Elementary.

The i3 College Ready Writers Program participants include the following districts: Greenwood 51, Union 01, Florence 02, Orangeburg 04, Anderson 03, and Bamberg 02.

**Summary of Success:** The National Writing Project funded these grants after success with competitive grant applications to the U.S. Department of Education. Both grants are part of nationwide evaluation studies, and results will be disseminated at the conclusion of the studies.
LiveWell Greenville After School Initiative – After School Work Group

Broad-based community coalitions can play an important role in helping after-school programs promote and support youth obesity prevention goals. LiveWell Greenville convened a workgroup of community, academic, recreation, public schools, and non-profit partners to address concerns about after school nutrition and physical activity environments and their impact on child health. Formative research with after-school providers revealed priority actions for the coalition to address. The goal of the LiveWell Greenville After School Initiative Workgroup was to create after school environments that support healthy, active children. Coalition partners included Boost-United Way, Clemson University, Furman University, Greenville YMCA, Greenville Hospital System, Greenville City Recreation, Project Host, DHEC, and First Steps. A pilot project was launched in 2011. The purpose of the project was to promote environmental change (policy and practice) affecting physical activity and nutrition behaviors of children and staff of after-school programs, and identify barriers to change. Eight programs agreed to participate in the project. Each program completed a self-assessment tool and sent one or more staff to curriculum training. Coalition staff met with program representatives to establish physical activity and nutrition goals and an action plan. Plans were implemented over 9 months. Training and support meetings with coalition staff occurred throughout this period. Each program advanced in at least one objective of their action plan. Most frequently cited objectives were: decreasing frequency of seated time greater than 30 minutes and eliminating sugar sweetened beverages from vending. Training attendance and use of physical activity lessons were high. Participants were least confident in using nutrition lessons.
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The US Play Coalition: A Partnership for Play

The mission of the US Play Coalition is to create a community of individuals and organizations that recognize play as a valuable and necessary part of a healthy and productive life. An erosion of the Value of Play, particularly free and unstructured play, has accompanied alarming increases in physical and mental ailments including obesity, ADD/ADHD, anxiety, depression, and diabetes. Our education system is suffering from overuse of standardized tests, which promote didactic teaching and discourage inborn exploration and tinkering. Furthermore, businesses are coping with decreasing creativity within the workforce while stress levels and dissatisfaction in quality of life of employees reach an all time high. This is an unsustainable trajectory for our nation and world and part of the solution lies in Re-Valuing Play as a solution to healthcare, education, and professional dilemmas.

The US Play Coalition, headquartered at Clemson University, is rising to the challenge of helping our doctors, teachers, business leaders, and everyone in between to Re-Value Play. Within the University structure, we are situated at the crossroads of education and health science and have partners in many other fields such as landscape architecture. Our presence continues to build across campus, the US, and the world. The infrastructure and prestige of Clemson University provides a wealth of resources and expert knowledge to the Coalition, allowing it to grow and expand its horizons. Two unique facets of the Coalition are first its inclusive and diverse membership, which includes physicians, park and recreation professionals, business leaders, educators from every level, health scientists, psychologists, landscape architects, and parents. This list also includes collaborators and partners such as ACEI, Alliance for Childhood, Center for Disease Control, International Play Association, TASP, and many more. The second facet that sets the Coalition apart is its lifespan scope. Many organizations focus on the need for play during child development, but often overlook the importance of play as a lifelong component of health and well-being.

To date, we have held three Conferences on the Value of Play. The US Play Coalition offers two Certificate of Completion programs, one in Play Facilitation and one in Playground Maintenance. The Coalition maintains regular contact with over 1,800 members through the use of monthly newsletters and social media. We have a dynamic website that reports the latest news in play as well as links to additional resources and funding opportunities. The web address is:  
http://usplaycoalition.clemson.edu/
Does Race Really Matter in South Carolina Schools?

Given the importance of education in helping to determine quality of life issues, this study draws attention to the academic disparities that exist between White and African American students in South Carolina’s public schools.

Our study indicates that African American students begin school at a significant disadvantage in relation to their White peers. For example, in 2008, there were considerable disparities in demonstrating essential readiness competencies for first grade. In English Language Arts (ELA), only 61.4% of African American and other minority males were considered ready for first grade compared with 74.2% of minority females, 77.3% of White males, and 86.2% of White females (S.C. Budget and Control Board, n.d.). By third grade, a significantly greater percentage of African American students tested below standards in Math than White students ($\bar{X}_A = 43.0\%$ and $\bar{X}_W = 18.8\%$ respectively) ($t = 28.0$, $df = 911.8$, $p < .001$). There were similar results for English Language Arts, where the mean percentage of African American students scoring below standards was 30.9% while only 13.9% of White students failed to reach state standards ($t = 23.7$, $df = 874$, $p < .001$). These disparities were still evident in 8th grade where an average of 45.9% of African American students tested below standards in Math as opposed to an average of 24.1% of White students ($t = 18.1$, $df = 495.9$, $p < .001$). Similarly, 43.9% of African American students scored below standards in ELA while for Whites the number was 22.6% ($t = 20.9$, $df = 494.2$, $p < .001$). Disparities continued for 2012 end-of-course tests with significant differences between the percentage of African American students and White students at all grade levels; A, B, C, D, and F ($p < .001$). In 2010, the average graduation rate for African Americans in South Carolina schools was 61.5% compared to 72.8% for Whites (NCES, 2012). High school completers from predominantly African American schools entered college at rates lower than those at predominantly White schools (55.3% and 66.3% respectively) ($t = 4.80$, $df = 188$, $p < .001$).

African American graduates were more likely to complete certificates, diplomas, or associate’s degrees while White graduates were more likely to have bachelors, masters or doctoral degrees ($\chi^2 (6, N = 41,754) = .000$, $p < .001$).

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1 These analyses only include data from schools that are not magnet, charter, or special schools to better represent statewide performance. These represent approximately 88% - 94% of schools.
The purposes of the Clemson Equine-Assisted Therapy (CLEAT) program are to provide therapeutic riding opportunities for individuals with disabilities to increase physical and psychosocial functioning and improve independent riding skills. Another primary purpose of the CLEAT program is to investigate the efficacy of equine-assisted therapy, an increasingly popular intervention, for treating individuals with disabilities. Equine-assisted therapy entails specially trained equine instructors providing therapeutic riding instruction and horseback exercises. The interactions between rider, horse, and therapist can lead to benefits including improved trust, communication, confidence, self-esteem, muscle tone, strength, flexibility, coordination, and balance. Most of these benefits have been reported through anecdotal accounts and case reports of therapists, families, and clients who have been involved in equine-assisted therapy and experienced the effects. Limited empirical research exists on the efficacy of equine-assisted therapy as a treatment for physical, social, and intellectual impairments. Therefore, the research objectives of CLEAT include the investigation of the therapeutic benefits of equine-assisted therapy related to development of both motor and social skills, increasing the knowledge base of evidence-based procedures for individuals with disabilities, and extending the current literature related to equine-assisted therapy. CLEAT is currently funded through the HEHD Interdisciplinary Research Innovations grant and is a collaboration between the School of Education (Special Education) and Parks, Recreation, and Tourism Management (Therapeutic Recreation). CLEAT partners with the Clemson Equine Center for riding facilities and therapy horses and graduate students in the Animal and Veterinary Sciences program serve as riding instructors. In the 2012 Fall semester, CLEAT successfully completed a research study with young children with Autism Spectrum Disorder and is in the process of completing another study with young adults with mild to moderate intellectual disability in the 2013 Spring semester.