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# *2018 Spring Research Conference*

*Hosted by the University of Louisville*

*“Impacting Today,  
Transforming Tomorrow”*



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# Welcome

Thank you for participating in the 2018 Spring Research Conference, hosted by the University of Louisville. The purpose of our conference is to provide graduate students an opportunity to present research proposals in a friendly, yet formal, setting and to get constructive feedback from faculty and colleagues. If you are a student presenting for the first time or for the 10<sup>th</sup> time, we hope you take the opportunity to not only practice presenting your research, but also networking with faculty and students from the other colleges and programs. If you are a faculty or a seasoned attendee, we hope you provide guidance for young presenters to help them grow as researchers.

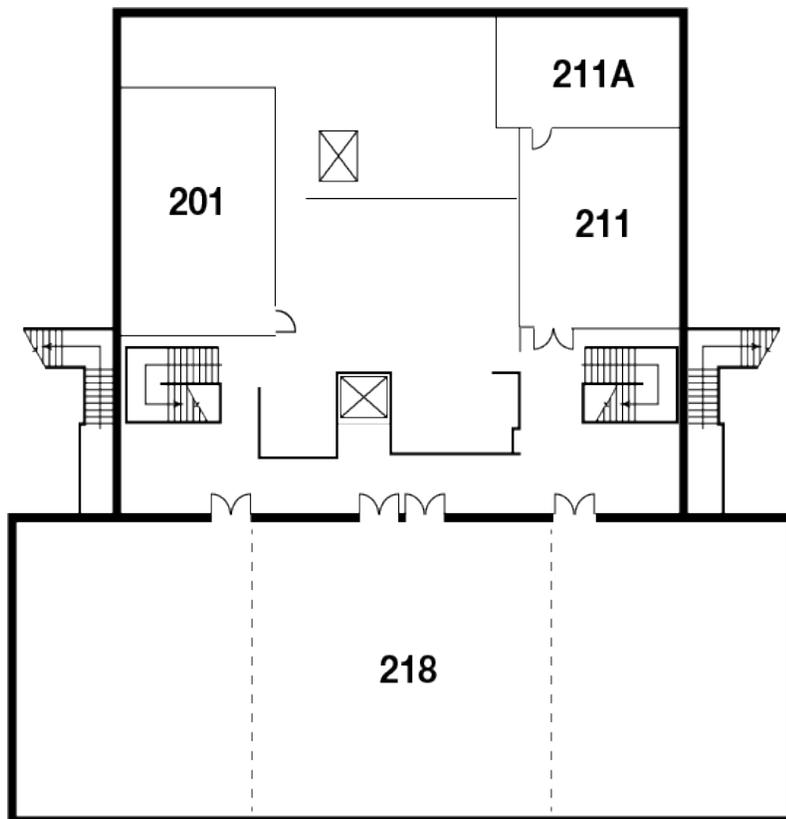
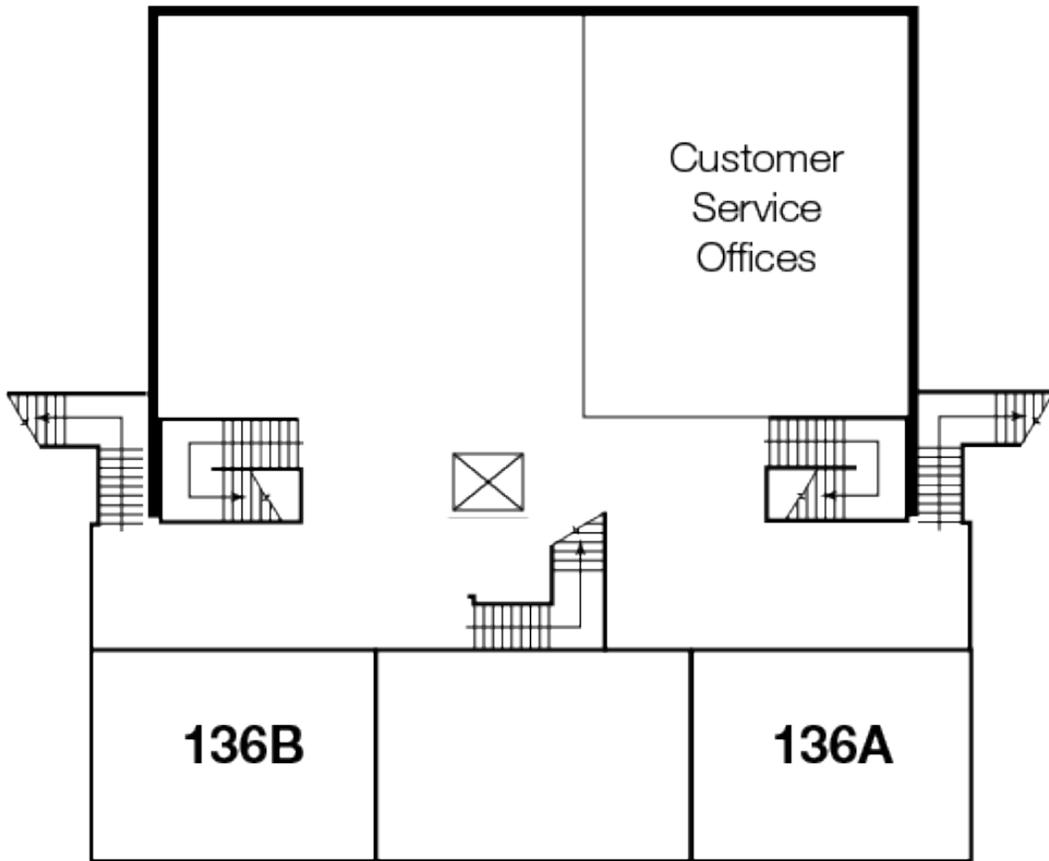
We would like to thank the following individuals for their contributions:

Dr. Tim Landrum, Interim Associate Dean for Research and Innovation, University of Louisville  
Dr. Margaret Bausch, Senior Associate Dean, University of Kentucky  
Dr. Lawrence Johnson, Dean, University of Cincinnati  
Faculty Volunteers  
Christine Payne  
Eric Garrett

**Emily Zuccaro:** Conference Chair, Early Childhood and Elementary Education  
**Lauren Hayes:** Publicity & Programs Chair, Counseling and Human Development  
**Gabrielle Read Jasnoff:** Proposals Chair, Middle and Secondary Education  
**Sam Schmidt:** Site Coordination Chair, Health and Sport Science  
**Jared Colston:** Volunteer Chair, Educational Leadership and Organizational Development  
**Taylor Brown:** Technology & Registration Chair, Special Education

## Conference Schedule

Time	Event	Location			
<b>8:00-9:00</b>	Registration & Breakfast	Check-in and registration at the lobby desk  Breakfast will occur in the 2 <sup>nd</sup> floor Ballroom			
<b>9:00-9:30</b>	Welcome Address	Welcome Address will occur in the 2 <sup>nd</sup> floor Ballroom  Speakers: Dean of College of Education and Human Development Ann Larson – University of Louisville Dean of Research Dr. Tim Landrum – University of Louisville Dean of Research Dr. Lawrence Johnson – University of Cincinnati Dean of Research Dr. Margaret Bausch – University of Kentucky			
<b>9:45-10:45</b>	Paper Session I	136A	136B	201	211
		K12 Education/Teacher Education I	Health and Human Performance & Sport Administration I	Higher Education I	Educational Psychology I
<b>10:55-11:55</b>	Paper Session II	136A	136B	201	211
		K12 Education/Teacher Education I	Health and Human Performance & Sport Administration II	Higher Education II	Educational Psychology II
<b>12:00-1:00</b>	Lunch and Discussion	Lunch and Discussion will occur in the 2 <sup>nd</sup> floor Ballroom  Please sit at a table with a discussion that interests you			
<b>1:10-2:10</b>	Paper Session III/Poster Session	136A	136B	201	211
		K12 Education/Teacher Education III	Health and Human Performance & Sport Administration III	Higher Education III	Educational Psychology III
<b>2:20-3:05</b>	Paper Session IV/Poster Session/Snack	136A	136B	201	211
		Social Justice/International Studies I	Health and Human Performance & Sport Administration IV	Higher Education IV	Higher Education V
<b>3:15-4:00</b>	Paper Session V	136A	136B	201	211
		Varied Strands	Varied Strands	Varied Strands	Varied Strands



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## **PROGRAM TYPE DESCRIPTIONS:**

### **Paper Session** (10 minutes per paper; 60 minutes total per session)

Papers will be presented orally to an audience and include a description of completed research or research in progress. The presentation should highlight key information related to the rationale, methodology, analysis, results and discussion. All oral presentations will be 10 minutes in length, with 4 minutes for questions from the audience. The moderator will be in charge of timing the presentation and holding up “5 minute,” “3 minute,” and “1 minute” signs to indicate the remaining time in the presentation. Please plan accordingly.

### **Poster Session** (60 minutes)

Poster presentations allow presenters and attendees to engage in discussions about the author’s research findings, new ideas, innovations and possible advances in the profession. Poster materials should briefly highlight the key components related to the particular type of work. While it is not required that a presenter attend to the poster for the entire length of the poster session, only presenters attending to their poster when judges review poster will receive feedback.

There are no restrictions for posters. Your poster should be able to be mounted with painter’s tape onto the wall or on an easel; painter’s tape and easels will be provided. You should arrive about five minutes ahead of the session time, and you should remove your poster when the time period is over.

### **PAPER SESSION I | 9:45 A.M. – 10:45 A.M.**

Presentations will occur in 15 minutes intervals at 9:45, 10:00, 10:15, & 10:30. Presentations will last 10 minutes, with 4 minutes remaining for questions. As there is limited transition time between presenters, please upload all PowerPoints to the provided computer prior to the start of the first presentation. Please be respectful of other presenters’ time and adhere to the timings above.

### **PAPER SESSION I | 9:45 A.M. – 10:45 A.M. | K12 EDUCATION/TEACHER EDUCATION | 136A | FACILITATOR: DR. LORI NORTON-MEIER & DR. JESSICA HARDY, UNIVERSITY OF LOUISVILLE**

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*Finding Our Voices: African American English in Picturebooks*

**Christie Angleton**  
**University of Louisville**

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Current scholarship concerning children's literature, particularly in light of the We Need Diverse Books movement, advocates for literature in which children can see their lives reflected, and considers many facets of identity, including race, gender, family structure, economic status, ability, and others. Sims Bishop asserts that books should act as windows and mirrors for children, meaning that children should experience both stories that reflect their own lives, as well as stories that let them glimpse life experiences other than their own. This concept informs the work I do with children, as well as with preservice teachers. One facet of identity, however, that is rarely considered in this discussion is language. Due to my burgeoning understanding of African American English (AAE) as a White educator, I'm drawn to AAE as another potential factor for teachers to consider when choosing diverse books. To better inform myself, I sought to answer the question: Do children's picturebooks use AAE? And if so, how is it used? I conducted a small content analysis that looked at picturebooks by African American authors and how/what features of AAE were used in the text of the books. In this presentation, I seek feedback for thinking through the results of my content analysis as well as how I might project and expand this information in future projects.

### ***Children's Play, Critical Literacy, and Educational (In)Equity***

**Jane Andris**

**University of Louisville**

The purpose of this pilot study initially was to analyze and theorize what happens to the literacy development of kindergarteners when the curriculum and the philosophy of the classroom teacher center around open-ended play. The study explores issues of socioeconomic status, equity, and schooling, and seeks to understand more about the effects re-centering play has on children, teachers, families and schools. Research methods and analysis focus on issues particular to conducting research with children. Forms of data include: observation field notes; audio recordings of teacher interviews, audio recording of principal interview, photographs of artifacts such as children's buildings, dramatic play areas, and outdoor play structures; children's work samples, teacher plans and reflections, and research memos. Research in the field can be unpredictable, and indeed my experiences were different than I expected when I designed the study. While the curriculum of my focus classroom did not demonstrate fidelity to the type of sociodramatic play I anticipated observing, I did develop a relationship with the cooperating teacher, and for several reasons the nature of my data is focused more on her than on the specific children of her class. I am currently developing next steps for this project as I begin work on a dissertation proposal.

### ***A Picture IS Worth 1000 Words and More: Considering Photo Voice for Teacher Education***

**Khirsten L. Echols**

**University of Louisville**

This presentation explores the role of photo voice research methods within teacher education through a piloted branch of "Transforming Learning Communities: A Multi-Year Project

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Supporting Teachers of Adolescents," project. Using the adage "a picture is worth a 1000 words" as a conceptual frame, this talk details photo voice as a research method to challenge teacher education students to engage conversations around building communities related to Restorative discipline, racial, cultural, and gender diversity and trauma informed teaching practices. Part One defines and outlines photo voice as a research methodology. This part also highlights and explains how this pilot has employed a modified version of photo voice methodology for a variety of reasons to including available resources, location, disciplinary conventions, and cultural situatedness. Finally, this part uses those considerations to discuss the tensions and challenges of balancing the cultural context within the current pilot and for the future of the study. Part Two guides session attendees through a modified photo voice session using provided images. Attendees will participate in composing and discussion around the images using a series of scaffolded questions central to the pilot's operating question. After attendees have had an opportunity to write for a couple minutes, they will be asked to voluntarily share their images and reflections. These shared thoughts will be used as examples for how the research team situate and analyze images, reflection, and discussion for this study. Finally, the presentation will conclude with a brief overview of the project's future with specific regard to photo voice.

***Examining the Dearth of Women in the Computer Science Field: A Literature Review***

**Alisia McClain**  
**University of Louisville**

Since 1991, the number of computer science degrees earned by women has dropped by 12%. Of the 56,130 degrees in computer science awarded across the United States in 2014, only 10,144 were awarded to women, a scant 18%. Of those women who did graduate in the field, only 2,470 were Black or Latina women. It is important to understand the reasons behind the low representation of females within the field. The purpose and organization of this integrative literature review will be twofold: first, to examine the extant literature to determine the factors that encourage young women in pursuing and persisting in computer-related majors; and second, to identify the opportunities that exist for more research of this topic. First, I will address the history of women in computing, for two reasons: (1) In general, understanding the history behind any situation is paramount to understanding its current status, and (2) the history of women in computing is particularly interesting because it is not widely known that the disparity between women and men in computing was not always so wide. Second, I will talk about three ways identified in literature that women have been encouraged to pursue and persist in computer science-related fields. Finally, I will conclude with a synopsis of the literature and an opportunity for further study.

**PAPER SESSION I | 9:45 A.M. – 10:45 A.M. | HEALTH & SPORT ADMINISTRATION  
| 136B | FACILITATOR: DR. HUMS, UNIVERSITY OF LOUISVILLE**

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## ***A Qualitative Approach to Understanding Participation in Campus Recreation Services Among International Graduate Students***

**Seonghun Lee**

**University of Louisville**

The number of international students has increased significantly, and they have become an important subgroup in US higher education. However, their campus recreation participation rate is relatively low among the entire population in U.S. universities. Previous studies have indicated that lack of time due to work, school, or family and lack of information are the two most strongly perceived barriers to participation in campus recreation services among international students (Guo & Ross, 2014). For Asian international students, high levels of academic pressure caused them to spend less time relaxing and socializing (Park, Yoh, & Park, 2015). However, there have been limited studies on participation in physical activities among international graduate students. Therefore, the purpose of this study is to attempt to understand participation in campus recreation services among international graduate students in US higher education. The following research questions were developed to guide the current study: To what extent do international graduate students participate in physical activities? What aspects do international graduate students face that prevent participation in campus recreation services? What are the perceived benefits that international graduate students report from campus recreation participation? Using the phenomenological approach, the study collected data from semi-structured interviews with 13 international graduate students who have utilized campus recreational services at U of L. Inductive coding techniques will be used to analyze interview transcripts. The data analysis will be performed in March 2018. The results of this study will help the campus recreation service providers or administrators to have a better understating of international graduate student's needs in terms of campus recreation services and help the administrators to create or offer programs and services in order to not only increase the international graduate student participation rate but also help to enrich the academic life experience of international graduate students in the U.S.

## ***The Impact of Scandal on NCAA Division I Women's Basketball Fan Consumption***

**Sarah Williams**

**University of Louisville**

The purpose of this study is to explore scandal and its impact on brand reputation, image, and sport consumption through the lens of Division I women's basketball. Division I NCAA women's basketball faced a flurry of incidents of coach's sexual misconduct with players during the 2015-2016 season, as three different male coaches were accused of pursuing relationships with female players, resulting in all three losing their careers. The perception and reputation of a brand, particularly in college athletics, creates a strongly tied bond between consumers and the University that has potential to be wildly lucrative from both a University and athletics department standpoint. However, the highly identified fans of women's basketball have the tendency to be committed to the program no matter the situation (Fink, Trail, & Anderson,

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2002). With the uniqueness of the women's basketball fan comes a necessary look into the influence of scandal on fan identification and decision-making. The impact of scandal on the team and university brand consumer relationships are explored, via content analysis of online team message board posts, to further understand the perceptions of the team as a whole through the aftermath of a scandal in Division I women's basketball. By exploring the behaviors and perceptions of fans through each of the three aforementioned situations of sexual misconduct, practitioners can better understand avenues to maintain or strengthen fan support and protect brand reputation.

***Path to the Pros: How Major League Soccer is Revolutionizing Youth Player Development in the United States***

**Adam Cocco**  
**Tyler Spencer**  
**University of Louisville**

Traditionally, major league professional sport organizations in the United States (U.S.) are not active participants in the youth player development process. They instead wait to acquire incoming amateur talent through league-wide drafts. However, beginning in 2007, Major League Soccer (MLS) and the United States Soccer Federation (USSF) partnered to initiate a system whereby professional soccer teams in the U.S. are encouraged to develop youth soccer players through internal development academies. This marks a definitive change to the standard youth player development process in the U.S. and offers numerous benefits to MLS teams and the ongoing growth of soccer in this country overall. This case study examines the evolution of this youth development process and offers an examination of three potential benefits offered by this youth development system: (a) an increased focus on player skill development, (b) a decrease in the pay-to-play structure often found in youth sport participation, and (c) an integration of educational principles along with player development. Although there is no perfect youth player development model, questions arise as to whether the MLS development model would offer similar benefits if adopted by other major professional sport leagues in the U.S.

***Barriers Affecting Retention of Black Female Faculty at Predominantly White American Universities***

**Brigitte Burpo**  
**University of Louisville**

With the increased importance of retaining diverse faculty, sport academe has been confronted with the problem of recruiting and retaining female faculty of color. There is currently poor representation of faculty of color at Predominantly White Institutions (PWI) of higher education in America (J.W. Burden et al., 2005). There is significant value in closing the gap of recruiting more female faculty of color in sport and leisure studies in order to create truly diverse teams. Many scholars have pushed for an emphasis on recruitment and retention of more minority

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faculty of color (Burden et al., 2005). Several qualitative studies were able to discover barriers to retaining female faculty or faculty of color in academia, but very few studies have been done to assess this in the field of sport management. Women of color are often categorized under just women or just people of color but intersectionality of race and gender creates unique experiences from White women and men of color (Patton, 2009). This unique experience as a woman of color suggests a need for more research on the barriers and facilitators of the retention of female faculty of color in sport management. As the current literature on women of color in sport academe is sparse, an integrative literature review on female faculty of color at predominantly white institutions will be examined. This is intended to uncover the common barriers for female faculty of color at Predominantly White Institutions (PWIs). This literature review will be of use to not only practitioners seeking ways to increase female faculty of color in their departments, but also to researchers seeking empirical studies regarding intersectionality in traditionally white male dominated academic environments.

**PAPER SESSION I | 9:45 A.M. – 10:45 A.M. | HIGHER EDUCATION | 201 |  
FACILITATOR: DR. SUSAN LONGERBEAM & KYLE INGLE, UNIVERSITY OF LOUISVILLE**

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***What is Chineseness in Chinese American College Students' Eyes? A Study on Heritage Language Learning and Ethnic Identity Formation***

**Yan Wang  
Beth Goldstein  
University of Kentucky**

This study is to investigate how Chinese American college students understand and perform their Chineseness and how they negotiate their ethnic identity in the higher education institution setting. Previous studies have demonstrated the different performance and understanding of Chineseness by people of Chinese descent mostly in the late twentieth and early twenty-first century, and their unease of being Chinese. College students are at a crucial moment to form their identities. But their voices are often less heard in this literature, not to mention college students in one specific country or in a specific geographic location, as performance of Chineseness is indeed place related. China's emergence as a major, visible force in the world economy makes this investigation of what being of Chinese descent means immediate and yet complex. Based on in-depth interviews of 12 Chinese American college students (3 males, 9 females) along with their friends, parents, sibling interviews and their Chinese language observation, this study aims to answer the following questions: What is Chineseness to these Chinese American college students? How do they perform the Chineseness in their everyday life? How do they negotiate their ethnic identity by performing their Chineseness? How do taking their heritage language class in the university and their heritage language proficiency contribute to their understanding and performance of their Chineseness? How does their involvement in the campus activity contribute to their understanding of their ethnic identity? And to what extent does gender matter in their ethnic identity development?

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## ***Cashing In: First Generation Graduate Student Creation and Use of Social and Cultural Capital***

**Leah K. Vance**

**University of Kentucky**

Around a college campus, you will likely encounter programs and events targeted at first-generation college students. With increased college access, this is a growing population of students. Most college campuses have an office that is dedicated to first-generation students. However, most of these offices focus on undergraduate students. This leaves out a population of first-generation students who are enrolled in graduate school that face a different set of issues than undergraduates and may not be receiving the support needed to be successful in graduate school and beyond. Graduate school is a much different experience than undergraduate. There are both formal and informal norms that students need to understand and perform (Weidman and Stein, 2003.) It could be considered that because a student has already navigated undergraduate work, he or she is capable of doing the same for graduate school. Because of the vast differences in the two levels of programming, this is not an accurate statement. It should not be assumed that students will understand how to navigate the complexities of graduate school. While this process may be new and difficult for all, challenges faced are only exacerbated because of a student's first-generation status. There is a gap in the literature about the first-generation graduate student population as a whole. Using existing research, some connections can be made to the experiences of first-generation graduate students. This presentation will provide an overview of current literature. Four themes from the current literature will be explored and how those themes apply to first-generation graduate students.

## ***Needs Assessment for a Disability Resource Center***

**Zunaira Ahmad**

**Dr. Denise Cumberland**

**University of Louisville**

This action research study is designed to determine why students with disabilities are not meeting deadlines for accommodation assistance nor participating in educational workshops at a large research university in the U.S. A needs assessment of the current state of student involvement with the disability resource center will be conducted using Altschuld and Kumar's (2010) three phase needs assessment model that includes: Pre-Assessment, Assessment, and Post Assessment. During the pre-assessment phase data was collected through observation, an interview with the client, and review of records regarding attendance at workshops during prior semesters. Evidence suggests there is a gap between the current and desired state for how students use DRC services. During the assessment phase data will be collected through interviews and a survey with students with disabilities as well as with staff working at the center. The three questions guiding this study are: 1. What are the underlying factors for delayed accommodation requests by the students with disabilities? 2. Why are students with disabilities not attending targeted DRC workshops? 3. What steps/motivators can be used to increase student awareness of the accommodation deadlines and DRC educational programs?

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During the post-assessment phase, the data collected will be analyzed to help generate solutions targeted to close the gap. The data will be collected in February and analyzed in March.

### ***Inner Speech and ESL Reading Rate***

**Na Yang**  
**University of Cincinnati**

Inner speech has been studied from three major aspects so far, including the social cultural aspect regarding the controversy of whether language controls thought, the neuropsychological aspect regarding inner speech and its brain, and the second language acquisition aspect regarding the relationship between inner speech and the reader's accent. According to previous studies conducted by many researchers in the late 90s, L1 inner speech can facilitate L1 reading rate. Combining the findings reviewed by Carver (1990) and by Yao, Bo, Pascal, and Scheepers, (2012), it can be argued that after being exposed to L1 conversation, one might have inner speech, and this inner speech might facilitate their L1 reading rate if L1 reading materials were provided right after their exposure to their L1 conversations. On the basis of this understanding, it is reasonable to ask: "What might be the relationship between the possible inner speech caused by L1 and followed L2 silent reading? Would the inner speech facilitate L2 reading as well, or would it slow down L2 reading?" This study intends to find out the existence and types of inner speech after ESL college students have been exposed to L1 speaking and listening through survey and Chi-Squared Test, and to find out the strength of association between each type of inner speech and reading rate while controlling reading score through discriminant analysis.

**PAPER SESSION I | 9:45 A.M. – 10:45 A.M. | EDUCATIONAL PSYCHOLOGY | 211 |  
FACILITATOR: DR. KATE SNYDER, UNIVERSITY OF LOUISVILLE**

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### ***A Review of Literature on Mixed Methods Research in Second and Foreign Language Processing***

**Jing Sun**  
**University of Cincinnati**

Although mixed methods research (MMR) has been increasingly applied in social sciences and educational studies, it has not been vastly discussed and adopted in second language (L2) research (Hashemi & Babaii, 2013). The purpose of this literature review is to examine the promising yet scant use of MMR in L2 processing of a particular linguistic feature with an attempt to guide future application of MMR in traditionally quantitative-oriented psycholinguistic inquiries. Fifteen L2 processing empirical studies using mixed methods or both quantitative and qualitative methods were included for analysis. The research questions are: (1) How do researchers justify their use of MMR in traditionally quantitative-oriented

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psycholinguistic L2 processing inquires? (2) How can the MMR designs (Creswell & Plano Clark, 2018) be used in L2 processing research? (3) How do researchers draw inferences? Preliminary results indicated that L2 processing research primarily argue complementarity and triangulation as their rationale for adopting MMR. Nearly half of the studies seemed to adopt a concurrent MMR design, followed by sequential explanatory MMR design (Plano Clark & Ivankova, 2016). Lastly, although most of the studies somehow combined quantitative and qualitative results for discussion and general conclusions, the integrative inference was rather weak due to the lack of equally high-quality data collection and analysis in both quantitative and qualitative strands such as sampling (Collins, Onwuegbuzie, & Jiao, 2007), and rigorous integrative analysis on the merged results (Creswell & Plano Clark, 2018).

***Examining Bayesian Statistical Methods for Investigating Measurement Invariance across Two Groups***

**Yuanfang Liu**

**Mark Lai**

**University of Cincinnati**

Measurement invariance testing of educational and psychological measures, such as self-efficacy and depression, is a prerequisite of statistical tests for meaningful comparisons of different populations. Many research use frequentist statistical indices such as Akaike information criterion (AIC) as tools checking model fit in testing measurement invariance. Few research is conducted to examine measurement invariance using Bayesian methods that have recently become popular. In this research, we investigated what is the performance of Bayesian statistical indices in detecting violations of measurement invariance of a certain measurement model across two groups. A Monte Carlo simulation was conducted to examine the use of the deviance information criterion (DIC), the Bayesian information criterion, and the posterior predictive p value in factorial invariance analysis, and we also compared them to commonly used frequentist procedures. We calculated the sensitivity of these measures. Preliminary results showed that with large sample size  $n$ , DIC provided best results in balancing high detection rate and low false positive rate of measurement invariance among all the statistical indices considered. AIC also had a high sensitivity in detecting violations of measurement invariance as a frequentist tool. Based on the simulation results, we provide recommendations on what indices to use for measurement invariance under the Bayesian modeling context.

***Police Officers' Self-Efficacy for Working with Individuals with Autism Spectrum Disorder: Initial Scale Development and Validation***

**Abigail Love**

**Ellen L. Usher**

**Nicole M. Fautsch**

**University of Kentucky**

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Approximately 1 in 68 children are diagnosed with Autism Spectrum Disorder (ASD; Centers for Disease Control and Prevention, 2016) and evidence suggests that at least one in five youth with ASD will be stopped and questioned by police (Rava, Shattuck, Rast, & Roux, 2017). Nevertheless, several studies have revealed that police officers are often not knowledgeable about ASD and report uncertainty about their capability to handle situations involving persons with ASD (Chown, 2009; Crane, Maras, Hawken, Mulcahy, & Memon, 2016). The primary aim of this study is to provide validity evidence for a measure designed to assess police officers' self-efficacy for working with individuals with ASD. Participants from this study will be approximately 300 active police officers across the southeastern United States. The psychometric properties of the scale including the internal consistency, factor structure, and convergent validity will be assessed. Three steps will guide the scale development process: (a) adaptation of items used in similar professional contexts (e.g., teacher self-efficacy), (b) examination of items by experts in the fields of ASD, policing, and self-efficacy, and (c) refinement of items through an examination of descriptive statistics and exploratory factor analysis. Once evidence is gathered for validation, the scale will be used to assess the treatment effects of an intervention program designed to enhance police officers' perceived efficacy for working with individuals with ASD.

### ***Improving Goal Attainment of Students with Autism in the Workplace: Two Case Studies***

**Wen Zeng**

**University of Cincinnati**

Promoting self-determination for transition-age students with disabilities is considered as a promising practice to enhance post-school outcomes. Goal setting and attainment is one of the important components of self-determination. However, fewer studies have explored experiences and opportunities for self-determination and goal setting and attainment for students with intellectual and developmental disabilities who are in the postsecondary education program. This paper presents case studies of two students with autism use the Self-Determined Career Development Model to build goal setting and attainment skills in a postsecondary education program and a natural support workplace. Students' background characteristics, work performance, and the process of goal setting and attainment were described. In case 1, Alex identified improving assertive communication and problem solving as his internship goals. Sam, case 2, selected communication skills and quality of work to improve. Both participants were responsible for their goal identification, making action plans, and self-monitoring and evaluation of their progress towards the goals. The findings indicate that students were able to learn and apply self-determination skills during this goal-setting and attainment process, as well as improved their skills and behaviors relevant to their internship goals. The discussion of teaching self-directed goal-setting model to improve work-related goals for students with IDD in postsecondary education programs and recommendations for future research are provided.

**PAPER SESSION II | 10:55 A.M. – 11:55 A.M.**

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Presentations will occur in 15 minutes intervals at 10:55, 11:10, 11:25, & 11:40. Presentations will last 10 minutes, with 4 minutes remaining for questions. As there is limited transition time between presenters, please upload all PowerPoints to the provided computer prior to the start of the first presentation. Please be respectful of other presenter's time and adhere to the timings above.

**PAPER SESSION II | 10:55 A.M. – 11:55 A.M. | K12 EDUCATION/TEACHER EDUCATION | 136A | FACILITATOR: DR. PENNY HOWELL & DR. STEPHEN TUCKER, UNIVERSITY OF LOUISVILLE**

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***Classics in Their Own "Words": Using Multimodal Compositions to Analyze Literature***

**Jonathan Baize**  
**University of Louisville**

Photography, music, video, and animation editing sites proliferate almost daily on the Web bringing free, or at least inexpensive, digital composing power to almost everyone with internet access. The capacity to create and share compositions utilizing multiple communicative modes makes them the most prevalent form of communication among "digital natives", people born into a world with internet and cell phones (Prensky, 2001). Bittman, Rutherford, Brown, and Unsworth (2011) posit that digital natives expect compositions to be interactive or at least dynamic, experiential and multimodal: in short, the opposite qualities of reading a canonical literary work or writing an essay. As a high school English teacher, I saw how this rift between old literacies and new digital literacies posed significant challenges for many of my students. So, I began to ask the question: Could changing my students' mode of response from an analytic essay to a multimodal composition (i.e. "book trailer") mirror the prevalent modes they use to interact with information in their daily lives and provide an effective bridge from traditional books to my students' native digital worlds? Through content analysis of my students' compositions I look at how, as suggested by Whitin (2005) and Siegel (1995), the process of transmediation across communicative modes allowed students to generate new connections within texts and intensify their meaning-making. My presentation relates my experience with students creating these compositions and seeks feedback for how well it argues the merit of alternative assessment.

***Why School-Based Mentoring Matters***

**Amanda Santos and Carla Kent**  
**University of Louisville**

Supporting new educators along the way is vital for success and stability to occur in the schools that need it the most, the priority schools. Richard Ingersoll (2011) argued that shortages of educators have less to do with attracting new teachers than with retaining them. Finding what

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teachers need in order to remain will lead to classrooms being filled with experienced educators. This study seeks to determine if school-based mentoring in an urban hard-to-staff school will lead to lower teacher attrition. It seeks out the specific needs of new educators and mentors in order to create a system that leads to higher teacher retention. The focus will be on new teachers and mentors with more than five years of experience in a priority high school, while utilizing their voice in the creation and utilization of mentorship. The focus will be on what veteran teachers perceive as necessary for beginning teachers to be successful in priority school settings. The use of mentorship, along with mentor teachers, can guide leaders to better understand what new teachers need to be successful. This research seeks to aid the policies surrounding induction of new educators as they enter into unknown territory by creating a school-based mentorship program. This study seeks to help school districts with high levels of urban, hard-to-staff schools that suffer from high teacher attrition. Implications from this study may lead policy makers and districts to employ mentorship for all levels of educators. This may encourage teachers to remain in hard-to-staff schools by creating leaders among their peers and giving them a voice in the process. This study seeks to answer the following research questions: How do mentors and new teachers perceive mentorship and its role in teacher retention in a priority school setting? What do mentor and new teachers perceive as beneficial mentoring activities for new teachers in a priority school setting? What are mentor/new teachers' perceptions of the role of leadership in a mentorship experience? We will be using the critical utopian action research theory with the future creating workshop method to answer the above research questions. The participants will use their experience and voice in the process of creating a school-based mentoring program for their school. During the future creating workshop collaboration, experience, perceptions and ideas will be placed into themes in order to gauge what is needed most for new educators. By gaining the insight from new teachers along with the mentors, creating a mentoring program could possibly impact the teacher attrition occurring in our priority, hard-to-staff schools.

### ***Undergraduate and Graduate Reflections on Photo Voice in Teacher Education***

**Khirsten Echols**

**Gina Passanisi**

**Brad Kingsley**

**University of Louisville**

This roundtable discussion explores the role of photo voice research methods within teacher education through a piloted branch of "Transforming Learning Communities: A Multi-Year Project Supporting Teachers of Adolescents," a project led by Dr. Shelley Thomas and funded by the University of Louisville's Cooperative Consortium for Transdisciplinary Social Justice Research. We employ the roundtable approach to 1) reveal the contribution of both undergraduate and graduate contributions to the study; and 2) to foster meaningful conversation around those contributions. The roundtable will open with an overview of the study's use of photo voice as a research method to challenge teacher education students to engage conversations around building communities related to Restorative discipline, racial, cultural, and gender diversity and trauma informed teaching practices from the graduate

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student perspective. The second part of the roundtable will center on undergraduate student reflections of their visual and written contributions to the study. The visual and written contributions will be shared with attendees as an attempt to stimulate conversation and further the reflection over the visuals. At the conclusion of the presentation, we will discuss the future plans of the project with specific regard to undergraduate and graduate contribution.

***Empirical Analyses of an Urban Early College High School in the Southeastern United States***

**Dr. Dinah Lisa Millsaps**

**Dr. Sherry Lynn Lawrence**

**Dr. Michael Stephen Newman**

**University of Louisville**

Research shows that too many students are graduating high school ill-prepared for post-secondary success. The purpose of this capstone was to explore early college in relation to student success. We conducted three independent but related studies that incorporated the perspectives of current students, graduates, and quantitative data. The first study was a phenomenological study that investigated how ECHS graduates described their high school experiences, as well as how those experiences contributed to their college readiness and transition to college. The second study, a narrative analysis, sought to understand the lived academic and social experiences of students currently enrolled in an ECHS. The final study took a quantitative approach to determine if students who earned a higher number of dual credit hours were graduating from high school on time and meeting their college and career ready (CCR) benchmarks before graduating. These studies addressed a gap in the literature related to ECHSs and college readiness. Within the existing research related to ECHSs, few studies have explored the perceptions and experiences of students and graduates who live or lived the ECHS experience. In addition, there have been few bodies of literature linking dual credit or ECHS to college readiness. With additional insight provided in these areas by the studies in this capstone, researchers, policymakers, and educators can be more attuned to the significant benefits ECHSs can have on social emotional learning, relationships, perceptions of care, and college readiness. Findings from the first study revealed that students who attended WECHS were challenged academically, socially, and emotionally. Four themes emerged from informant interviews: (a) faculty support, (b) the impact of peer support, (c) early college as a foundation for the college experience, and (d) navigating college culture. Findings from the second study revealed five themes related to participants' academic and social lived experiences while they were enrolled in the ECHS program. Among these findings, caring relationships emerged essential in both academic and social narratives. Other findings from study two include overcoming setbacks, evolving as a student, balancing multiplicities, and sacrificing for goals. Findings from the third study showed a significant positive relationship between a student's accrual of dual credit hours and his or her likelihood of both graduating on time and achieving CCR benchmarks. Because both on-time graduation and CCR obtainment are evidence of student success, school administrators can look to implement dual credit coursework as a means of improving individual student and school level performance. While there were multiple implications found within the individual studies, three themes emerged across all

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studies: alignment of secondary and postsecondary expectations, facilitation of caring relationships among all stakeholders, and inclusion of social and emotional support coupled with non-cognitive skill development.

**PAPER SESSION II | 10:55 A.M. – 11:55 A.M. | HEALTH & SPORT  
ADMINISTRATION | 136B | FACILITATOR: DR. JOHN CARUSO, UNIVERSITY OF  
LOUISVILLE**

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***Effects of Exercise on Improving Glucose Uptake in Working Muscles of Type 2 Diabetic Mice***

**Tyler McGlothen  
University of Louisville**

Peroxisome proliferator-activated receptor- $\gamma$  coactivator 1 $\alpha$  (PGC-1 $\alpha$ ) is one of the key factors that regulate energy metabolism in the body. At the mitochondrial level, PGC-1 $\alpha$  stimulates biogenesis and promotes the transition of muscle fibers that are more glycolytic into those that are more oxidative. PGC-1 $\alpha$  may also regulate the breakdown of carbohydrate and lipids. More recently, evidence has shown that PGC-1 $\alpha$  is lower in type II diabetics hindering their ability to uptake glucose for energy. The purpose of this study is to examine the effect exercise has on PGC-1 $\alpha$  levels in mice with type II diabetes mellitus (T2DM). Methods: PGC-1 $\alpha$  levels were measured on mice with type II diabetes mellitus after an 8-week exercise protocol. The protocol consisted of 30-60 minutes of low to moderate intensity aerobic exercise on a treadmill 5 days a week for 8 weeks. Following the protocol gastrocnemius muscle tissue was compared to a control group by measuring PGC-1 $\alpha$  expression through a western blot test. Results: Following 8 weeks of aerobic exercise the mice that underwent the protocol had an increase in PGC-1 $\alpha$  transcription. Conclusion: Findings suggest that short-term endurance exercise will help the body's metabolism by increasing PGC-1 $\alpha$  expression in mice. Considering its involvement in regulating the body's metabolism, it is suggested that it may play a role in controlling the symptoms of T2DM. In terms of the human population, this could help those suffering with type II diabetes regulate their symptoms by incorporating low moderate intensity exercising into their daily routine.

***Muscle Activation Analysis with Kinematic Comparison Between Wind-Up and Stretch Pitching with Respect to the Upper and Lower Extremities***

**Megan Smidebush  
Ethan Stewart  
Dr. Robert Shapiro  
University of Kentucky**

Baseball pitching is considered one of the most intense aspects within the game of baseball, as well as the most complicated dynamic throwing task in all of sports. The biomechanics of

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pitching have been heavily investigated in an attempt to identify optimal pitching mechanics in terms of pitching performance. Previous quantified upper body kinetics research has concluded that improved muscle strength is needed in attempting to achieve adequate upper body kinetics and efficient pitching performances. Therefore, it is the purpose of this research study to compare the lower extremity muscle and upper extremity muscle activation patterns and kinematic variables associated with the curveball pitch and the fastball pitch when pitching from the wind-up and stretch position. Twelve skilled (competed at the collegiate level) baseball pitchers volunteered to be researched for this study. The participants were fitted with six surface electromyography EMG electrodes on the stride leg biceps femoris, medial gastrocnemius, ipsilateral side (throwing arm side) lower trapezius, upper trapezius, triceps brachii (long head) and biceps brachii. Each participant underwent maximum voluntary isometric contraction (MVIC) testing and then performed a pitching analysis. All variables of interest were normalized using MVIC data and then compared between pitching types ( $p < 0.05$ ). RESULTS: Differences in the peak and mean muscle activity for the fastball and curveball pitched from wind-up and stretch position were seen. Differences in the kinematic variables between the fastball and curveball from the wind-up and stretch were also seen. Many differences were found, between both the pitching type and the pitching stance. These findings suggest that upper and lower muscle activity could be associated with enhanced pitching technique and pitching performance.

### ***The Biomechanical Impact of Weight on The Lower Extremity***

**Amanda Ransom**

**University of Kentucky**

Obesity, characterized by a body mass index (BMI) of  $\geq 30 \text{ kg/m}^2$ , negatively impacts the musculoskeletal system and has been found to be a major contributing factor of obesity-induced biomechanical alterations during activities of daily living. PURPOSE: To examine how additional weight as seen in obesity impacts mechanical parameters and potential for injury: can the behavior be modeled, implications for obesity induced musculoskeletal disorder, and can we find ways to positively alter/improve the mechanics to reduce potential injury? METHODS: 16 Normal weight (BMI:  $22.4 \pm 1.8$ , age:  $23.4 \pm 3.6$  yrs) and 18 Obese (BMI:  $33.3 \pm 2.2$ , age:  $32.3 \pm 7.3$  yrs) adults participated in different function activities of daily living (Sitting and rising from a chair, gait and descending a set of stairs). Normal weight participants were loaded with two different external loads sufficient to increase their BMI by  $5 \text{ kg/m}^2$  ( $\sim 22.6\%$  body mass). Kinematic and kinetic data were collected with 3D motion analysis. Frontal plane hip and knee angles and moments were calculated. Primary findings in this study, point in the direction suggesting that obese descend stairs differently than a normal weight population. Weight gain may not be able to be modeled in the frontal plane during stair descent. Although, it may be possible to use an acute load to determine the biomechanical effects of weight gain and how this contributes to a chronic condition such as obesity in the sagittal plane or during gait.

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## ***Differences Between Dominant and Non-Dominant Ankle Mechanisms During Jump Landings***

**Riley Pashak**

**University of Kentucky**

Ankle sprains are one of the most common injuries to happen in athletics, and in the United States around 15%, or approximately one-million elementary and high school athletes will suffer ankle sprains each year. Many studies argue that excessive or rapid ankle inversion causing ankle sprains occurs from jump landings. One important way researchers can observe sports-like jump landings is to look at differences of the foot position at landing. While few studies exhibited any significant differences between ankle injury prevalence between dominant or non-dominant ankle in sport, very little research has been done concerning greater injury susceptibility in either limb, especially in jump landings. This study aims to determine: is there is a difference in the landing mechanism of the ankle joint in the dominant leg compared to the non-dominant leg, that disposes either to greater risk of injury? Fifteen healthy and uninjured male subjects, ages 18-36, who participate in recreational sports will be recruited. Four maximal vertical jump trials with each leg landing on separate force plates will be collected for analysis of the landing. Data will be collected using two Bertec Force plates, a 10-camera motion capture system, and a 16-channel Electromyography(EMG) system. EMG will be used to determine muscle activity of the lower extremity, while 3D motion capture will determine kinematic and position information. Data processing will occur using Cortex and Visual 3D programs to calculate joint angles and moments, with statistical analysis including a repeated measures ANOVA in SPSS.

**PAPER SESSION II | 10:55 A.M. – 11:55 A.M. | HIGHER EDUCATION | 201 |  
FACILITATOR: DR. BRAD SHUCK, UNIVERSITY OF LOUISVILLE**

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## ***Carving Space for Active Duty Student Needs***

**Heather Turner**

**University of Louisville**

Active duty military students are one of the fastest growing student populations today, yet much of the current literature glosses over the specific needs of this population by sweeping them into the broad category of military connected students which also includes research on veterans, students in the national guard or the army reserves, and military dependents. The overuse of the term military connected students is indicative of a much larger systemic problem within higher education that contributes to the marginalization of active duty military students, many of whom face specific challenges that fundamentally differ from other military connected students, such as needing to complete at least part of their degree(s) online. In this integrative literature review I seek to accomplish three things: first, to uncover the specific challenges and needs that active duty students face when pursuing degrees online; second, to examine how

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universities and colleges are attempting to meet these challenges; and third, to expose gaps in the literature where more research would be valuable. In doing so, I build off the work of Ford & Vignare (2014), whose work on the needs of all military learners pursuing degrees online has begun to address these critical questions. By focusing on active duty service members alone, I hope to carve space for their needs and emphasize how these needs differ from other military connected students. This review should be useful for faculty and administrators in any university with online offerings that serve active duty service members.

### ***An Exploration of Collaborative Leadership between Living Learning Program Administrators***

**Trisha Clement-Montgomery**  
**University of Kentucky**

Living Learning Programs (LLPs) are undergraduate experiences designed to foster seamless curricular and co-curricular environments within a residence hall setting. However, Inkelas et al. (2008) notes that LLPs led collaboratively by academic affairs and student affairs units tend to be more successful than LLPs that are sponsored by one specific unit. Coincidentally scholarly literature on collaborative initiatives led by student affairs units and academic affairs documents, a structural and cultural division between both groups that can act as a hindrance when both units attempt to work together on student success. As a result, this study seeks to specifically investigate if collaborative leadership between Student Affairs units and Academic affairs LLP administrators exist and if so, how do LLP administrators facilitate collaborative leadership between both units. Furthermore, this study employs a two-phase mixed methods approach to investigate the research questions stated above. The first phase of the study is the distribution of a questionnaire, sent specifically to one institutional administrator at 45 domestic institutions. The second phase of the study employs a case study methodology at a single site. Results reveal that collaborative leadership does exist between LLP administrators depending on the type of collaborative effort. In addition, collaboration between both units does not happen without the assistance of an LLP coordinator.

### ***Sustaining Collaborative Learning Techniques: From a Successful Faculty Learning Community to Sustained Practice***

**Mary Elizabeth Mills**  
**Terri Tinnell**  
**University of Louisville**

In 2014, the Center for Teaching and Learning (CTLE) at JB Speed School of Engineering initiated a Faculty Learning Community (FLC). The FLC's goal was to initiate collaborative teaching within engineering courses. The results of the study indicate that faculty members must be authentically committed to trying collaborative techniques to be successful. The reason the FLC model was successful is it provided a structured environment where faculty recognize these challenges and learn ways to overcome them together. This original FLC concluded at the end of the 2014-2015 academic school year with a second FLC cohort during the 2015-2016 school

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year. This study aims to address the sustainability of these FLC efforts, given nearly two academic school years have elapsed. We returned to the FLC participants with interviews and classroom observations, to answer the following research questions: 1. Following a participant's FLC experience, what collaborative learning techniques have remained within their practice? 2. What barriers or challenges does a FLC participant face when the support of the FLC is no longer present? 3. In what ways could a FLC participant sustain feelings of success when using collaborative learning techniques? Following data collection, researchers will follow a grounded theory approach to inform the emergent themes of the data sets of each participant. A qualitative in vivo coding process will be administered to create themes. Document analysis and classroom observation (per faculty permission) will be used to inform the inductive analysis.

**PAPER SESSION II | 10:55 A.M. – 11:55 A.M. | EDUCATION PSYCHOLOGY | 211 |  
FACILITATOR: DR. MARK LEACH, UNIVERSITY OF LOUISVILLE**

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***Measuring Collective Efficacy in Schools: A Mixed Methods Exploration***

**John Eric M. Lingat  
Julia L. Herzing  
Ellen L. Usher  
University of Kentucky**

Situated in social cognitive theory, collective efficacy is defined as the beliefs shared by a group about their abilities to improve student outcomes (Bandura, 1997; Goddard, 2002). Despite the measurement limitations of existing scales (McCoach & Colbert, 2010; Tschannen-Moran & Barr, 2004), collective efficacy has been shown to have a large effect on student achievement compared to other school factors (e.g., grades, socioeconomic status; Hattie, 2015). The purpose of this study was to explore the measurement of collective efficacy using an exploratory mixed methods design (Creswell & Plano Clark, 2017). School leaders (N = 89) from 17 districts participating in a professional development program in the southeastern U.S. completed a survey at two time points. At Time 1, open-ended questions assessed perceptions of school-based teams and factors that strengthened or undermined collective efficacy. Coded responses and consultation with field experts informed the development of a 14-item collective efficacy scale. At Time 2, participants rated their collective perceived efficacy at the individual, group, and school level. In an integrative phase, data from both time points were analyzed to assess the alignment of qualitative responses to quantitative data. Interpersonal interactions, collaborative culture, and responsibility towards shared goals were themes that emerged from open-ended responses. Participants reported lower confidence in collective efficacy at their group and school's capabilities than in their personal capabilities. This mixed methods exploration provides direction for further observations and interviews with school leaders, as well as hierarchical investigations of the multidimensional, multilevel measurement of collective efficacy in schools.

***Intersecting Identities: Perceptions of Black Women at HBCUs and PWIs***

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**Natalie Malone**  
**Natalie E. Hewlett**  
**Lauren H. Zahrn**  
**John Eric M. Lingat**  
**Ellen L. Usher**  
**University of Kentucky**

Researchers have identified the race and gender as essential components of individuals' lived experiences (Crenshaw, 1989). Limited research has focused on how Black women navigate these intersecting identities, especially in distinct higher education settings (Ferguson & Miville, 2017). The racial composition of postsecondary institutions has been linked to the performance and self-perceptions of Black students (Palmer, Davis, & Maramba, 2010). The purpose of this study is to compare the self-perceptions of Black women who attend Predominantly White Institutions (PWI; postsecondary institutions where White students account for 50% of student body; Brown & Dancy, 2010) and Historically Black Colleges and Universities (HBCU; postsecondary institutions established before 1964 with the mission of educating African American students; Lomotey, 2010). Black women (N ~ 400) pursuing a Bachelor's degree at PWIs (n ~ 200) and HBCUs (n ~ 200) will be recruited to participate in a web-based survey assessing their racial identity, body image satisfaction, academic self-efficacy, sense of belonging, and reasons to attend their institution. Mean level differences comparing PWIs and HBCUs will be examined using independent-samples t tests. We predict that Black women attending a PWI will report lower in-group identification, body image satisfaction, academic self-efficacy, and sense of belonging than will Black women attending an HBCU. Further, Black women attending an HBCU are hypothesized to report race-related reasons for attending college more often than respondents attending a PWI. Findings could better inform post-secondary institutions in supporting the performance and self-perceptions of Black women based on their chosen higher education setting.

### ***Re-aligning Measurement with Conceptualization in Underachievement***

**Allison Fowler**  
**University of Louisville**

Is there something unique about academically underachieving as compared to simply earning low grades? McCall, Beach, and Lau (2000) proposed a conceptually sound method for examining answering this question; elementary underachieving students don't differ from non-underachieving peers on perceived academic competence, but parents sensed higher potential in these underachieving students. Surprisingly, in the 18 years since McCall and colleagues asked this question, only one study has used the same methodology, and not with college students. In the current study, we used this method to examine differences in perceived academic potential with a sample of 525 first-year engineering undergraduates at a large Midwestern university. Participants completed a survey in the first week of the Fall 2015 semester, including a measure of perceived academic potential (e.g., "With time do develop my

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potential, I can be really competent in academics". By identifying underachieving and non-underachieving students, I asked if these groups differed on perceived academic potential after accounting for GPA. Underachieving students were identified using the regression method (Lau & Chan, 2001). This method regresses ability (ACT scores) on achievement (GPA) to determine a standardized residual deviation score (underachieving: deviation score of at least one negative standard error). Comparing underachieving and non-underachieving students on perceived academic potential revealed no statistically significant group differences. However, adding GPA as a covariate to this comparison allows for differentiation between students who earned the same grade, one who achieved below their ability level, and the other who achieved at their ability level. With GPA added as a covariate to this ANOVA, underachieving and non-underachieving students differed significantly in their beliefs about their academic potential. Implications of using this method in comparing underachieving and non-underachieving students will be discussed.

### ***A Qualitative Investigation of Math and Science Self-Efficacy Development in Rural Appalachia***

**Kelsey Corcoran**

**Jesse R. Toler**

**Tiffany N. Thomas**

**Natalie E. Hewlett**

**Calah J. Ford**

**Ellen L. Usher**

**University of Kentucky**

Social cognitive theory posits that individuals' perception of their capabilities, or self-efficacy, is informed by four primary sources: direct experience, vicarious experience, social persuasion, and physiological states. Students' exposure to these sources can be influenced by contextual factors, such as their environment or gender stereotypes (Bandura, 1997). However, little research has focused on how self-efficacy develops among students living in a rural, high-poverty area. The purpose of this study was to examine the sources of math and science self-efficacy development among rural Appalachian students (N = 545) in Grades 4-12. Students provided open-ended written accounts of experiences that raised and lowered their self-efficacy in math and science (a total of 1,591 qualitative responses). Deductive coding was used to identify central themes. Students' responses often reflected the ways that direct experiences of mastery or failure changed their self-efficacy. However, other themes also emerged, such as the importance of help availability and social comparative information. Important differences emerged in students' response patterns by domain (math or science), question valence (raising or lowering confidence), gender, and school level. Students' responses often reflected the way that they use information from multiple sources when judging their capabilities. Knowing more about how Appalachian students' self-efficacy develops can aid their educators in crafting more effective teaching methods. This qualitative approach allows for a deeper look into the development of math and science self-efficacy in this understudied population of rural students.

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### **PAPER SESSION III | 1:10 P.M. – 2:10 P.M.**

Presentations will occur in 15 minutes intervals at 1:10, 1:25, 1:40, & 1:55. Presentations will last 10 minutes, with 4 minutes remaining for questions. As there is limited transition time between presenters, please upload all PowerPoints to the provided computer prior to the start of the first presentation. Please be respectful of other presenter's time and adhere to the timings above.

### **PAPER SESSION III | 1:10 P.M. – 2:10 P.M. | K12 EDUCATION/TEACHER EDUCATION | 136A | FACILITATOR: DR. JAMES CHISHOLM, UNIVERSITY OF LOUISVILLE**

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#### ***Play and Early Literacy in the School Discourse***

**Jane Andris**  
**University of Louisville**

This literature review outlines the theoretical underpinnings of child development and the role of children's play and recent research on connections between sociodramatic play and literacy learning, and the literature exploring the ways play provides children with ways of understanding and becoming a part of the social and cultural worlds around them. The review is situated within Vygotsky's theory of social constructivism, in which learning is influenced by one's cultural history and personal experiences, and the findings are considered through the lens of critical literacy theory, which examines implicit and explicit power structures in societal institutions and interactions. Further, current research on the ways that culture, power, agency, and identity affect literacy learning are discussed. Against the backdrop of the current era of high-stakes testing, teacher and student accountability, and reductionist instruction of isolated skills, as well as growing populations of learners who are marginalized in the school setting by their linguistic or cultural backgrounds, the author concludes with the recommendation that school-based play be made more accessible to marginalized learners as a way of supporting their initiation into and success within the academic sphere.

#### ***Literacy and Language Learning as Social Mediation: A Study of Elementary Congolese Children***

**Emily Zuccaro**  
**University of Louisville**

The United Nations High Commissioner for Refugees (UNHCR) currently reports 65.5 million displaced people worldwide, with 22.5 million refugees constituting a significant piece. According to UNHCR, "we are now witnessing the highest levels of displacement on record" (Figures at a Glance, n.d.). Recently, Southeast County Public Schools (SECPs) reported there

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are more than 7,000 ELLs (many of them refugees) in the district who speak 136 languages, and there are 65 ESL school sites. As the city welcomes increasing numbers of ELLs into the community and SECPS welcomes more and more young ELLs into classrooms, there is a need for qualitative researchers to gain insight into the ways children learn and how their classrooms are consequently shaped by their presence. I seek to observe and understand how three Congolese children experience English literacy and language learning in an elementary school amidst existing language ideologies that are revealed in literacy and learning events and practices. The research questions are as follows: 1. What are the literacy and language events and practices of Congolese children in their classrooms? a) What roles do teachers have in this process? b) What roles do students have in this process? 2. What ideologies are manifested in the events and practices? 3. What do discursive features reveal about teachers' ideologies about literacy and language learning? I will use qualitative case study as a methodology, focusing on three classrooms, each as its own case. I draw upon ethnographic methods—classroom observations, interviews, and document and artifact collection. I plan to use the Cultural Practices of Literacy Study (CPLS) framework to initially analyze the literacy and language practices taking place in the classrooms. Then, I will use discourse analysis to uncover and examine more deeply the current ideologies and the ways children negotiate English literacy and language learning within these structures.

### ***Preservice Teachers' Cultural Models of Success***

**Carrie Turpin**  
**University of Cincinnati**

This research project explores how preservice teachers use language around the topics of success, failure, and what it means to do well academically. Using discourse and thematic analysis of participant interviews and written work, I will focus on these research questions: What are the cultural models (D'Andrade & Strauss, 1992; Gee, 2015), or tacit theories, about success and failure expressed by the participants in one-on-one interviews and writing samples? How do participants enact, integrate, and/or resist available cultural models of success and failure? In what ways, if any, do participants talk and write about success and failure that are not taken up in the official discourses and policy of schooling? What can discourse analysis of interviews and writing samples reveal about the cultural, artificial nature of the ways success can be defined? These questions will address the research objectives of 1) reframing the discourse around success and failure as culturally constructed rather than autonomous, and 2) showing how the "official" interpretations of success and failure shape the opportunities of those from marginalized populations. This study aims to broaden and complicate the ways that success can be conceptualized and actualized to benefit students from marginalized groups.

### ***Kentucky's New Writing Accountability Model and what it means for Curriculum, Teachers, and Students***

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**Scott Gibbons**  
**University of Cincinnati**

This presentation begins with an explanation of the theoretical framework associated with standardized writing assessments and connects writing assessments to student growth through self-determination theory Leves, Houlfort, Milyavskaya, Hope, and Koestner (2016). Through a constructivist perspective, I examine the effects of teaching a writing curriculum while being held to different accountability standards. The presentation then discusses how standardized tests can narrow the curriculum (Berliner, 2011), and how in Kentucky, writing instruction may suffer now that it is no longer associated with teacher or student accountability measures. I then go on to discuss how much of the data for my argument was collected through various KY administrators and interviews with KDE members. The argument then moves on to focus on key changes between Kentucky's former accountability model and its new accountability model. I expand the argument to include the positive and negative factors associated with standardized tests and use that to argue that standardized writing assessments not only promote student growth, but they also aid in vertically and horizontally aligned writing curriculum. I conclude with a glimpse into the future of Kentucky's high school students and how a lack of proficient writing skills can harm Kentucky's high school graduates in more ways than just writing-oriented courses in college.

**PAPER SESSION III | 1:10 P.M. – 2:10 P.M. | HEALTH & SPORT ADMINISTRATION  
| 136B | FACILITATOR: DR. JASON JAEGGERS, UNIVERSITY OF LOUISVILLE**

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***Effects of Increased Step Counts on Health & Well Being in People Living with HIV Taking Antiretroviral Therapy***

**Camerra Miller**  
**University of Louisville**

People living with HIV/AIDS (PLWHA) taking antiretroviral therapy (ART) medications are at increased risk for cardiovascular disease (CVD). Physical activity (PA) has been shown to reduce modifiable risk factors of CVD, as well as improve the psychological health in PLWHA. The purpose of this analysis was to compare the effects of increased step count on blood lipids and psychological health for PLWHA. Methods: Participants were recruited as part of a home-based PA intervention aimed to reduce risk factors of cardiovascular disease for PLWHA. Assessments at baseline and 18-week follow-up included fasting blood lipids and psychological assessments. Height, weight, and PA levels via accelerometer were also collected. Self-reported mental health was measured using the SF-36. Results: A total of 52 participants with complete data were used for final analysis. Those who increased their PA at 18-weeks had an average increase of 1502 steps/day and showed a significant increase in HDL cholesterol from  $44.10 \pm 2.79$  to  $49.01 \pm 3.51$  post ( $p = 0.03$ ), and an increase in their self-reported RE score from  $18.18 \pm 6.84$  at baseline to  $40.91 \pm 7.89$  at 18-weeks on the SF-36. Conclusion: These data show a small increase in daily step count increase HDL-levels. Those who increased their daily step count

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showed a significant increase in their self-reported RE score. In conclusion, something as simple as increasing step count can improve blood lipid profile for PLWHA while being treated with ART. An increase in daily step count can also be responsible for an increase in RE in PLWHA.

### ***Against the Odds: Attitudes and Support Related to Successful Breastfeeding Experiences***

**Jodi Cunningham**  
**University of Cincinnati**

An array of literature discusses the unequivocal benefits of breastfeeding, not only to the individual infant, but to the mother, family, and community. Breastfed infants have lower rates of many common illnesses, experience less chronic disease later in life, and perform better on tests of cognitive development than formula-fed infants. Despite overall increases in breastfeeding among women in the U.S., racial and economic disparities still exist. Caucasian women are 17 points more likely to breastfeed than African-American women. Also, women of higher socio-economic status are more likely to breastfeed than women of lower socio-economic status. It is important for public health professionals to understand what fosters an environment that supports breastfeeding. The primary aim of this project was to explore the breastfeeding attitudes and experiences of low-income women that successfully breastfed at least one child for at least one month. The secondary aim was to understand what sustained the mothers to be successful at breastfeeding, in an effort to help inform public health interventions designed to promote breastfeeding and support breastfeeding mothers. Participants were recruited through a community breastfeeding support group. Participants participated in a 20-minute one-on-one Semi-structured interview discussing their unique breastfeeding experiences. Content analysis was used to understand themes. Results indicated that a positive view of breastfeeding, the presence of family, peer and community support, and a high level of intent to breastfeed were indicative of a successful breastfeeding experience.

### ***Efficacy of College Mandated Alcohol Focused Interventions on Drug Use: A Systematic Review***

**Benjamin Neil Montemayor**  
**Dr. Melody Noland**  
**Mr. Melinda Ickes**  
**University of Kentucky**

Objective: Universities have the difficult task of implementing programs to help influence drug use on campus. This review analyzed the efficacy of mandated alcohol interventions on future drug use. Participants/Methods: Studies identified in Academic Search Complete, CINAHL, ERIC, Health Source: Consumer Edition, MEDLINE, Psychology and Behavioral Sciences Collection, PsycINFO, Social Work Abstracts, Sociological Collection and SPORTDiscus were included if they were college-based, mandated interventions, peer reviewed, published between 2000 and 2017, written in English and reported drug outcome data. Five studies were analyzed for the review. Results: Among all studies, an immediate initial decrease in drug use was common.

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However, with lengthier follow-ups, the more time elapsed from intervention the more likely students used drugs. Conclusions: There is a dearth of research focusing on mandated drug interventions for students. Nonetheless, interventions were more likely to be effective if they utilized Brief motivational interviewing, personalized written feedback and booster sessions.

***A tale of two coalitions: An evaluation of leadership styles for two broad-based community partnerships***

**Karrie Quenichet  
University of Louisville**

Community partnerships can be successful vehicles for improved community health outcomes and policy change, but they can also be frustrating, time-consuming, and difficult. The success of a community coalition requires regular evaluation of its infrastructure, programs, and community impacts (Butterfoss & Francisco, 2004). Broad-based community partnerships are dynamic making them difficult to generalize and study (Jones & Barry, 2011); however, sources for funding have increasingly urged the use of interdisciplinary partnerships to address community issues, therefore warranting more research (Bayne, Benz, Oppenheimer, Scherer, Lamuda, & Langerman, 2012). This study examines the role of leadership in broad-based community partnerships hypothesizing that transformational leaders increase member involvement and coalition effectiveness. Previous literature emphasizes that this type of leadership is a mutual process that occurs between leaders and followers (Northouse, 2013). Through online surveys, focus groups, and a community assessment conducted by the Healthier Communities Institute, identified health priorities for a Southern Indiana community resulted in the funding and the formation of various broad-based coalitions. This case study reveals the leadership style of two community partnerships born from these efforts and sharing the same community context. Study findings from interviews, surveys, observations, and focus groups confirm the importance of choosing a transformational leader for coalition sustainability and outcome success. Findings also suggest the importance of frequent group evaluation, reflection, and data-driven decision making. The results of this study have significant implications for the formation of future interdisciplinary community partnerships and they create a bridge from research to the practice for more effective, sustainable coalitions.

**PAPER SESSION III | 1:10 P.M. – 2:10 P.M. | HIGHER EDUCATION | 201 |  
FACILITATOR: DR. DENIS CUMBERLAND & DR. ANN HERD, UNIVERSITY OF  
LOUISVILLE**

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***Factors Associated with Faculty Perceptions of Community Engaged Scholarship in Tenure, Promotion, and Retention Decisions and University Engagement at the University of Louisville***

**E. Kobena Osam  
Dr. Jason Immekus**

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**Dr. Brad Shuck**  
**Amanda Bowers**  
**University of Louisville**

The purpose of this study was to investigate faculty perceptions towards CES in tenure, promotion, and retention decisions within University of Louisville, an institution strongly committed to community engagement. The impetus for this investigation is based on the premise that faculty serve a primary role in the day-to-day activities associated with an institutional commitment to community engagement. Within institutions of higher education, faculty carry considerable influence on the degree to which an institution engages in CES-related endeavors throughout their teaching, research, and service. Consequently, faculty must balance their responsibilities and commitments across these areas to meet the institutional criteria required for tenure and promotion decisions (Peterson, 2009). Such decisions will invariably influence the degree to which faculty pursue community engagement activities and, ultimately, an institution's attainment of its strategic plan goals (Saltmarsh, Giles, Ward, & Buglione, 2009). The inherent investment of resources and time associated with community engagement practices makes it critical that institutional resources and policies are available to support faculty in this area to ensure its growth and sustainability. The study addressed the following research questions: What are faculty perceptions of the value of CES research in tenure, promotion, and retention decisions? What are faculty levels of engagement with the university? What is faculty motivation to be involved in CES? In collaboration with the UL Institutional Research Office, a cross-sectional survey design was used for data collection in which Blue Survey was used to distribute the electronic survey to 1,025 UL faculty at the onset of the Spring 2017 academic semester. A survey battery consisting of 3 scales (CES perceptions, engagement, and motivation) were administered. Descriptive statistics including frequencies, mean, median, mode were used to analyze data. A technical report with detailed descriptive findings was generated and presented to the University of Louisville. Sample findings from the report include: CES and non-CES Faculty held similar perceptions on the practice of community engaged scholarship. Tenured and Tenure-track faculty generally held similar levels of engagement with the university. Female faculty generally held slightly higher levels of motivation than male faculty to participate in CES.

### ***The Precarious Nature of Adjunct Professorship***

**Jared Colston**  
**University of Louisville**

In an analysis of the sociological environment of the New Economy, adjunct professors exhibit an exception to Abraham Maslow's (1943) theory of self-actualization in that their physiological needs are often not met by their occupation despite their self-reported workplace satisfaction and sense of purpose. By aligning a comprehensive framework of proletarianization through seminal case studies, the author characterizes the growing divide in American industries between service and intellectual labor, with middle income occupations becoming increasingly scarce. Through the use of national data on part-time or adjunct faculty, an argument can be

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made that adjunct faculty epitomize the bridge between this growing industry divide due to the nature of their position as increasingly service-related and the nature of their training as highly specialized intellectual labor. After characterizing the nature of part-time faculty work, the author provides possible explanations using the sociological evidence of declining standard labor contracts and the proliferation of higher education as a market-based industry. Though this study uses existing data, the ultimate goal is to conduct a policy analysis of adjunct faculty contracts as well as a survey assessing the sentiment surrounding collective bargaining among this population.

***Being Trained in Mixed Methods Research: Thriving Graduate Life with Challenges and Lessons Learned***

**Sinem Toraman**  
**University of Cincinnati**

Mixed methods research is defined as a research approach or methodology focusing on research questions that require contextual understanding, using and intentionally integrating rigorous qualitative and quantitative research, and framing the research within philosophy and theory (Creswell, Klassen, Plano Clark, & Smith, 2011; Creswell & Plano Clark, 2018). Considering historical foundations of and growing interest in mixed methods research across countries and disciplines, the need for training programs, mentoring, workshops, webinars, courses, and dissemination of products in mixed methods research has become a prominent topic for the growth and future of the field (Frels, Newman, & Newman, 2015; Gaunard et al., 2015; Guetterman, Creswell, Deutsch, & Gallo, 2016; Guetterman et al., 2017; Poth, 2014). However, how mixed methods researchers are being trained and the mechanisms play key role in mixed methods research training remain unknown. For this reason, the purpose of this autoethnography (Creswell, 2013) study is to investigate the challenges and lessons learned from the author's own experiences of being trained in mixed methods research. Thus, this study will provide insight into learning the complexities of mixed methods research as well as how to improve skills, conceptualize goals, and have an interactive dialogue related to mixed methods research. Scholars and graduate students interested in mixed methods research will benefit from this study by learning the nuances of being trained in mixed methods research from the author's perspective who is being trained by a leader of the field.

***Toward a Common Understanding of Higher Education Innovation: A Literature Review***

**Alexander Williams**  
**University of Louisville**

Lists like the U.S. News & World Report's Most Innovative Schools demonstrate the growing premium placed upon a higher education institution's ability to innovate and perception as an innovator. Generally, various theories have been proposed as frameworks for explaining, understanding, and predicting innovation. Specifically, in higher education, these theories have examined institutions learning environments, organization structures, culture, and identity.

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While these theories shed light on higher education, most articles assume the reader can conjecture their own definition of innovation. This lack of clarity and consistency is problematic for interpreting and applying research on innovation in higher education, a problem made all the more glaring given the growing expectation for schools to innovate and be innovative. In examining 85 articles on the topic of higher education and with the word innovation in their title, this literature review answers the question: How does the literature define and contextualize innovation in higher education? In order to answer this question, this review will first describe the method by which the articles were gathered; second, explore the articles for their definitions of innovation; third, discuss what these definitions suggest; and finally, conclude with limitations and opportunities for future research.

**PAPER SESSION III | 1:10 P.M. – 2:10 P.M. | EDUCATION PSYCHOLOGY | 211 |  
FACILITATOR: DR. ROBERT PENNINGTON AND DR. ERICK DUBUQUE , UNIVERSITY  
OF LOUISVILLE**

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***Beliefs About Self-Control and Regulation: Do They Matter for College Performance?***

**Cara Worick  
Ellen L. Usher  
Abigail M. Love**

Students who are good self-regulators have higher motivation and achievement than those who are not (Zimmerman & Schunk, 2001). The beliefs individuals hold affects how they regulate their learning and influences the goals they set, their motivation, and their subsequent actions (Usher, 2015). Beliefs about one's own willpower (the capacity to exert self-control in everyday life) have been shown to affect individuals' self-regulation (Job, Dweck, & Walton, 2010). Willpower has been conceptualized as a limited resource that is easily depleted in demanding situations (Baumeister, Vohs, & Tice, 2007). However, some researchers have shown that individuals' beliefs about willpower capacity (i.e., as finite or abundant), and not one's actual willful acts, are more predictive of self-regulated behavior (Job, Walton, Bernecker, & Dweck, 2015). Researchers have similarly shown that students' beliefs in their personal self-regulatory capabilities predict self-regulation, and subsequently, academic achievement (Komarraju & Nadler, 2013). The purpose of this study is to explore the relationship between willpower beliefs, self-efficacy for self-regulation, academic self-regulation, and achievement among college students. Participants were undergraduate students (N = 536) enrolled in an introductory biology course in Fall 2017 at a southeastern U.S. university. It is hypothesized that a belief that willpower is abundant, and higher self-efficacy for self-regulation, will be positively associated with undergraduate students' self-regulated learning and achievement. These findings have the potential to help researchers and instructors better understand the complex processes involved in self-motivated academic regulation and achievement in college.

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## ***Belongingness and Emotional Health: A Longitudinal Exploration of Students in an Alternative Learning Program***

**Alecia Johnson**

**Abigail Love**

**University of Kentucky**

Many factors are associated with early high school dropout. These include racial minority status, low socioeconomic status, and academic difficulties (Ahn, 2010). Less is known about the psychological factors that minimize or exacerbate dropout risk. The purpose of this study was to examine sense of belonging, coping self-efficacy, and depressive symptoms among a sample of students identified as at-risk. High school students (N = 130) enrolled in an alternative learning program in a Southeastern state completed surveys across five waves (across two school years). Correlation analyses will be used to examine how belonging and coping self-efficacy at Wave 4 are related to depressive symptoms at Wave 5. We hypothesize that sense of belonging and coping self-efficacy will be inversely correlated with depressive symptoms. An independent samples t-test will be used to explore mean differences in the variables for students of racial minority and majority groups. Prior research suggests that racial minority groups will report lower sense of belonging and higher rates of depression compared to non-minority students. Repeated-measures ANOVA will be used to determine whether students' beliefs change over time. Findings could indicate whether the alternative school setting improves students' psychological well-being over time. Analyses are in progress and will be available for presentation at the conference. This research could hold significant implications for alternative learning programs.

## ***Transformative Experience in Human Development Capstone Assignment***

**Leah Bentley**

**University of Louisville**

Transformative experience is a student's active use of curricular concepts to experience and view the world in a meaningful new way (Pugh, 2011). Transformative experience has previously been measured through self-report questionnaires after a course is completed (Pugh, 2002; Pugh, 2011) in order to identify the three components of transformative experience: motivated use of course content, expansion of perception, and experiential value (Pugh, 2011). Can a specialized capstone assignment make it easier to identify elements of transformative experience and related experiences? In the current study, I analyzed capstone assignments from a master's level human development course using open qualitative coding. This course aims to promote transformative experience through a variety of readings and in-class activities. Accordingly, this capstone assignment prompts students to critically analyze their pre-existing beliefs about course topics. Students also create a developmental philosophy and apply it to their future clinical practice. I qualitatively coded a random sample of 26.9% (n = 7) of the capstone assignments for the presence of and examples of transformative experience characteristics. Of these, 85.7% described expansion of perception and experiential value. One

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student demonstrated both characteristics, stating, “It’s amazing to see how my entire concept of human development changed after this class” Motivated use was less frequently observed, although some students noted future use. My analysis confirmed one student displayed all three characteristics, evidencing a transformative experience. Overall, findings demonstrate the utility of this type of capstone assignment.

### **PAPER SESSION IV | 2:20 P.M. – 2:50 P.M.**

Presentations will occur in 15 minutes intervals at 2:20, 2:35, & 2:50. Presentations will last 10 minutes, with 4 minutes remaining for questions. As there is limited transition time between presenters, please upload all PowerPoints to the provided computer prior to the start of the first presentation. Please be respectful of other presenter’s time and adhere to the timings above.

### **PAPER SESSION IV | 2:20 P.M. – 2:50 P.M. | SOCIAL JUSTICE/INTERNATIONAL STUDIES | 136A | FACILITATOR: DR. MARY BRYDON-MILLER, UNIVERSITY OF LOUISVILLE**

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#### ***Rethinking PISA Rankings: Complexity Theory and Alternative Approaches for Collaboration***

**Keanen McKinley**  
**University of Cincinnati**

In contrast to simple or complicated problems that have repeatable solutions, education systems are complex and have no reproducible, system-wide solutions. However, solutions intended for simple and complicated problems are often employed to resolve educational issues. This mismatch is problematic in international and comparative education, especially when policymakers are pressured to respond to the influential Program for International Student Assessment (PISA) rankings. According to complexity theory, education systems and reforms must be approached differently. Such approaches stress the importance of feedback from stakeholders and other actors. Using PISA scores, this paper explores whether cluster analysis can identify groups of countries that might benefit from greater collaboration and input from one another, rather than the competition frequently incited by PISA rankings.

#### ***Middle School Outreach Efforts that Engage Immigrant Parents through Various Parent Involvement Activities***

**Denise Franklin-Williams**  
**University of Louisville**

I plan to interview two middle school principals and two immigrant parents regarding the parent involvement events of their schools and get their perceptions of the outreach efforts. RQ: What outreach efforts do two middle schools in a large, urban district in the Southeast

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implement to engage immigrant parents through parent involvement activities? How do two district middle schools compare regarding their outreach efforts regarding immigrant parents in one school district? What are the participants' perceptions regarding the current outreach efforts of two middle schools? The existing literature shows a need for immigrant parent involvement analysis on the middle school level. Coding and theme evolution will be implemented. Theoretical Framework is Epstein's Six Types of Parent Involvement. Implications include bringing awareness to the need for specific parent involvement strategies to meet the needs of our ever-increasing immigrant population in our local public school system.

***Cross-linguistic Effects: Differences in Rhetoric Structures among Native Speakers of Chinese, Korean, and English***

**Xiao Luo**

**Hye Pae**

**Jing Sun**

**University of Cincinnati**

Cross-language transfer or cross-linguistic effects on a second language (L2) learning has been well documented in phonological awareness, orthographic processing, morphological processing, working memory, and visual word identification. However, differences and similarities in narrative and rhetoric structures between the first language (L1) and L2 have been less addressed. Research shows that Chinese is a topic-prominent language, while English is a subject-prominent language. In addition, Korean speakers' tendency has not been addressed in any previous literature, which is the reason for the inclusion of the Korean group in this study. The purpose of this project is to investigate how L1 narrative style affects L2 production. Drawing upon the narrative style analysis studies by Kang (2003, 2006) which focuses on the influence of L1 narrative style on L2 language production, this proposed project is to examine the effects of narrators' L1 features and native culture (e.g., collectivism and individualism) on sentence formulation in English as L2. Two research questions guide this study: Question 1: How native speakers of Chinese, Korean, and English describe events described in pictures? Question 2: What are similarities and differences found in the rhetoric structure and narrative style among the three language groups? The central hypothesis of the proposed research is that, due to the difference in the linguistic features and the ordering of ideas in sentences among Chinese, Korean, and English, there will be more significant differences than similarities in the rhetoric structure and narrative style among the three language groups.

**PAPER SESSION IV | 2:20 P.M. – 2:50 P.M. | HEALTH & SPORT ADMINISTRATION  
| 136B | FACILITATOR: DR. KRISTI KING, UNIVERSITY OF LOUISVILLE**

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***The Biomechanical Analysis and Comparison of Kettlebell Swing Variants***

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**Matthew Peveler**  
**University of Kentucky**

Limited research has concluded support for improvements in strength, power, and aerobic abilities from kettlebell training, but with little to no information about the kinematics and kinetics of kettlebell movements. This will be a sagittal plane biomechanical analysis and comparison between three different kettlebell swing variants, as to which offers the greatest impact on the force and power production of the hamstrings. Examined swing variants will be stiff-knee variant, squat swing variant, and a half-squat variant, with separate max knee flexion angles. Twenty male subjects between the ages of 18 and 30, that routinely train using kettlebell swings, have no history of back pain, or any prior low back surgeries, as well as having no lower extremity pain; will complete each swing variant in a random order drawn, using a kettlebell equal in weight to quarter of their bodyweight, in kilograms, in five-pound intervals. All swing variants will have the subject drive through the hips to thrust the kettlebell forward and up, with maximum effort, in a circular path to a self-selected eye level, before reverting the path, for two trials of five swings each. Variables to be examined will be moments produced at the knees and hips, power and angular impulse produced at the knees and hips, and velocity and acceleration of the knees, hips, and kettlebell. Hypothesis: The half-squat swing will result in the greatest hip extension moment, extension power, and impulse compared to the other variants; and the squat swing will result in the less hip extension moments.

***Perceived within Different Law Enforcement Agencies***

**Jason Keeler**  
**Dr. Mark Abel**  
**University of Kentucky and Kentucky State University**

The occupation of law enforcement has been portrayed on television as a physical, high intensity career that is full of chases, arrests, and hand-to-hand combat. However, the reality is that policing is a largely a sedentary career interspersed with infrequent bursts of vigorous activity. However, the law enforcement profession exposes officers to additional stressors that may be associated with the development of cardiovascular disease and other poor health outcomes. These stressors may include but are not limited to sudden and unexpected physical stress, large amounts of psychological stress, stress associated with of shift work (i.e., circadian stress/dysfunction/desynchronization), and excess noise exposure. This investigation utilized survey data from 70 male law enforcement officers to better understand the perceived stress associated with policing in different environments (i.e., large metropolitan, small metropolitan, and campus police). To qualify for the study, subjects had to be male professional law enforcement officers between 21 and 55 years of age. To assess occupational stress levels, subjects also completed the Operational Police Stress Questionnaire (PSQ-Op; ICC = 0.92) and the Organizational Police Stress Questionnaire (PSQ-Org; ICC = 0.92) (39). The PSQ-Op and PSQ-Org specifically assess the perceived stressors related to policing using a 7-point Likert-type scale. The PSQ questionnaires measure responses from 1 (no stress at all), to 4 (moderate stress), to 7 (a lot of stress). The questionnaires were developed and validated for the high

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stress environment of policing. Results will be analyzed through the use of descriptive statistics, t-tests, and ANOVAs.

***Building Positive Mental Health Cultures in Schools: For and By Youth***

**Kristen Haddad**  
**Robin Lindquist-Grantz**  
**Siena Dorger**  
**Blair Hasset**  
**Angela Hunt**  
**Jill Petrie**  
**Shannon Seiler**  
**Maya Sivakumaran**  
**Sammy Stenger**  
**Sophie Young**  
**Lisa Vaughn**  
**University of Cincinnati**

Suicide is the second leading cause of death for 10-24 year olds in the United States. For a health issue so germane to adolescents, there is a paucity of youth voices in the development of prevention strategies. A Youth Participatory Action Research approach was employed in this study to generate data relevant to adolescents with tangible options for action planning. In this study, youth co-researchers designed, facilitated, and thematically analyzed data from a Future Creating Workshop with over 100 peers to build a vision for positive mental health cultures in their schools. Specifically, youth brainstormed issues related to mental health that adolescents experience, what a community that supports mental health looks like, and ways to end the social taboo around suicide and mental health. Some of the themes that emerged from the workshop include safe and positive communities/environments, society and stigma, and school systems that are educated and educate. This presentation will discuss these themes and how findings were used by the youth co-researchers to inform outreach and prevention activities in schools and communities that directly affect the co-researchers and their peers.

**PAPER SESSION IV | 2:20 P.M. – 2:50 P.M. | HIGHER EDUCATION | 201 |**  
**FACILITATOR: DR. JEFF SUN, UNIVERSITY OF LOUISVILLE**

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***College Students as Leaders Within and Beyond ROTC: An Investigation of the Applicability of Army Leadership Development to Situational Leadership***

**Mac Walker**  
**University of Louisville**

Drawing on a qualitative approach, this study examines how college students, who serve as Army ROTC cadets, experience leadership development using Army principles and comparing

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that model to a traditional civilian theory of leadership, situational leadership. The Department of the Army defines leadership as “The process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization” (Department of the Army, 2015). By contrast, situational leadership emphasizes leader adaptability to circumstances among techniques around delegating, supporting, coaching, and directing (Northouse, 2016). Both provide accessible and actionable definitions while maintaining a broad application. However, the Army definition places more emphasis on the individual leader focusing on the what (purpose, direction, motivation) and less on the how (delegating, supporting, coaching, and directing). Given the differences in approach, the literature suggests the value of having both types of leadership approaches to be leaders in the modern day. Accordingly, for this study, I ask: In what ways, does the Army ROTC model of leadership development have an effect on cadets’ attitudes and behaviors in various leadership situations? This question investigates how adaptable are these college students under different contexts, specifically within their application of situational leadership. To interrogate this inquiry, I use a qualitative approach based on data collected from in-depth face-to-face interviews with 6-8 seniors from a major research university. Interviews will be audio recorded, transcribed, and coded to generate themes. Data analysis is underway; full results will be presented at the symposium.

### ***Best Leadership Styles to Lead Mergers and Organizational Change***

**Kimberly Daugherty**  
**University of Louisville**

Leadership is an important part of the success of any organization. This is particularly true when the organization is going through a merger or any other type of organizational change. Leadership can affect team climate, trust, team creativity, employee’s commitment to change, employee participation in the change process, and effect the post-merger satisfaction of the employees. These effects can lead to retention and recruitment issues throughout the merger and post-merger. When leading a merger or organizational change certain leadership skills are important: communication, ability to motivate others, ability to build a team, and the need to remain open to all opinions. Research Question: What is the best leadership style for leading a successful merger and/or organizational change. Methods and Analysis: Conduction of the literature review is through the Libraries Worldwide database from the University of Louisville. Search terms include: leadership and mergers, leadership and organizational change, transformational and mergers, authentic and mergers, servant and mergers, adaptive and mergers, psychodynamic and mergers, and leader-member exchange theory and mergers. Inclusion of additional articles will come from review of the reference lists of all articles read. Articles included all must be published in English. Results: Consideration of 33 articles is currently underway. Review of reference lists from these articles is also currently in process. Articles will then be read to determine the leadership styles best for leading a successful merger/organizational change.

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## ***The Use of Transformational Leadership to Foster Diverse Dental School Populations***

**Barbara Dagnan**  
**University of Louisville**

This paper will examine the elements of transformational leadership and change management theory that are conducive to fostering more diverse study bodies through changes to existing processes of dental school doctoral admissions committees. Aspects of the dental school admissions process will be evaluated, including the dental school interview, standardized testing, and application reviews. Examples of successful implementation of changes in practices that have resulted in the recruitment of more diverse student bodies at East Carolina University School of Dental Medicine and Baylor College of Dentistry will be highlighted. Support will be offered to defend the following propositions: 1) Alternatives to existing elements of dental school admissions criteria can be just as effective as the existing criteria while also resulting in the recruitment of a more diverse student body; 2) Applying models that promote cultural change and competencies within dental school admissions committees will facilitate organizational change to encourage the adoption of these alternatives; and 3) For these cultural changes to be successful, transformational leaders must: guide the cultural changes by establishing trust; demonstrate an understanding of the organization; engage relevant stakeholders; anticipate resistance; reinforce shared mindsets through training; and inspire and empower others to lead. Limitations of current studies that support these propositions and potential directions for future research will also be discussed. Initially, instruments that addressed sport consumer behavior and technology consumption behavior were examined. After extensive review of the literature, only the items that were most appropriate for this study, and showed sound psychometric properties were selected based on their reported reliability and validity coefficients. The instrument was then sent to panel of experts who specializes in technology use in sport, and/or survey instrument development and followed by a series of field tests. After the field tests, data were collected from 372 participants and an Exploratory Factor Analysis (EFA) was conducted to address the purpose of this study. The details from this study will be presented at the conference.

**PAPER SESSION IV | 2:20 P.M. – 2:50 P.M. | HIGHER EDUCATION | 211 |  
FACILITATOR: DR. MONICA DELANO & DR. SHU-CHEN TSAI, UNIVERSITY OF  
LOUISVILLE**

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## ***Technology Use and Student Achievement: How Do Teachers Increase Student Achievement Through Technology***

**Justin Woods**  
**University of Louisville**

Due to the prominent role that technology has in changing the nature and substance of education, there is evidence to support the need for a clear understanding of how teachers

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should use technology in the 21st century. This study needs to be conducted because the field of education has largely been affected by the changing demands of technology use and many teachers are left with an unclear understanding of how to integrate high technology approaches with teaching practices that subsequently leads to increases in student achievement. For many years, teachers have been given best practices that implies the proper use of methods, strategies, or pedagogical efficiencies that become the accepted way for teachers to “think” and “do” within the classroom. This study seeks to bring clarity to the issue of best practices for technology use in the classroom that builds upon key pedagogical foundations for teaching and learning and also challenges traditional educational practices that are outdated and need to undergo change in order to meet the demand for educational relevance in the 21st century. The purpose of this phenomenological study is to explore the individual experiences of P-12 teachers in priority schools that used high technology approaches for learning in their classrooms that increased students’ academic performance in Jefferson County School District (JCPS). The scope of this study was limited to the criteria of those teachers that have utilized high technology approaches in P-12 classrooms and also have increased students’ academic performance.

***A Blended Model of Management in Higher Education: Undermining Mismanagement and Shared Governance***

**Jonathan Hughes**  
**University of Louisville**

The purpose of this paper is to critique the current literature on higher education leadership theory and develop a theoretical framework aimed towards improving performance. “If it ain’t broke, then don’t fix it.” That has been the motto that higher education institutions have followed since the inception in 1636 when Harvard opened its doors to the privileged few for the first time. Higher education is one of the few institutions that have weathered the test of time and continue to be a prominent entity in society. Many proponents of higher education have contributed their success to the stubborn approach that colleges and universities have taken towards adversity. Being reactionary instead of proactive has allowed higher education institutions to not be at the mercy of others and operating outside of public opinion. Unfortunately, with the introduction of shared governance, inflated enrollment and billion-dollar endowments, the microscope has moved over colleges and universities; bringing to light many of its successes as well as its shortcomings. No longer are higher education institutions immune from external matters such as an economic downturn or political jockeying. Most recently, scandals have plagued higher education bringing about an era of accountability, resulting in the firing of many university presidents and key administrators. Mismanagement on behalf of university presidents and administrators has been all too common, leading to questions about the management of universities. University presidents and administrators are responsible for steering their university and accomplishing the goals set forth by their constituents, though, many stakeholders are beginning to question if administrators are making decisions that are rational. Many researchers have turned their attention to developing or explaining higher education management theory, for example, resource dependency theory,

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knowledge management and quality management have been created in order to explain the management of higher education. Unfortunately, these theories lack the ability to account for the dyadic relationship of external and internal actors on university administrators. The decisions that are made are no longer their own, but that of those who exert the most influence resulting in the rowing of the university instead of focusing on optimization. The time of waiting and reacting is over for higher education and managers must be proactive and adopt principles of the private sector while maintaining the positive externalities that comes from staying true to education.

**PAPER SESSION V | 3:15 P.M. – 4:00 P.M.**

Presentations will occur in 15 minutes intervals at 3:15, 3:30 & 4:00. Presentations will last 10 minutes, with 4 minutes remaining for questions. As there is limited transition time between presenters, please upload all PowerPoints to the provided computer prior to the start of the first presentation. Please be respectful of other presenter's time and adhere to the timings above.

**PAPER SESSION V | 3:15 P.M. – 4:00 P.M. | VARIED STRANDS | 136A |  
FACILITATOR: DR. MONICA DELANO & DR. SHU-CHEN TSAI, UNIVERSITY OF  
LOUISVILLE**

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***Labeling bias in education?***

**Amy Fisher  
University of Kentucky**

The purpose of exceptionality labeling in schools is to make education accessible to students who may not benefit from their current educational program and increase positive outcomes. However, labels have power, and can lead to educators making inaccurate associations about students that may negatively affect academic and behavioral outcomes for students. For example, students with labels receive exclusionary discipline more than their non-labeled peers leading to poorer academic outcomes and a greater likelihood of repeated offenses. The current experiment investigates the relationship between pre-service educator perceptions (N=94, predominately white and female) of students' behavior based on exceptionality label by randomly assigning subjects to a condition with an identified label or no label. Subjects read a vignette describing the student's behavior then answered questions regarding perceptions of that students' behavior. The results of OLS regression models indicated that the best predictor of perceived likelihood of recidivism of undesired behavior was when the perceived cause of behavior was "avoidance of task demands." Additionally, the label condition respondents were more likely to identify the perceived cause of behavior as "avoidance of task demands" whereas the no label condition respondents were more likely to identify "family issues." The results indicate that labeling bias likely plays a significant role in perceptions and expectations of student behavior despite educational training.

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***Multi-Component Training Intervention to Teach Pre-Service General Educators to Conduct Descriptive Assessments***

**Mark Samudre**  
**University of Kentucky**

This paper provides outcomes of a study examining the effectiveness of one, 75-minute multi-component training intervention (MCTI) modeled after behavioral skills training (BST). BST is a research-based instructional approach that has been effective for teaching a variety of skills to adolescents, practitioners, and parents (Homlitas, Rosales, & Candel, 2014; Miller, Crosland, & Clark, 2014; Miltenberger et al., 2004; Nabeyama & Sturmey, 2010; Shayne & Miltenberger, 2012). One line of inquiry that has received little attention is identifying effective and efficient means of instruction on behaviorally oriented skills to pre-service general educators. This line of inquiry is valuable given that many general educators are provided instruction on implementing interventions and behavioral supports that can be universally administered versus intervention implementation for an individual student (Flower, McKenna, Haring, 2017). MCTI was designed to teach 49 pre-service general educators how to conduct a descriptive assessment (antecedent-behavior-consequence recording; ABC) and use the data collected to hypothesize the function of problem behaviors. The research questions are as follows:

1. Does MCTI result in improvements in pre-service general educator collected ABC data using a structured ABC recording form?
2. Using the data collected, can pre-service general education teachers correctly hypothesize function of problem behaviors?

Percentages of correct responding on a researcher-developed assessment were calculated, and baseline and post-training scores were compared via a pretest-posttest control group design with switching replications. The results show an increase in the percentage of correct responses following MCTI. Further results from statistical analyses will also be included in future descriptions of results.

**PAPER SESSION V | 3:15 P.M. – 4:00 P.M. | VARIED STRANDS | 136B |**  
**FACILITATOR: DR. SHERON MARK, UNIVERSITY OF LOUISVILLE**

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***Exploring middle-school girls STEM affinities through a makerspace experience***

**Terri Tinnell**  
**University of Louisville**

This study is planned to explore STEM interests, efficacy, attitudes and identity—referred to as affinities (Todd & Zvoch, 2017) within the context of an informal STEM outreach program for middle school aged girls. A mixed methods research design has been planned to explore the

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girls' affinities before, during, and after participating in a one-week, makerspace (defined as a learning environment with 3-D Printers) day camp, during the girl's formal school spring break. In Barton, Tan & Greenberg's (2017) article they cite the most recent "maker movement" as the needed interest spark for potentially breaking down longstanding barriers to learning and attainment in STEM for underrepresented youth (particularly, African American and Latina females). The outreach program maintains a goal for the girls' overall camp experience that will bolster the marginalized students' affinities within the practice of STEM design thinking. Barton, Tan & Greenberg (2017) described through their mobilities of learning framework that multiple forms of engagement (critical, connected and collective) supported youths sustained and mutual engagement in the makerspace. By inviting youth to broaden their range of identities and explore their interests, efficacy and attitudes toward the work they were doing in the makerspace the researchers reported a stronger equity-oriented environment for learning. There remains a lack of scholarship representing this population of marginalized STEM learners (Papavlasopoulou et. al, 2017) and this study hopes to build upon understandings of female STEM affinities to answer remaining questions on how newcomers to a makerspace can access and engage in robust and equitably significant ways.

### ***Exploring the Knowledge of Algebra for Teaching: Preliminary Findings***

**Jonathan D. Watkins**  
**University of Louisville**

For the past few decades, researchers in mathematics education have been exploring the concept of pedagogical content knowledge (PCK), or the content knowledge needed for teaching, and applying it to various areas within mathematics, such as algebra. Research related to teacher knowledge of algebra is critical because researchers (e.g., Hill, Rowan, & Ball, 2005) have found correlations between teacher knowledge and student achievement, students from around the world are outperforming U.S. students on international mathematics assessments (OECD, 2014, 2016), and algebra plays an integral role in the K-12 mathematics curriculum in the U.S. (NCTM, 2000; NGA CBP & CCSSO, 2010). Given this background, the purpose of the present study was to explore the knowledge of algebra for teaching (KAT) by investigating the following research questions: What are the specific types of knowledge that comprise KAT? Are KAT constructs measured similarly in preservice and inservice teachers? And if so, are there latent mean differences in the KAT of these two groups? These research questions were addressed using multiple-group confirmatory factor analysis (MG CFA), a form of structural equation modeling (SEM) to analyze survey data (n = 1,107) gathered by the KAT research team at Michigan State University. These researchers designed an instrument to measure three types of algebra knowledge, based on their conceptual framework of KAT: knowledge of school algebra, knowledge of advanced mathematics, and mathematics-for-teaching knowledge (which is related to PCK). Preliminary findings from this study will be discussed.

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**PAPER SESSION V | 3:15 P.M. – 4:00 P.M. | VARIED STRANDS | 201 |  
FACILITATOR: DR. ISHWANYZA D. RIVERS & DR. BLAKE HASELTON, UNIVERSITY OF  
LOUISVILLE**

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***Revisiting mutual benefit in international service learning***

**Adam Stieglitz**  
**University of Louisville**

International service learning (ISL) is a way for students to have a transformative experiential learning opportunity by providing assistance to underdeveloped communities across the globe while applying course-based concepts and theories in the field. The recent influx of these programs at universities across the nation has created a polarizing debate amongst scholars. While some argue that students are entitled to this experience, others have expressed concern that communities do not actually benefit from student participation. Embedded in the discussion about international service learning are two major assumptions: 1) that international communities are underdeveloped in the way that they are portrayed in service learning, and 2) that students [and faculty] are qualified to provide a service or intervention that will contribute to positive impact in international communities. The following research aims to identify a new approach for achieving mutual benefit in international service learning in consideration of these assumptions. It will break down social norms and barriers associated with ISL and ask the question, Given what we now know about international service learning, what are the unique considerations that are being overlooked in program planning that could lead to more effective and mutually beneficial program outcomes? This question will be explored using a Peru-based non-profit organization called the Andean Alliance for Sustainable Development (AASD) as a case study. The AASD has created a unique model for ISL programming that focuses on empowering rural communities, while emphasizing the role of students as learners rather than service providers.

***Capturing Journeys: Stories of Hope, Transformation and Change***

**Amanda Foley**  
**University of Cincinnati**

My study's focus is on the transformational experiences within the Interfaith community. The research question is: does interfaith engagement lead to transformational experiences, and if so, what is the nature of those experiences? My study is a qualitative case study using a narrative inquiry approach to data collection. While I am using Freire's Critical Pedagogy and Liberation Theology as a theoretical framework, I am also going to be reviewing the research on transformational learning to see how that can provide me with an additional lens to analyze the data I have. The case study focuses on the particular group of Xavier University's Center for Interfaith Community Engagement; however, I am looking at different levels of participation and across different contexts of engagement.

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## ***The Sound of Leadership***

**John C. Hill**

**University of Kentucky**

Music has a way of captivating audiences and affecting our emotional fibers whether we like it or not. Even more influential are the artists behind the instruments and the lyrics that make the music we cherish. Research suggests that musicians are influential in communities through acts of music-making curricula, regulating social cohesion, creating protest music, and holding the status of musician (Bowman, 2009; Haycock, 2015; Ivaldi & O'Neill, 2010). These influences are substantial in identifying potential leaders of community education and provide a unique perspective on leadership. In addition, there is a need for further empirical research on the influences of musicians in community as leaders of community education. This phenomenon raises many questions and possibilities into discovering the nature of activating musicians within communities as leaders of community education. The purpose of this qualitative study is to explore and assess local musicians' recognition of their status as educational leaders and, if they do, whether and how they activate this role. How do local (Lexington, KY) musicians use their status as leaders of education within the community? The researcher will utilize a qualitative design and analysis to answer the proposed research question. Multiple points of data collection will include formal interviews questionnaires, and reviews of newspaper or journal reports. Interviews will be analyzed for common themes through textural and structural description (Moustakas, 1994). Questionnaires will provide demographics and baseline data associated with the individual, and reviews of newspaper or journal reports will add additional supporting evidence towards the phenomenon.

**PAPER SESSION V | 3:15 P.M. – 4:00 P.M. | VARIED STRANDS | 211 |**  
**FACILITATOR: DR. LALI McCUBBIN, UNIVERSITY OF LOUISVILLE**

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## ***L2 Chinese Compound Word Recognition by Adult English-Speaking Learners***

**Jing Sun**

**Dr. Hye Pae**

**University of Cincinnati**

Chinese is emphasized as one of the critical languages for study (nsep.gov). Nearly two thirds of Chinese words are compound words consisted of two characters. However, L2 Chinese compound word recognition research is limited to the semantic meaning relationship between a component morpheme and the compound word (e.g. Zhang, 2016) and the semantic and syntactic grouping of compound words (e.g. Zhang & Yang, 2016). The purpose of this study is to investigate CFL learners' real-time recognition of Bimorphemic Compound Words with Semantic Neighboring Morphemes (BCWSNM). Three research questions are addressed: (1) What are English speaking intermediate or higher-level learners' lexical knowledge in

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BCWSNM? (2) How does orthographical similarity (OS) in BCWSNM influence learners' lexical legitimacy judgment in reaction time and accuracy rate? (3) How does OS in reversed BCWSNM influence learners' lexical legitimacy judgment in reaction time and accuracy rate? A mixed methods convergent design will be used in this study (Creswell & Plano Clark, 2018). The influence of OS and reversion on learners' recognition of BCWSNM will be measured quantitatively in a lexical knowledge test and a lexical decision task. The qualitative data from individual interviews will explore learners' perceptions and strategies in compound word recognition. A total number of 20 adult English speaking intermediate or higher-level learners of Chinese will be recruited in a pilot study. Potential results will contribute to CFL research, as well as to benefit teachers, learners, Chinese program curriculum planners and textbook editors.

***Comprehensive Sexual Assault Prevention Through Young Adult Literature: A Participatory Mixed Methods Study***

**Victoria Dickman-Burnett**  
**University of Cincinnati**

This study examines a sexual assault prevention program that was developed as part of an action research partnership between the researcher and a high school English teacher. The study takes place in an English classroom and seeks to teach students about sexual violence with the aim of changing attitudes, and ultimately change behaviors. How does a critical educational approach to sexual assault prevention education that uses young adult literature and Youth Participatory Action Research (YPAR) change how students think about sexual assault? This is a Participatory Social Justice Mixed Methods Study that uses quantitative attitude and knowledge data, qualitative interview data, and participatory data from the YPAR activities, including photographs and artwork. This study will use ANOVA and regression to analyze quantitative data, critical theory-driven analysis to analyze qualitative data, participatory analysis to use participatory data, and mixed methods integrative analysis to analyze all of the findings together. This study is a dissertation in progress. At the time of the spring research conference, preliminary findings will be presented.

***Stability or Change? Examining Psychopathy & Patterns of Offending Using Group-Based-Trajectory Modeling***

**Kalliopi Theocharidou**  
**Sultan Altikriti**  
**University of Cincinnati**

Psychopathy is a personality construct that has special interest for criminology, as individuals with psychopathic traits are overrepresented in the criminal justice system. While psychopathy is now well-established as a predictor of violence for the criminal justice system population, there is a debate regarding the stability and change of psychopathic traits during the life-span. Some researchers contend that psychopathic traits are stable and resistant to change over

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time. Similarly, studies show that psychopathic offenders tend to have lengthier criminal careers. Scholars argue that research on career criminality has often neglected the construct of psychopathy, despite the empirical overlap between the two constructs (Vaughn & DeLisi, 2008). The purpose of the current study is twofold. First, we aim to longitudinally investigate the stability and change of psychopathic traits in a sample of juvenile offenders. Second, we aim to explore the patterns of continuity and change in offending between psychopathic and non-psychopathic offenders. We have two research questions: 1) are psychopathic traits stable during the life-course, and 2) are offenders with psychopathic traits more likely to be chronic offenders? The current study uses latent class growth analysis (LCGA) to estimate the effects of psychopathy and covariates on longitudinal patterns of offending. LCGA uses a group-based approach in finding distinct patterns or trajectories of offending over time. This results in discrete groupings of trajectories that are more tractable for further analysis.

## **POSTER SESSION | 1:10-3:05 P.M. | BALL ROOM**

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**Increasing Self-Monitoring Effectiveness Using Heart Rate Zone Notifications and The Zones of Regulation** | Jamie Jones | University of Cincinnati

**Internal Medicine Graduates see Primary Care Career Less Value** | Fatima Aldarweesh | University of Louisville

**Virtual Reality in the classroom-is it all hype?** | Shannon Putman | University of Louisville

**Intermittent Palm Cooling's Impact on Restive Exercise Performance** | Rebecca Mueller | University of Louisville

**Effects of Social Skill Instruction and an Interdependent Group Contingency on Engagement and Disruptive Behaviors in a Classroom Setting** | J. Meredith Murphy | University of Cincinnati

**Examining the Association between Perceived Everyday Discrimination and Depressive Symptoms: Is Cognitive Style a Mediator?** | Lauren Hayes | University of Louisville

**Visual Representations and Verbal Schemas: A Case Study of One Student with High-Functioning Autism** | Amanda Buncher | University of Cincinnati

**A Prototype 3D Collaborative Virtual Learning Environment for Adults with Autism to Learn Social and Life Skills** | Noah Glaser | University of Cincinnati

**Review of Ecologically-Based Family Therapy and Community Reinforcement Approach Interventions in Substance Using Homeless Adolescents** | Kelsi Wood | University of Cincinnati

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**How White Teachers' Identity Development Translates to Classroom Interactions with Minority Students** | Chelsea Arsenault | University of Kentucky

**Fluctuations in Glucose for Athletes with Type 1 Diabetes: Case Study of a High School Soccer Player** | Timothy McKay | University of Louisville

**The FIELD Trip Project** | Meg Gravit | University of Kentucky

**Physical activity and sport participation in children with Type 1 Diabetes** | Liza Ledford | University of Louisville

**A Review of Predictors of Depression in Trans People** | Nick Dawson | University of Kentucky

**Socially Anxious Men and Their Utility of Personal and Professional Social Networks** | Chase Herndon | University of Kentucky

**School factors related to anxiety among national Hispanic adolescents: The mediating role of sports participation** | Andrew Yockey | University of Cincinnati

**Do Perseverative Cognition and Subjective Social Status Relate to Blood Pressure?** | Brooks Harbison | University of Louisville

**Using Read-Alouds and Systematic Prompting to Promote Comprehension of Grade-Level Social Studies Text for Students with Severe Disabilities** | Beth Newberry Gurney | University of Louisville

**Increasing Verbal Behavior Using Natural & Contrived Reinforcement** | Emma Brink | University of Louisville

**Optimal load during high-speed high-impact exercise** | Ling Bai | University of Louisville

**Academic Counselors for Student-Athletes** | Regina Johnson | University of Louisville

**The Etiology of Mental Illness in Pre-Lingually Deaf Populations: A Literature Review** | Brittney Ann Casey Gray | University of Kentucky

**Does Rumination Mediate the Association Between Everyday Discrimination and Symptoms of Depression in Adolescents?** | Eric Smith | University of Louisville

**How does Psychology Approach Intimate Partner Violence?** | Melis Sedef Kahraman | University of Kentucky

**Identifying Leadership Theory During Organizational Analysis** | Picandra K. Elzie | University of Louisville

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**Transformational Leadership among Nurses for Health Benefits among Refugees** | Deborah K. Niyongabo | University of Louisville

**Reducing Circadian Misalignment with Timed Exercise** | Matt Thomas | University of Kentucky

**Common Standards of Confidentiality Among National Psychological Ethics Codes** | Mike Hart | University of Louisville

**Associations between Substance Use Prevention Education and Recent Hookah Smoking among College Students** | Shu-Tzu Huang | University of Cincinnati

**Efficacy of College Mandated Alcohol Focused Interventions on Drug Use: A Systematic Review** | Benjamin Neil Montemayor | University of Kentucky

**Decreasing Off-Task Behaviors: The Effects of a DRO Within a Preschool Setting** | Courtney McIntyre | University of Louisville

**Teaching Children with Autism to say, "I Don't Know" to Novel Stimuli** | Brynn Dombroski | University of Louisville

**Patterns of Family Contact Among Male Juveniles Confined to a Treatment Center** | Susybel R. Pimentel | University of Cincinnati

**YOUNG MONEY: Practices of Philanthropy within Higher Education and Development Professional's perceptions of Millennials** | JC Campbell | University of Louisville

**Correlation between physical activity and psychological wellness of Individuals with HIV** | Caison Black | University of Louisville

**Rural Versus Urban Mindset in First-Year Undergraduate Students** | Xiao-Yin Chen Isaac Hayes | Nicole M. Faustch | Ellen L. Usher | University of Kentucky

**Black women in Higher Education: Exploring the Intersection of Race and Gender on the Experiences of Executive-Level Leaders** | Tanja Bibbs | University of Kentucky