



2010 WINTER RESEARCH SYMPOSIUM PROGRAM

SYMPOSIUM PROGRAM
2010 WINTER RESEARCH

Dallas, Texas • Thursday, January 21, 2010 • 5–7:30 p.m.



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Introduction

Welcome to the 2010 Walden University Winter Research Symposium. This session's symposium highlights diverse research from our faculty, students, and graduates. The studies that are represented include work from student capstone projects as well as faculty research in development and research supported by grants or internal fellowships. We are proud that this year's event includes poster and roundtable formats. Within the roundtable format, a select group of researchers will be available for interactive discussions of their work, with handouts and visual material available to support the discussion.

Timely topics in this year's symposium include education and health care policy reform, cyberbullying, multigenerational family research, nonprofit effectiveness, workforce development, and many other topics. Methodologies include in-depth qualitative investigations, large-scale quantitative projects, action research, and sophisticated mixed methods designs. We hope that the information presented and the opportunity to interact with featured researchers will inspire new ideas for future research among the participants and audience members alike. We hope that you will use this opportunity to make important contacts and share resource information. You can use the area at the back of this program to record key contacts made at this event.

Symposium Program Committee

Laura Knight-Lynn, Ph.D., Center for Research Support, Chair

Leilani Endicott, Ph.D., Center for Research Support

Molly Lauck, Ph.D., Center for Research Support

Louis Milanese, Ph.D., Center for Research Support

George Smeaton, Ph.D., College of Social and Behavioral Sciences

Jenny Sherer, M.A., Center for Research Support

Marie-Anne Mundy, Ph.D., The Richard W. Riley College of Education and Leadership

David Gould, Ed.D. Faculty, College of Management and Technology

David Milen, Ph.D., College of Social and Behavioral Sciences

John Flohr, Ph.D., The Richard W. Riley College of Education and Leadership

Doris Milton, Ph.D., College of Health Sciences

Deborah Lewis, Ph.D., College of Health Sciences

Andrew Thomas, Ph.D., The Richard W. Riley College of Education and Leadership

Paula Dawidowicz, Ph.D., The Richard W. Riley College of Education and Leadership

A special thanks is extended to the Academic Affairs Committee of the Walden University Board of Directors for their support and assistance with the research symposium, and their assistance with the selection of Best Faculty Poster and Best Student Poster.

Academic Affairs Committee of the Board of Directors

Barbara Solomon, Ph.D., Chair, Academic Affairs Committee, Research Professor, Hamovitch Research Center, School of Social Work, University of Southern California

William G. Durden, Ph.D., President, Dickinson College

Anita McDonald, Ph.D., Chancellor, Penn State DuBois

Estanislado Y. Paz, Ph.D., Founding President, Association of Latino Administrators and Superintendents

Nivine Megahed, Ph.D., President, Kendall College

Faculty Poster Presentations

Proposed and Completed Research

1. Equity in Health Care Utilization Among Children With Major Birth Defects or Major Chronic Conditions in a Universal Health System

Mehdi Agha, Ph.D.; Richard Lazier, M.D., M.P.H.; Astrid Guttman, M.D.C.M.; and Rahim Moineddin, Ph.D.

Proposed Research/In Progress

The objectives of this study are to evaluate the socioeconomic determinants and patterns of health care services utilization, specifically, where they receive these services, their access to specialists, specialized referral centers, and continuity of care among children diagnosed with major chronic conditions.

2. Evaluating the Impact of Community Leadership: Researching Leadership Development Outcomes

Janice Garfield, Ph.D., and Kurt Schoch, Ed.D., The Richard W. Riley College of Education and Leadership

Proposed Research/In Progress

Community-based leadership development projects exist in many small and large communities across the United States and in other countries. This multiple-case study research explores the impact of 3 community-based leadership development programs to expand the scope of existing leadership program evaluation, focusing on the impact of such programs regionally and globally.

3. Louisiana Teachers' Familiarity, Usefulness, and Recommendation of Content Literacy Strategies

Mary E. Howe, Ph.D., and Marie-Anne Mundy, Ph.D.

Proposed Research/In Progress

This study will examine teachers' familiarity, usefulness, and recommendation of Louisiana's research-based content literacy strategies to examine teachers' professional development experiences related to these strategies. A nonexperimental approach using a 3-part survey will serve as the inquiry strategy. Convenience sampling from Louisiana's K-12 public school teachers will be used.

4. Vocational Exploration in Postcollege, Year-Long Community Service Programs

Cheryl Keen, Ed.D., The Richard W. Riley College of Education and Leadership

Completed Project

The opportunities to do community service and to work for social justice are key motivations for and valued outcomes from participating in year-long service programs after college. The survey responses from volunteers in 8 national programs suggested that the opportunities to learn things about oneself and to dialogue with people who are perceived as different grew more in importance over the year.

5. E Pluribus Unum: Fostering a New Era of Citizenship by Teaching Civic Engagement and Healthy Civic Discourse

Mark Gordon, Ph.D., and Barbara Bole, M.P.A.

Completed Project

This historical analysis of literature sought to assess the state of civics and citizenship education in high school public education. The findings indicated that many schools have eliminated basic civics and citizenship lessons. Educational reform is needed to bring the practical skills of public engagement to the classroom.

6. Assessing the Impact of a Writing Center Consultation on the Reduction of Errors on a Doctoral Paper: A Quasi-Experimental Study

M. Laurel Walsh, M.F.A., Ed.D., Annie Pezalla, M.S., and Nicole Holland

Completed Project

The Walden University Writing Center seeks to improve students' writing in several domains. There has been no empirical evidence to illustrate the impact of an intervention on an individual draft. This study was an attempt to capture the impact of a writing center intervention on cohesion, diction, vague language, and quality of writing.

Student Poster Presentations

Proposed Research

7. Protective Value of Work Excitement on Burnout in ICU Nurses

Tameka Lowe, M.S., College of Social and Behavioral Sciences

This study will examine the relationship between burnout and work excitement. There remains an important gap in the literature about the relationship between the variables of burnout and work excitement among ICU nurses. The nurses who will participate in the study will complete the online surveys via Survey Monkey. The findings may inform nursing professional development and hospital policy.

8. Juveniles Tried and Sentenced as Adults: Knowledge, Deterrence, and the Need for Evidence-Based Policy

Karen Miner-Romanoff, M.A., J.D., College of Social and Behavioral Sciences

This phenomenological study will investigate the extent to which juveniles understand sanctions according to the deterrence and rational choice models of crime control. The findings from this study may contribute to social change by informing government policy and supporting efforts to reduce recidivism and societal costs.

9. Outcomes of Adults Raised by Nonrelative Caretakers Versus Those Raised by Kinship Caretakers

Katherine Ross, Ph.D., College of Social and Behavioral Sciences

The study will evaluate whether there are statistically significant differences between individuals raised by nonkinship caretakers and those raised by kinship caretakers with respect to their behavioral outcomes.

10. Identifying Various Impulsive Factors through a Novel Computerized Task

Ronald Martin Ruiz, M.S., College of Social and Behavioral Sciences

The 3-component model of impulsivity states that the most common impulsivity behavioral tasks do not measure identical features. This study will seek to determine whether a new laboratory instrument can gauge multiple features of impulsivity. The development of such a device may eliminate the need for numerous tools to assess impulsivity.

11. Pop Culture in the Classroom

Kelly Clark, M.S.E., The Richard W. Riley College of Education and Leadership

This study will investigate the impact of pop culture curriculum on teachers' attitudes toward integrating popular material in the classroom. Specifically, this research will test the hypothesis that providing teachers with a predeveloped unit will decrease the intimidation factor that prevents them from effectively utilizing pop culture as a pedagogical scaffold.

12. Exploring Effective Teachers' Perceptions of Student Learning and Diverse Strategies to Meet Students' Needs

Neysa Hatcher, Ed.S., The Richard W. Riley College of Education and Leadership

This qualitative interview study will explore effective teachers' perceptions of student learning and the ways they apply diverse strategies to meet students' needs. Understanding the perceptions and strategies of effective teachers will help all teachers better serve all students. The findings may inform education policy and teachers' professional development.

13. Empowering Adolescents: A Multiple-Case Study of U.S. Montessori High Schools

Wendy LaRue, M.Ed., The Richard W. Riley College of Education and Leadership

This multiple-case study of Montessori high schools will consider how curriculum is implemented to help students succeed later in life and allow them to contribute to their community. The resulting conceptual framework may be used to study other Montessori high schools and inform practices in diverse high school settings.

14. Perceptions of African American Students About Participation in Gifted Programs

Jenelle Nisly, M.Ed., The Richard W. Riley College of Education and Leadership

African American students are underrepresented in gifted programs. Literature about retaining identified African American students in gifted programs has been limited. The purpose of this phenomenological study is to understand students' perceptions about participating in, remaining in, or dropping out of gifted programs. The implications from this work could potentially lead to increases in participation and improved service.

15. The Nature and Impact of Cyberbullying on the Middle-School Child

Jacqueline Pilkey, M.Ed., The Richard W. Riley College of Education and Leadership

This sequential, mixed methods study will investigate the prevalence and experience of cyberbullying among students within a Texas middle school. The data will be collected using surveys and interviews. The findings will be used to raise awareness and inform school policy.

16. Early Intervention for the Reduction of Autism in Preterm Infants

Catherine Kouchakji, M.S.Ed., M.S.P.H., College of Health Sciences

Research has shown that premature infants have a higher rate of diagnosis of autism than nonpreterm infants. Retrospective cohort studies will examine premature infants and exposure to early intervention services to determine statistical differences in diagnostic rates of autism, perhaps identifying a viable tool in syndrome reduction.

17. Metropolitan/Nonmetropolitan Difference: Male Breast Cancer Stage, Tumor Size, and Survival

Judith Klein, M.S.P.H., College of Health Sciences

This retrospective cohort study will utilize secondary data from the Surveillance, Epidemiology, and End Results Program to examine metropolitan and nonmetropolitan regional differences in male breast cancer (MBC) stage, tumor size, and survival rate to increase awareness and advance education to promote early MBC detection.

18. Perceptions of Research Utilization by Nonacute Care Registered Nurses

Mary K. Hall, R.N., M.S.N., College of Management and Technology

The intent of this study is to fill a reported research gap about the perceptions of research and research utilization by nonacute care nurses. A quantitative, descriptive, correlational design with electronic dissemination of the Barriers to Research Utilization Scale (BARRIERS Scale) is planned. This study has implications for telephonic nursing.

Student Poster Presentations

Completed Research

19. Workforce Development through Generational Differences

Shantay Bolton, M.S., College of Social and Behavioral Sciences

The economic crisis has presented a need for organizations to streamline workforce development processes. An analysis of career motivation and career decisions between generational cohorts revealed significant differences. The findings suggested that organizations should consider generational needs as they formulate workforce development strategies to maintain their competitiveness in the global market.

20. Burden, Secondary Depression, Role of Antidepressants, and the Complexity of Family Caregiving on Alzheimer's Disease

Joanne DeVeugh-Geiss, M.A., L.P.A.; Sylvia Bigatti, Ph.D.; Leann Stadlander, Ph.D.; and Rachel Piferi, Ph.D., The Richard W. Riley College of Education and Leadership

The purpose of this study was to use depression as an outcome measure to examine the positive and negative consequences of care giving. A regression analysis of archival data showed that depression mediated the relationship of subjective burden on the positive aspects of care giving and

the desire to institutionalize. Antidepressants may improve outcomes in caregivers.

21. Education of Homeless Students: The Academic Impact of McKinney-Vento

George Hendricks, Ph.D., College of Social and Behavioral Sciences

Congress needs to know whether McKinney-Vento is succeeding. No peer-reviewed reports have evaluated this program. This study examined the archival records of the North Carolina Department of Public Instruction. Between 2005 and 2007, about 20% of North Carolina's schools received grants, but 80% did not. This funded-nonfunded difference created the treatment and control groups.

22. College Students' Perceptions of Public Service Announcements Across Traditional and Social Media

J. Anthony Snoggrass, Ph.D., College of Social and Behavioral Sciences

This study examined differences in college students' perceptions of public service announcements (PSAs) across the Internet, mobile broadband devices, and traditional television and radio programming. Using correlational analysis, the study found that despite heavy use of the Internet, college students perceived television as exhibiting the highest degrees of PSA delivery synchronicity.

23. *Effectiveness of the Theoretical Frameworks Within the Learning-Focused Model*

Robin Bearden and Steve Wells, Ph.D., The Richard W. Riley College of Education and Leadership

This concurrent, triangulated, mixed methods study examined the effectiveness of the theoretical frameworks embedded within the learning-focused model and their connection to higher student achievement and improved school culture. The findings concluded that the model may help to address the academic, social, and emotional needs of at-risk students.

24. *Lesson Study: A Proposed Intervention for Professional Development and Student Achievement*

Michael Hixon, Ed.D., The Richard W. Riley College of Education and Leadership

This grounded theory study examined the lesson study process in relation to language arts curriculum, teacher learning, and student achievement. A key finding was that working as a team helped the participants to become reflective professionals, an outcome that improved schooling for all of the stakeholders.

25. *Emotional Intelligence and Academic Achievement in Grade 11 Students*

Patricia Nelson, Ed.D., The Richard W. Riley College of Education and Leadership

Educators seek to identify the factors that support student achievement. This quantitative study concluded that emotional intelligence plays a significant role in predicting the academic achievement of all students, particularly at-risk students. This study supports social change within public schools by considering emotional development as an element in promoting academic success.

26. *Preservice Teacher Mentors: What Do They Gain?*

Marianne Pratschler, Ed.D., The Richard W. Riley College of Education and Leadership

A college education department wanted to understand professional development school (PDS) mentor teachers' experiences with preservice teachers. Seventeen mentor teachers from 3 elementary schools participated in interviews and focus groups. The reported experiences were positive, and key issues were highlighted. The college is enhancing mentoring experiences and improving professional development for in-service teachers.

27. *Relationship Between Leadership Styles and Student Achievement*

Tamara Roberson, M.Ed., The Richard W. Riley College of Education and Leadership

The purpose of this study was to investigate the relationship between public school principals' leadership type and student achievement. The findings did not support the stated hypotheses, but they did provide evidence of a link between specific principal characteristics and student achievement within the participating schools.

28. *Positioning: A Conduit for Learning Understood Through Adult Transitional Residents*

E. Beverly Young, Ph.D., The Richard W. Riley College of Education and Leadership

Positioning as a conduit for learning was explored through the experiences and goals narrated by adult transitional residents using thematic analysis of multiple data sources. The findings suggested that self-identity may bolster cognition and the ability to connect learning with change. Further study of the ways in which adults affirm self-identity while learning is encouraged.

Roundtable Sessions

Remington Room, 4th Floor

Table 1: Development of a Family History Database Project (FHDP): A Research Project on Variation in Human Functioning

Alice Eichholz, Ph.D., C.G.; Kathleen B. Ekerr, M.S.N., M.A.; Patricia A. Cornella, J.D.; and E. Louise Rosseau, R.N., M.S., The Richard W. Riley College of Education and Leadership

This roundtable presentation will discuss the development of a long-range pilot multigenerational family database in collaboration with the Bowen Center for the Study of the Family to provide a source of empirical testing of variations in human functioning.

Table 2: Using Technology and Engaging Students in the Oldest Old Project

Leann Stadtlander, Ph.D., and Martha Giles, Ph.D., College of Social and Behavioral Sciences

In this session, the researchers will demonstrate and discuss the ways in which they used technology to create a virtual lab environment to engage students from diverse backgrounds in their research. The foci of the collaborative research were the everyday worries, concerns, and overall experiences of individuals who are 85 years and older.

Table 3: Social Capital Influences Upon Internet Usage of Rural Guatemalan Teachers

Douglas Hudson Tedford, Ed.D., The Richard W. Riley College of Education and Leadership

This qualitative study demonstrated the influence of social capital upon Internet usage among teachers in rural Guatemala. The participatory rural appraisal employed culturally sensitive teacher interviews and hired local educators to interpret the findings. Family and information communications technology (ICT) expert support, buying power, and proximity to ICT infrastructure were identified as prerequisites for sustained, online teacher professional development.

Table 4: Factors Contributing to Efficient Nonprofit Organizations in Multitenant Centers

Angela Mitchell, Ph.D., and Robert Kilmer, Ph.D., Student-Faculty Collaboration, College of Management and Technology

The purpose of this study was to identify the characteristics that contribute to the efficiency of nonprofit organizations sharing space. The results determined that organization size, United Way affiliation, and center size were related to efficiency. The impact lies in the study prompting organizations to consider sharing space to improve their operations.

Table 5: Midway 620 Mass Casualty Event

David Milen, Ph.D., and Traci Foster, R.N., Faculty/Community Researcher Collaboration, College of Social and Behavioral Sciences

The purpose of this study was to examine the preparations for receiving victims, triaging, fatality management, and the maintenance of hospital operations during a mass casualty event. The implications include determining the number of patients that the facility and minor treatment areas can receive as well as the accurate, rapid triage of patients through the emergency department within hospital limitations (i.e., types and number of patients' unexpected circumstances). The application of an action research approach to this work will be explored during this roundtable session.

Table 6: Restorative Practices in Schools: Breaking the Cycle of Student Involvement in the Child Welfare and Legal Systems

Tom Cavanagh, Ph.D., Faculty, The Richard W. Riley College of Education and Leadership

This qualitative research case study explored an alternative response to the impact of educational inequality. The findings revealed that schools adopting restorative practices within a culture of care can reasonably expect decreased violence and greater safety. As a result, students stay in school and avoid involvement with child welfare and legal systems.

Table 7: The Lesbian/Bisexual Community (Florida): A Study of Demographic Characteristics

Elizabeth Wilson, Ph.D., and Jimmie Berg, M.A.O.M.

This study examined the demographics of the lesbian/bisexual community in Florida. The online questionnaire results indicated that the members of this group are better educated and more fiscally successful than their heterosexual counterparts. Fifty percent of the respondents reported also having been in heterosexual marriages.

Table 8: Using ICPSR Secondary Data for Dissertation Research

Joanne DeVeaugh-Geiss, M.A.

Contacts

Be sure to jot down names and contact information of Walden University faculty members and students who are doing work in your area of research interest.

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