



2011 SUMMER RESEARCH SYMPOSIUM PROGRAM

Minneapolis, Minnesota • Wednesday, July 27, 2011 • 7–8:30 p.m.

WALDEN UNIVERSITY

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Introduction

Welcome to the 2011 Walden University Summer Research Symposium and to the campus of the University of Minnesota. Over the years, our symposia have showcased a diverse range of research from our faculty, students, and graduates; and this year is no different. What is new is that we are excited to welcome our first graduates of Walden's Doctor of Business Administration (D.B.A.) program to the symposium.

The topics for this symposium demonstrate the breadth and depth of the research currently being conducted at Walden. Projects represent studies in both actual and virtual communities, with foci on work, education, and healthcare applications. One theme that emerged in this group of presentations involves ways to support the people doing the hard work of effecting social change, including individuals in law enforcement, health services, clinical settings, and educational environments. Although some of these projects have been funded through internal grants, many projects report cutting-edge findings from doctoral capstones, conducted by Walden students.

Consistent with previous symposia, we offer two formats for the presentation of research. Posters give the researchers a chance to engage with all individuals attending the symposium and potentially to network with other interested researchers. Within the roundtable format, a select group of researchers will be available for interactive discussions of their work, offering handouts and visual materials offered support the discussion.

The “magic” of a research symposium can be found in the interactions between presenters and audience. So, please don't be shy— step up, ask questions, make comments, and enjoy the experience. We also encourage you to use the “Contacts” page at the end of this program to record key connections that you will make at this event.

Best,



Daniel W. Salter, Ph.D.

Director of Strategic Research Initiatives, Center for Research Support and Faculty, The Richard W. Riley College of Education and Leadership

Symposium Program Committee

Daniel Salter, Ph.D., Center for Research Support, Chair

Aqueil Ahmad, Ph.D., College of Management and Technology

Wendy Andberg, Ph.D., College of Social and Behavioral Sciences

Peter Anderson, Ph.D., College of Health Sciences

William Barkley, Ph.D., College of Social and Behavioral Sciences

Gary Burkholder, Ph.D., Center for Research Support

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

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

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

Elisha Galaif, Ph.D., College of Social and Behavioral Sciences

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

JoeAnn Hinrichs, Ed.D., The Richard W. Riley College of Education and Leadership

George (Dick) Larkin, Ph.D., College of Social and Behavioral Sciences

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

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

Laura Lynn, Ph.D., Center for Research Support

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

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

John Nirenberg, Ph.D., College of Management and Technology

Angela Witt Prehn, Ph.D., College of Health Sciences

Nancy Rea, Ph.D., College of Health Sciences

Marydee Spillett, Ed.D., Center for Research Support

William Schulz III, Ph.D., College of Management and Technology

Pamela H. Smith, Ph.D., College of Management and Technology

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

Poster Presentations

1. The Association of Adverse Child Experiences and Injury Prevention Practices

Marcia Becker, Ph.D., Graduate, College of Health Sciences

This study addressed two questions related to the ability of Adverse Childhood Experiences (ACE) to predict unintentional injury and high-risk behavior during adulthood. Complex survey analysis was performed using the 2002 Texas Behavioral Risk Factor Surveillance Survey data. Odds ratio findings indicated that ACE scores predict the high-risk behavior.

2. Experiences and Training Needs of Deaf and Hearing Interpreter Teams

Jessica Bentley-Sassaman, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

Deaf-hearing interpreter teams are new to the field of interpreting; little research exists as to the issues that arise for such teams. The three research questions were designed to address interpreters' experiences within teams, to encourage reflection upon training for teamwork, and to elicit recommendations to enhance training and practice.

3. Considering Antecedent Factors for Transplant Recipient Athletes: Learning to Live

Barbara Plunkett, Student, College of Management and Technology

This mixed-methods study was developed with consideration of multi-disciplinary factors associated with managing healthcare after an organ transplant through patient education. Adult learning traits and leadership attributes were found to be present among the study participants. The phenomenon of self-motivated learning provided six themes; and summary statistics provided data from which preferred learning activities and barriers are displayed. A process map of the learning path was developed.

*4. Mentoring Behaviors and Characteristics in an Online Doctoral Environment**

Linda Crawford, Ph.D., Faculty, The Richard W. Riley College of Education and Leadership

Iris Yob, Ed.D., Director, Center for Teaching and Learning

A review of the literature revealed that a conceptualization of mentoring graduate students did not exist. This study developed such a conceptualization and then queried faculty, students, and alumni on the importance of identified mentoring behaviors and characteristics. Differences were found mainly between alumni and students.

**Funded by an Educational Leadership Research Grant provided by The Richard W. Riley College of Education and Leadership.*

5. Attitudes Toward Gangs, Drugs, and Criminal Behavior

Donna R. Daniels, Ph.D., Graduate, College of Social and Behavioral Sciences

Mark Gordon, Ph.D., Faculty, College of Social and Behavioral Sciences

Law enforcement officials, drug treatment specialists, and the drug-using offenders hold different attitudes about drugs. Each group has ideas about how to address the drug and gang problems that are plaguing America. This study is an extension of a study previously conducted to identify relationships between drug use and crimes, and to identify the environmental factors and attitudes of probation and parole offenders, law enforcement, and drug treatment professionals. It defines the attitudes, identifies the negative impact of these attitudes, and recommends strategies to change these attitudes that keep our communities spiraling into high gang infiltration, high drug trafficking, and high crimes.

6. Steam Vent or Percolator: The Impact of a Teacher Blog on Morale

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

A social network analysis of a teacher-originated blog of a Great City School district demonstrated not just teachers' concerns, but also how teachers'

morale was impacted by and reflected by the blog. Through a novel analysis of the anonymous-entry-only teacher blog, teachers' communication patterns, specific concerns, and complaints are represented as a concept map.

7. A Case Study of Interactive Whiteboard Professional Development for Elementary Mathematics Teachers

Dawn Essig, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

State mathematical achievement data revealed that the higher the grade level, the greater the number of students who did not meet the standards. The purpose of this qualitative case study was to understand how classroom practices and perceptions changed for teachers who participated in a professional development program aimed at interactive whiteboard (IWB) instruction. Findings suggested that IWB professional development may lead to lessons that are highly scaffolded, interactive, and interdisciplinary. Also, IWB usage and purpose changed along with teachers' perceptions related to students' learning.

8. A Grounded Theory Study Investigating Police Training and Interoperability Between Police Agencies During Active Shooter Incidents in Schools

William J. Fassinger, Ph.D., Graduate, College of Social and Behavioral Sciences

Incidents involving active shooters in the learning environment have occurred in the United States repeatedly, resulting in criticism of police response techniques. The purpose of this grounded theory research was to examine techniques, to report the findings to police agencies in order to alter training, and to improve response techniques.

9. Perspectives of Close Relatives in Palliative Care: Grounded Theory Approach

Janelle Feyh, Ph.D., Graduate, College of Social and Behavioral Sciences

Pediatric palliative care has recently become a priority in the healthcare field and is implemented at the time of diagnosis rather than days or weeks before the child's death. The purpose of this grounded theory study was to generate a substantive theory that explains how close relatives experience palliative care. Findings from the data suggested a process of surrendering to the journey in which close relatives learn to let go of what they cannot control while holding on to what they can control. Social change implications of this study may include improving healthcare programming for close relatives by using supportive-expressive measures.

10. The Multifactor Leadership Questionnaire's (MLQ) Empirical Validity in a Collectivistic Culture

Dean Frost, Ph.D., Faculty, College of Management and Technology

Duangduen Saetang, Student, College of Management and Technology

Bass' Multifactor Leadership Questionnaire (MLQ) was translated into Thai. One thousand public secondary school teachers throughout Thailand were randomly selected, and 588 teachers participated. Confirmatory factor analyses showed the best fit obtained was for a nine-correlated-factors model. A standardized regression model for effectiveness found that transformational leadership factors added 40% to the R² ($p < .001$).

11. EMS Providers' Exposure to Violence

Rebecca J. Heick, Ph.D., Faculty, College of Health Sciences

Corinne Peek-Asa, Ph.D., Faculty, College of Public Health, University of Iowa

Results are presented of a cross-sectional study of U.S. EMS providers designed to examine their on-the-job exposure to violence. The odds of physical assault and subsequent injury by provider level, service type, existence and components of restraint policy, perpetrator identity, and patient condition variables are discussed.

12. Effect of Clinical Laboratory Personnel Licensing on Wages

Mary Hotaling, Ph.D., Graduate,
College of Health Sciences

William Barkley, Ph.D., Faculty,
College of Health Sciences

Ches Jones, Ph.D., Faculty,
College of Health Sciences

Gary J. Burkholder, Ph.D., Faculty,
College of Health Sciences

Professional licensing directly affects approximately 29% of U.S. workers, compared with 15% for unionization, and is considered a primary means to establish and maintain healthcare practitioner competence. This project was the first empirical study of clinical laboratory personnel licensing wage effects controlling for human capital and wage determinants based on individual characteristics.

13. Student Preference for Team or Individual Work in an Online Learning Environment

Deborah Lewis, Ed.D., Faculty,
College of Health Science

This evaluation serves as a pilot project to understand student preferences for team and individual work. Two classes were provided the option to choose the same assignment as a team or individual project. Student feedback indicated that learner characteristics may be the best predictors of student selection. Future research is needed to examine factors that contribute to student preferences and impact on learner outcomes.

14. Leadership in Virtual Communities at Nonprofit Organizations

Pan-Chuane Kao, Student, College
of Management and Technology

This study sought to address problems of inconsistent leadership in virtual communities of worldwide nonprofit organizations. The main purpose was to explore what constitutes effective leadership in virtual communities of worldwide nonprofit organizations.

15. Improving the Detection of Narcissistic Transformational Leaders

Dale F. H. Martin, Ph.D.,
Graduate, College of Social and
Behavioral Sciences

Pervasive human misery comes at the hands of narcissistic transformational leaders. This methodological study examined improved detection and suggested selection criteria using item response theory (IRT) with the Multifactor Leadership Questionnaire (MLQ). Results showed improved predictive reliability that could be used for leadership selection and candidate screening.

16. Responses of Successful Latina Students to Academic Challenges of Prerequisite Nursing Courses

Julie W. Nadeau, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

This phenomenological study explored the responses of six successful Latina students to the academic challenges of prerequisite nursing courses. The emergence of seven superordinate themes from data collected during semistructured private interviews offered insight for members of the faculty seeking to promote academic success in the Latina pre-nursing student population.

17. Mental Health Self-Stigma, Self-Esteem, Self-Efficacy, and Anxiety: Preliminary Findings*

Amy Sickel, Ph.D., Faculty, College of Social and Behavioral Sciences

Jason Seacat, Ph.D., Faculty, College of Social and Behavioral Sciences

Nina Nabors, Ph.D., Faculty, College of Social and Behavioral Sciences

Preliminary analyses of 335 adults between 24 and 45 years of age provide the initial steps in a test of a model of stereotype threat to understand better the relationship

between mental health stigma and treatment seeking. As part of this model, it is hypothesized that anxiety, self-esteem, and self-efficacy will mediate the stigma-treatment-seeking relationship. Significant correlations are found between mental health stigma and anxiety, self-esteem, and self-efficacy, and between mental health stigma and depression.

**Funded by a 2009 Presidential Research Fellowship provided by Walden University.*

18. A Multi-Point Referral Research Method Utilizing Walden University Student Researchers*

Lee Stadtlander, Ph.D., Faculty, College of Social and Behavioral Sciences

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

Amy Sickel, Ph.D., Faculty, College of Social and Behavioral Sciences

Use of a multi-point referral research method is discussed in which nine student researchers from across the United States were instructed to ask for referrals from their social network, with the rule that final participants must not be known. An ethnically diverse sample resulted; implications affect both participant and student recruitment.

**Funded by a 2010 Presidential Research Fellowship provided by Walden University.*

19. Determining Writing Readiness: Profiles of Doctoral and Advanced Graduate Students

Jennifer Smolka, Ph.D., Faculty, The Richard W. Riley College of Education and Leadership

Kelley Jo Walters, Ph.D., Faculty, The Richard W. Riley College of Education and Leadership

Laurel Walsh, Ed.D., Program Director, Center for Student Success

After implementing an automated essay evaluation tool to determine Writing Readiness for doctoral students, the Transition Point Major Assessment Team collected and analyzed data to determine its effectiveness in identification of skill deficits. Through this process, intriguing patterns of writers' skill deficiencies emerged, leading to the creation of Writing Profiles for prescriptive individualized support of all assessed students.

20. Evaluating the Impact of the Hope for Life Outreach Campaign on Patients Remaining in an Antiretroviral Treatment Program

Christina Spoons, Student, College of Social and Behavioral Sciences

The Hope for Life clinic in Winterveld, South Africa, has partnered with local organizations to implement an outreach program to determine whether an awareness campaign in communities disproportionately affected by HIV/AIDS would influence the number of patients remaining in an antiretroviral (ARV) treatment program run by the clinic.

21. A Correlational Study Examining the Relationship Between Social Responsibility and Financial Performance

Sean Stanley, D.B.A., Graduate, College of Management and Technology

This project was a quantitative correlational study that examined what type of relationship existed between two quantifiable variables (social responsibility and financial performance). Six research hypotheses were tested and four research questions were answered that centered around 359 U.S.-based companies deemed socially responsible by KLD Analytic, Inc., a well-respected social rating firm since 1988. The two primary statistical approaches were repeated-measures ANOVA and Pearson's product moment correlation coefficient. Results indicated that a statistically significant positive relationship existed between the two variables.

22. A Phenomenological Exploration of Teacher Training Regarding Academically Advanced/High-Ability Students

Carrie O. Sueker, Ed.D., Graduate,
The Richard W. Riley College of
Education and Leadership

A rural school district in Minnesota lacked a gifted program. Fifteen K-8 teachers in this district were interviewed concerning training received regarding academically advanced/high-ability students. Also addressed were the skills and knowledge that teachers felt that they required on this topic, and the supports and barriers to addressing these students' needs. Findings indicated that teachers have received very little to no pre-service and in-service training on the topic; district teaming situations are a training strength; and regular, ongoing training on the topic of academically advanced students is necessary.

Roundtable Sessions

1. Cyber Bullying in Higher Education—A New Phenomenon

Proposed Research Project

Henry M. Brashen, Ph.D.,
Faculty, College of Management
and Technology

Maria A. Minor, Ph.D.,
Faculty, College of Management
and Technology

Gina Smith, Ed.D., Faculty, College
of Management and Technology

Freda Turner, Ph.D. Faculty, College
of Management and Technology

This roundtable discussion is based on the “elephant in the room” topic of cyber bullying. This growing trend will be explored and how cyber bullying affects academic performance will be presented. Related data as well as recommendations on how colleges/universities can handle cyber bullying will be shared.

2. The Uninsured —Who Suffers Most: A Systematic Analysis of the Raw Data and Literature Evaluation Pertaining to the Healthy People 2010 Focus Area I–I

Completed Research Project

Dana Hill, Student, College of
Health Sciences

Jonathan Schultz, Student,
College of Health Sciences

The tremendous increase in the number of uninsured Americans, triggered by the demise of the

economy, has created escalating concern and an increase and re-definition of disparate groups. Through research and statistical analysis, study researchers have determined that the persons most likely to be under- or un-insured are white or Hispanic males between the ages of 19 and 24 years. The Affordable Care Act of 2011 is not equipped to provide insurance coverage for these individuals; thus, promulgating continued inadequacies in healthcare coverage for a large portion of the citizens in the United States.

3. Assessing the Role of Cultural Factors in Achieving Academic Success

Lionel de Souza, Ph.D.,
Faculty, College of Management
and Technology

In Progress Research Project

The emphasis of this research study is on gauging student success by determining the role that culture, learning styles, and the structure of the online classroom play as determinants of that success. The ensuing discussion should be of value to student’s researchers, educational designers, and those involved in improving student retention.

4. Fixing Professional Development

Andrea L. Ray, Ph.D., Faculty,
The Richard W. Riley College of
Education and Leadership

Completed Research Project

This presentation reviews the results of a research project designed to study the effect of instructional strategies on teachers' attitudes toward change in their classroom instructional practices. Findings will be discussed with the intention of defining a design process for professional learning.

5. Virtual Simulation-Based Learning for Improved Student Critical-Thinking Skills

David M. Segal, Ph.D., Faculty,
College of Health Sciences

Proposed Research Project

Simulation-based learning provides a unique opportunity for students to apply learned principles in an interactive, realistic context that allows for repetitive learning and multiple outcome experiences. The purpose of this study is to investigate the impact of using branched-logic virtual informatics case simulations on student knowledge retention and critical-thinking skills in health informatics courses. Curriculum mapping of learning outcomes to key decisions and tasks in scenarios will help streamline case design and validation of student competencies.

6. The Impact of Legislative Initiatives on Dropout Prevention

Thomas E. Thompson, Ed.D.,
Faculty, The Richard W. Riley College
of Education and Leadership

Completed Research Project

In the United States, more than a million students drop out of school every year. Participants in this roundtable presentation will discuss the outcome of a nationwide survey of state-level policy directed at the reduction of public school dropout rates. The project investigated the efficacy of compulsory attendance and driving restriction legislation as dropout prevention strategies.

Publication Opportunities at Walden

Positive social change requires the timely and effective communication of information and best practices. Accordingly, Walden University supports a collection of peer-reviewed journals designed to advance change and share the scholarly contributions of our students, faculty, and professional partners.

All members of the Walden community are encouraged to submit articles on their completed research to a Walden journal that fits with the topic. Currently, three options can be found by visiting the Center for Research Support website (<http://researchcenter.WaldenU.edu/Research-Opportunities-at-Walden.htm>).

These include:

- *The Journal of Social Change* www.journalofsocialchange.org—*The JSC* is Walden's flagship journal dedicated to advancing the core mission of the university.
- *The International Journal of Applied Management and Technology* www.ijamt.org—*The IJAMT* serves to advance knowledge and applied practices within the fields of management and technology on an international scale.
- *The Journal of Social, Behavioral, and Health Sciences* www.jsbhs.org—*The JSBHS* advances positive change across a variety of professional disciplines that contribute to improving the quality of daily life.

Coming Online Soon!

The Journal of Educational Research and Practice (JERAP), sponsored by The Richard W. Riley College of Education and Leadership. *JERAP* will focus on facilitating the activities of both researcher-practitioners and practitioner-researchers in education, providing optimal opportunities for interdisciplinary and collaborative thought.

Contacts

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

Name _____

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