

PROOF

2012 SUMMER  
RESEARCH  
SYMPOSIUM  
PROGRAM

MINNEAPOLIS, MINNESOTA  
Friday, August 24, 2012 • 10:30 a.m. – Noon

**WALDEN UNIVERSITY**  
*A higher degree. A higher purpose.*



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## **Symposium Program Committee**

**Daniel Salter**, Ph.D., Center for Research Quality, Chair

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

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

**Gary J. Burkholder**, Ph.D., Center for Research Quality

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**Louis Milanesi**, Ph.D., Center for Research Quality

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**Timothy Radak**, D.P.H., College of Health Sciences

**Stacey Reicherzer**, Ph.D. College of Social and Behavioral Science

**Tammy L. Root**, Ph.D. College of Health Sciences

**Kurt Schoch**, Ed.D.. The Richard W. Riley College of Education and Leadership

**MaryDee Spillett**, Ed.D., Center for Research Quality

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

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

## Introduction

Welcome to the 2012 Walden University Summer Research Symposium, which is being held during the university faculty meeting for the first time. This positioning provides an opportunity for more of our academic community to experience the symposium and makes it more convenient for some of our newest researchers to participate. The topics for this symposium remain as interesting and varied as in the past and include some of our evaluation studies and thought leadership efforts.

Speaking of new researchers, we have presentations on capstone projects representing nearly all the doctoral programs at Walden University—and in spite of the variety, each offers a distinct contribution in affecting positive social change. The equally diverse research presented by our faculty and staff members includes a few projects devoted to data-driven improvements to the academic process. Of special note, a small group of presenters has returned to the symposium to update the community on the status of their long-term, grant-supported research projects.

Consistent with previous symposia, we offer two formats for the presentation of research. **Poster presentations** provide an opportunity for researchers to engage with all individuals attending the symposium and potentially to network with other interested researchers. Within the **roundtable presentation** format, a select group of researchers will be available for interactive discussions of their work, with handouts and visual materials available to 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 Quality and Faculty, The Richard W. Riley College of Education and Leadership

## Poster Presentations

### *1. Discrepancies Between Expertise and Expert Status in Virtual Communities of Practice*

**Beate Baltes**, Ed.D., Faculty, The Richard W. Riley College of Education and Leadership

Online universities facilitate the interaction of faculty in virtual communities of practice (vCoP). A unique feature of vCoP is that not all participants have to be actively contributing, but all participants benefit from the accumulated knowledge and experience even though discrepancies might exist between members' expertise and their expert status. *In-Progress Research.*

### *2. Implementing TurnItIn in Online Classes to Reduce Unoriginal Writing*

**Mary Brown**, Ed.D., Faculty, College of Social and Behavioral Sciences

**Peter Kiriakidis**, Ph.D., Faculty, The Richard W. Riley College of Education and Leadership

Limited research has been conducted on the use of TurnItIn reports to reduce unoriginal writing. The research problem was the lack of research-based findings on the implementation of TurnItIn in online graduate and postgraduate classes. The findings may help education stakeholders improve academic integrity. *Completed Research.*

### *3. The Impact of Micromessaging on Performance and Productivity in IT Environments*

**Richard Brown**, Ph.D., Graduate, College of Management and Technology

The study was an examination of how microinequities impact IT organizations. The research questions addressed relationships between organizational cultures and perceived micromessaging behaviors. The theoretical frameworks consisted of the communication theory and the competing values framework. The study results may help leaders understand the need to support diversity and inclusion in the workplace. *Capstone Research.*

### *4. An Analysis of Distributed Leadership Implementation in Schools*

**Edward F. Burgess IX**, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

**Mitchell Olson**, Ed.D., Faculty, The Richard W. Riley College of Education and Leadership

This study is completed grounded theory research, with the core variable being *distributing leadership*. This explanatory theory accounts for the main concerns of teachers in a distributed leadership environment and is an inductive and reliable account of what individuals may experience when entering a similar interest area. *Capstone Research.*

### **5. Effects of Single-Gender Classes on Student Literacy and Engagement**

**Jackie Button**, Ed.D., Graduate,  
The Richard W. Riley College of  
Education and Leadership

In an attempt to improve student engagement and literacy for Grade 9 students enrolled in a developmental curriculum, the staff at one school implemented single-gender classes. This study was designed as a summative, goals-based, quantitative program evaluation to assess the effectiveness of the first-year single-gender program based on its stated goals. *Capstone Research.*

### **6. The Relationship Among Emotional Intelligence and Leadership Styles of Law Enforcement Executives**

**Gregory Campbell**, Ph.D.,  
Graduate, College of Management  
and Technology

In this quantitative correlational study, I examined the leadership styles and emotional intelligence (EI) of law enforcement executives. Hypotheses were tested using data collected from 139 members of the International Association of Chiefs of Police. Results indicated that EI had a statistically significant relationship with six leadership style factors. *Capstone Research.*

### **7. Implementing a Culture of Care to Build Student/Teacher Capacity**

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

During the 2010–2011 school year, a research and professional development project was conducted with members of an urban school district in upstate New York to adopt restorative justice principles, focusing on relationships, by creating a *Culture of Care* in individual schools and throughout the district. *Completed Research.*

### **8. Ten Years After E-Government Act: A Policy Evaluation**

**Olu Faokunla**, Ph.D., Graduate,  
College of Social and  
Behavioral Sciences

The goal of this study is to evaluate the implementation, efficiency, and impact of E-Government Act (2002) in the United States federal government, 10 years after its promulgation. It critically assesses agencies' execution of the provisions of the law whose goals and objectives emphasize the use of information and communication technologies for governance. *Proposed Research.*

### **9. The Potential of Social Media as a Vehicle for Social Action**

**Guillermo Farfan**, Student, College of Social and Behavioral Sciences

Social network services (SNSs) are potentially full of social capital, yet it remains unclear how to use them to generate productive social behavior. I propose this study to address how SNS users establish and foster a sense of community online. Identifying those features can be useful in encouraging pro-social participation offline.

*Proposed Research.*

### **10. Adolescent Girls' Perspectives on Their Relationships With Their Nonresident Fathers**

**Andrea Francis**, Ph.D., Graduate, College of Social and Behavioral Sciences

Eleven adolescent girls participated in this multiple case study exploring fathers' influence on academic performance, self-efficacy, and personal resilience. Fathers are influential, but even academically successful girls lacked personal confidence. The findings direct professionals working with adolescent girls to create services to build girls' confidence and facilitate social change. *Capstone Research.*

### **11. Online Teaching Effectiveness and Quality Indicators**

**Christine Frazer**, Ph.D., Faculty, College of Health Sciences

**Patti Urso**, Ph.D., Faculty, College of Health Sciences

A qualitative study was conducted to uncover how faculty in an online nursing program describe and define teaching effectiveness and quality indicators. A metaphor was used to provide a vivid comparison between dance and two identified themes: "dancing with the future stars" and "it's a standing ovation."

*Completed Research.*

### **12. Factors Influencing Advancement of Women Senior Leaders in Aerospace Companies**

**Camille E. Garrett-Howard**, D.B.A., Graduate, College of Management and Technology

This phenomenological qualitative study was performed to explore what professional and personal factors might have led to promotional opportunities of women into senior leadership roles. The problem addressed in this study was the limited number of women in senior leadership positions in the aerospace industry. *Capstone Research.*



### **13. Vipassanā Meditation and Teacher Decision-Making**

**Jeffrey Glogowski**, Ph.D., Graduate, The Richard W. Riley College of Education and Leadership

This project was a grounded theory study about the process and effect Vipassanā Meditation has on teacher stress and decision-making. The emerging concepts included equanimity, awareness, observation, detachment, flexibility, and engagement supporting the theory of the anicca perspective on the decision-making process. The impact can affect relationships, pedagogy, and classroom management. *Capstone Research.*

### **14. Health Perception and Behavior Changes in Survivors of Acute Respiratory Distress Syndrome**

**Mona Hanania**, Ph.D., Faculty, College of Social and Behavioral Sciences

Acute respiratory distress syndrome (ARDS) is a severe illness with a 40% mortality rate. Improvements in care have reduced deaths but led to an increasing number of survivors who experience chronic adverse effects. Whether surviving ARDS affects survivors' subsequent health perceptions and behavior is unknown. This proposal is for a study to determine changes in health-related perceptions and behaviors in ARDS survivors. Ultimately, this study would benefit the treatment of patients who suffer from ARDS and aid them in achieving a higher quality of life. The findings have the potential to be translated to patients in general and

allow physicians and other healthcare providers to provide more effective medical care. *Proposed Research.*

### **15. The Relationship Between Eating School Lunch and Overweight and Obesity in Elementary School Children**

**Doret Ledford**, Ph.D., Graduate, College of Health Sciences

Childhood obesity has become a grave concern in the United States and globally. The purpose of this study was to investigate the impact of school lunch on overweight or obesity in elementary school children. The results revealed that eating school lunch was significantly related to increased risk of overweight and obesity in school children. *Capstone Research.*

### **16. Burnout, Secondary Trauma, and Compassion Fatigue in Disaster Mental Workers**

**Susan Marcus**, Ph.D., Faculty, College of Social and Behavioral Sciences

**Catherine Barmore**, Ph.D., Faculty, College of Social and Behavioral Sciences

This phenomenological study of Disaster Mental Health counselors will include interviews with 25 participants. The themes to be explored include secondary trauma as a primary proximal experience, compassion fatigue as a "solo" phenomenon, and burnout experienced as response to administrative processes. *Proposed Research.*

### ***17. Parent Perceptions of Their Participation in Teaching Children Letter-Sound Association***

**Kari Morrison, Ed.D.**, Graduate, The Richard W. Riley College of Education and Leadership

Children enter kindergarten with a range of early literacy skills, which may be due to differences of language experiences in their home environment. The purposes of this study were to explore parents' perceptions of their involvement in teaching their children letter-sound association skills and to develop a parents-as-teachers workshop to enhance parents' effectiveness in this role. *Capstone Research.*

### ***18. Fear as a Predictor of Life Satisfaction for Retirees in Canada***

**Satoko Nguyen, Ph.D.**, Graduate, College of Social and Behavioral Sciences

Laslett's theory of the Third Age regarding postretirement life satisfaction was tested from the social participation perspective in Canada by a quantitative method. Fears about growing old negatively significantly predicted both life and retirement satisfactions after adjusting for significant activity theory covariates. Canada's eminent poverty-preventing strategies supported retiree life satisfaction. *Capstone Research.*

### ***19. Compassion Fatigue and Emotional Intelligence in Physicians***

**Jennifer Peterson**, Student, College of Social and Behavioral Sciences

Literature reveals that healthcare professionals, like physicians, experience compassion fatigue (CF) as a result of exposure to patient trauma. Research also demonstrates that leaders, like physicians, with higher emotional intelligence (EI) are more effective. This study involves an examination of the relationship between CF and EI in physicians. *Capstone Research.*

### ***20. Initial Environmetric Studies of the SETA-Form C***

**Daniel W. Salter, Ph.D.**, Faculty, The Richard W. Riley College of Education and Leadership, and Center for Research Quality

The Salter Environmental Type Assessment (SETA) was designed to measure the "personalities" of behavioral environments and to work in conjunction with the Myers-Briggs Type Indicator®. The Form C revision of the SETA, which launched in 2012, involved increasing the number of scored items and moving the assessment to online administration. Initial results from environmetric studies of scores from Form C show that the SETA's measurement properties remain consistent with previous versions and support its overall utility. *In-Progress Research.*

## **21. Determining Writing Readiness: Effects on Retention, Persistence, and Academic Success**

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

**Laurel Walsh**, Ed.D., Faculty,  
College of Undergraduate Studies

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

**Annie Pezella**, Ph.D., Associate  
Director, Academic Skills Center

**Nicole Holland**, Senior Research  
Analyst, Office of Institutional  
Research and Assessment

Since May 2010, the Riley College of Education and Leadership has used a vendor assessment to trigger authentic remediation to improve writing readiness for advanced graduate and doctoral students. The college leadership analyzed not only the holistic rubric score, but also the subanalytic rubric scores to determine if adults with compensatory skills were able to pass the assessment. By using this pattern in identifying writing skill deficits to create profiles of writing readiness, the college is now able to provide a prescriptive writing intervention through mass customization and individualized support to 100% of entering students. This process expanded the number of students recommended to take the mandated writing course from

5% to 25%. With over 3,000 students who have completed the assessment, we have analyzed data to determine the relationship between writing readiness and retention, persistence, and academic success. *Completed Research.*

## **22. The Genre of Instructor Feedback in Doctoral Programs: A Corpus Linguistic Analysis**

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

**Michael Vinella**, Ph.D., Faculty,  
The Richard W. Riley College of  
Education and Leadership

We sought to accomplish three goals in this study: (1) describe the types and frequency of embedded feedback, (2) describe the frequency and patterns of faculty summative feedback on student papers, and (3) identify whether other methods are used to convey feedback to students. This research will provide information that could help build and improve writing instruction throughout all specializations in the doctoral programs. *Completed Research.*

### **23. Student Wellness and the Residency Experience**

**Joseph Spillman**, Ph.D.,  
Faculty, College of Social and Behavioral Sciences

**Laura Simpson**, Ph.D., Faculty, College of Social and Behavioral Sciences

**Michelle Perepiczka**, Ph.D.,  
Faculty, College of Social and Behavioral Sciences

This project surveys M.S. Mental Health/Marriage Couple and Family/ Career residency students. Data have been collected over the course of 1 year of residencies in a variety of geographic locations to determine students' perceptions of how the Walden University residency experience impacts personal wellness. Preliminary results will be reported. The goal is to use the information to assist Walden faculty in the training, education, and personal support of counseling students in their professional and personal growth and development. *In-Progress Research.*

### **24. Live-Fire Training Fatalities and the Degree of Adherence to National Fire Protection Association Standards (NFPA 1403)**

**Christina Spoons**, Ph.D.,  
Graduate, College of Social and Behavioral Sciences

A review of literature revealed a gap in research on the relationship between firefighter fatalities that take place during live-fire training and adherence to the guidelines outlined in a national standard published by the National Fire Protection Association (NFPA). In this mixed-methods study, quantitative data were collected from fire department training officers through an electronic survey. Qualitative data were collected through document review and interviews with leaders in fire service training and were coded to reveal emerging themes. Findings indicated a relationship between the disregard of NFPA 1403 and the fatalities, with improper use of fuel found to be a factor in each fatality case. Findings also indicated that NFPA 1403 makes live-fire training safer when applied properly but, when not applied, can lead to fatal consequences. *Capstone Research.*

## **25. Encouraging Education in Kpanlori, Ghana**

**Christina Spoons**, Ph.D.,  
Graduate, College of Social and Behavioral Sciences

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

A review of literature revealed a gap in research on effective ways to promote education in the far-eastern rural areas of Ghana, where the village of Kpanlori is located. In this case study, we used purposeful sampling of eight key informants in a food security program designed to increase enrollment in primary school in Kpanlori. Findings revealed the importance of addressing food insecurity issues and tradition in order to increase regular school attendance. *Completed Research.*

## **26. The Student Experience: Three Quarters in an Online Laboratory**

**Lee Stadlander**, 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

The student experience of 3 quarters in a virtual research lab is explored qualitatively through student journals. Students reported individual growth, self-learning, and appreciation of the shared group experience with a common goal. Students reported that application of skills learned in classes to a research setting was more difficult than anticipated. *Completed Research.*

## **27. Influence of Employee Generational Cohort on Ideal Leadership Preferences**

**Sabrina Swope**, Graduate, College of Social and Behavioral Sciences

Organizational problems may arise from incongruence between preferred leadership behaviors of employees and the actual behaviors of the leader. This incongruence may stem from employee generational differences. The purpose of this quantitative study was to examine the potential influence of generational cohorts on employees' ideal leadership preferences. *Capstone Research.*

## **28. CAFAS Profiles: Canonical Correlation Analysis of Behavioral and Performance Dimensions**

**Reginald Taylor**, Ph.D.,  
Faculty, College of Social and Behavioral Sciences

**Sabrina Swope**, Ph.D.,  
Graduate, College of Social and Behavioral Sciences

Psychosocial disturbances are pervasive mental health illnesses affecting 1 out of 10 children in America. The Child and Adolescent Functioning Assessment Scale (CAFAS) is a benchmark instrument assessing adolescent impairment in day-to-day functions. This study is an examination of the extent to which the CAFAS behavior dimension can predict the performance dimension. *In-Progress Research.*

**29. Planned Behavior and Physician-Patient Communication: Predicting Adherence to Antihypertensive Regimen**

**Mayon Sylvain, Ph.D.**, Graduate, College of Health Sciences

Lack of adherence to treatment contributes to unmanageable high blood pressure, and satisfaction with physician-patient communication enhances adherence to treatment. The theory of planned behavior guided the research question in this quantitative study to determine the effects on a communication program for vulnerable populations with implications for social change. *Capstone Research.*

**30. The Relationship Between Emotional Intelligence and Adult Male Batterers**

**Mark A. Welty, Ph.D.**, Faculty, College of Social and Behavioral Sciences

In this study, I employed an ex post facto causal-comparative research design to examine whether batterers differ from the norm with respect to emotional intelligence (EI). In addition, the impact of traumatic life histories was evaluated to examine the influence on EI. This study found that the EI of batterers was significantly lower than that of the normal group. *Completed Research.*

**31. A Case Study Examination of a Dropout Prevention Program From the Teachers' Perceptions**

**Chastity Williams-Lasley, Ed.D.**, Graduate, The Richard W. Riley College of Education and Leadership

This qualitative case study was an exploration of six teachers' perceptions of self-efficacy, instructional and motivational approaches, and bonding with students that precluded noncompletion of a high school dropout prevention program. Data were collected through interviews and classroom observations. The findings reveal that teachers' high self-efficacy regarding student retention, connectedness, and attachment were important factors in preventing dropout. *Capstone Research.*

**32. Mentoring and Student Perspectives in Online Graduate Education**

**Alice Walters**, Student, College of Social and Behavioral Sciences

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

Effective social change relies upon successfully educating professionals. This qualitative study was an integration of the rapid expansion of online learning with best practices in graduate education. An innovative, pilot mentoring program for online graduate students was assessed. The study addresses a gap in the literature on student perceptions of the mentoring process. *In-Progress Research.*

### **33. *The Impact of Theory-Based Trainings on the Level of Creativity of Family Day Care Providers***

**Olga Zbarskaya, Ph.D.,**

Graduate, College of Social and Behavioral Sciences

**William Barkley, Ph.D.,**

Faculty, College of Social and Behavioral Sciences

The purpose of this quantitative study was to evaluate how two interventions, based upon two substantially different theories of creativity, impacted 125 Latina female childcare providers and their assistants' level of creativity.

The age range of the participants was 27–71 years old, and the experience of the participants varied from 1 to 32 years as a child caregiver. This secondary data analysis study was based on a post-test only, true experimental design. This study contributes to understanding of how to reverse the decline of creativity in Latina childcare providers with high cultural sensitivity, satisfaction, and fidelity. *Capstone Research.*

## Roundtable Sessions

### *1. Perceptions of Strong Community Research Partnerships*

**Leilani Endicott**, Ph.D.,  
Faculty, College of Social and Behavioral Sciences, and Center for Research Quality

**Jenny Sherer**, Staff, Center for Research Quality

In an effort to determine what is needed to develop and maintain relationships with community organizations, we sought to identify factors that are perceived to be linked to positive partnerships by obtaining data from students, faculty, and community organizations.

### *2. Assessing the Critical Factors in Advancing or Impeding Student Learning*

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

The emphasis of this research study is on gauging student success by determining the roles that culture, learning styles, and other factors (including the structure of the online classroom) play as determinants of that success. The ensuing discussion should be of value to students, researchers, educational designers, as well as those involved in improving student retention.

### *3. Justice, Equality, Fairness, and Inclusiveness: Four Educational Values and Their Implications for Social Change*

**Estelle R. Jorgensen**, Ph.D., Faculty,  
The Richard W. Riley College of Education and Leadership

This roundtable conversation will focus on questions arising from a philosophical analysis of four educational values: justice, equality, fairness, and inclusiveness. This value set comprises a chapter of my book-in-progress entitled *Values, Culture, and Education*. Implications of these values for social change will also be discussed.

### *4. Assuring Quality in Capstone Abstracts*

**Louis C. Milanese**, Ph.D.,  
Faculty, College of Social and Behavioral Sciences, and Center for Research Quality

**Gary J. Burkholder**, Ph.D.,  
Faculty, College of Social and Behavioral Sciences and College of Health Sciences, and Center for Research Quality

This roundtable will focus on the strategies for improving the quality of capstone abstracts. Drawing on the information and feedback provided to students about their abstracts, the presenters will highlight some of the common challenges and make recommendations to strengthen the final part of the doctoral capstone.



**5. Professional Psychology Graduate Students in Distance Education: Impact on Underserved Communities**

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

**Marilyn J. Powell, Ph.D.,**  
Faculty, College of Social and Behavioral Sciences

**Kimberly A. Lynch, Student,** College of Social and Behavioral Sciences  
Professional psychology graduate students and recent alumni in clinical, counseling, and school psychology were surveyed about the mental health resources in their communities, the size and location of their communities, the populations they currently serve (or aspire to serve), and their personal demographics to understand the impact of distance education on underserved populations.

**6. How Teacher Education Programs Affect the Instructional Practices of Teacher Candidates**

**Thomas DeVere Wolsey, Ed.D.,**  
Faculty, The Richard W. Riley College of Education and Leadership

A team of researchers examined critical components of literacy preparation in teacher education programs at nine universities from across the United States. The cross-case study includes three phases that link the literacy components of teacher preparation programs. Phase I is described here. A mixed-methods, cross-case analysis design was used in this investigation.

## 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 manuscripts on their completed research to a Walden journal that fits with the topic. Currently, four options are available on the Walden University Publishing site: <http://www.publishing.waldenu.edu/>

These options include:

- *The Journal of Social Change (JSC)*—The *JSC* is Walden's flagship journal dedicated to advancing the core mission of the university.
- *The International Journal of Applied Management and Technology (IJAMT)*—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 (JSBHS)*—The *JSBHS* advances positive change across a variety of professional disciplines that contribute to improving the quality of daily life.
- *The Journal of Educational Research and Practice (JERAP)*—The *JERAP* provides a forum for studies and dialogue that allows readers to better develop social change in the field of education and learning.

## Contacts

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

Name \_\_\_\_\_

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