



VALDOSTA STATE UNIVERSITY
**GRADUATE RESEARCH
& Scholarship Symposium**

April 30, 2010 • 4:00 – 6:00PM • UC Magnolia Room



**The Graduate School at Valdosta State University
Graduate Student Research & Scholarship Symposium**

April 30, 2010

4:00 - 6:00 p.m. • UC Magnolia Room

- Welcome:** Dr. Karla Hull, Interim Assistant Vice President for Research and Dean of the Graduate School
- Opening Remarks:** Dr. Patrick Schloss, President
and Dr. Phil Gunter, Interim Provost
Vice President for Academic Affairs
- Introduction of Faculty Mentors:** Dr. John Gaston, Dean College of the Arts
Dr. Connie Richards, Dean College of Arts & Sciences
Dr. Julie Lee, Interim Dean Dewar College of Education
Dr. Anita Hufft, Dean College of Nursing
Dr. George Gaumond, Director Division of Library & Information Sciences
Dr. Martha Giddings, Director
Division of Social Work
- Special Recognitions & Poster Viewing:** Dr. Karla Hull
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College of Arts & Sciences

A ZYGOTIC SCREEN FOR MUTATIONS INVOLVED IN *KRYTOLEBIAS MARMORATUS* OVOTESTIS DEVELOPMENT

Jennifer M. Newsome

Brian C. Ring, Ph.D. Faculty Mentor
Department of Biology

Kryptolebias marmoratus, hereafter referred to as Kmar, is a hermaphroditic vertebrate fish capable of internal self-fertilization. Kmar utilizes an ovotestis, a unique mixed gonad consisting of both ovarian and testicular tissue. The main goal of this project is to complete a forward genetic screen to isolate zygotic mutations involved in Kmar development. As part of a long term goal of revealing if genes or hormones regulate ovotestis development, the hypothesis is that identified mutants will be sterile, caused by disruption of normal ovotestis development. An ongoing genetic screen in Kmar with the mutagen N-ethyl-N-nitrosourea has been initiated. Here, we present the observations of mutated fish collected over a 15 week post-treatment period as compared to untreated controls. The results of this genetic screen will provide proof-of-principle for future screens in this model organism. This will also lead to advancements in reproductive biology in other vertebrates as well.

GOPHER TORTOISE HATCHLING DEMOGRAPHY AT REED BINGHAM STATE PARK, COOK COUNTY, GEORGIA

Christine M. Chessler

J. Mitchell Lockhart, Ph.D. Faculty Mentor
Department of Biology

Research into the early life stages of the gopher tortoise has been minimal due to high mortality rates of eggs and hatchlings. Over an 18-month period, hatchling dispersal and variability were studied. Surgically implanted PIT tags were placed into hatchlings (N = 174) that were artificially brooded during 2008 and 2009. Through limited recapture observations, it was found that hatchlings had no clear preference for refuge, directionality, or distance when dispersing. Most recaptures (63%) took place during afternoon hours (12:00-17:00), and during the months of March and October. These results coincide with optimal foraging and basking hours, as well as seasonality associated with post-hatching and post-over wintering events. Significant size and measurement variability was observed between 2008 and 2009 hatchlings, which may be a consequence of climatic variability between years. In summary, this work provides demography data on a life stage of the gopher tortoise often under represented.

CLONING, SEQUENCING, AND PHYLOGENETIC COMPARISON OF THE VASA GENE FROM *KRYTOLEBIAS MARMORATUS*

Jacob L. Perry

Brian C. Ring, Ph.D., Faculty Mentor
Department of Biology

The *vasa* gene, an ATP-dependent RNA helicase, is localized to the polar granules during pre-gastrulation and functions toward maintenance of primordial germ cell identity (PGC's). *Vasa* is part of a family of DEAD-box proteins that is expressed as RNA and as protein. It is found early in embryogenesis and later on during gamete production from PGC's. When the *vasa* gene is not functioning normally, organisms cannot reproduce successfully via sperm and egg. Therefore, *vasa* is critical for sexual reproduction and is required from one generation to the next. Consequently, the *vasa* gene is highly conserved through evolution as it is passed from mother to offspring. Multiple sequence alignments of the *K. marmoratus* *vasa* protein demonstrate phylogenetic relatedness of this species to other Teleost fish. Here we describe the cloning, sequencing, and phylogenetic comparison of the *vasa* gene from *Kryptolebias marmoratus*, a syngonic hermaphrodite belonging to the Cyprinodontiformes order of Teleost fishes.

**STUDIES ON THE DIVERSITY OF SUBAERIAL ALGAE IN SOUTHERN GEORGIA:
TWO NEW SPECIES OF *COELASTRELLA* (CHLOROPHYCEAE, CHLOROPHYTA)**

John Griner

James Nienow, Ph.D., Faculty Mentor
Department of Biology

Subaerial algae are diverse group of photosynthetic microorganisms defined by their ability to grow on surfaces exposed directly to the air. Genetic and morphological investigations of two stains indicate that they represent previously unknown species of green algae. An analysis of the nuclear 18s rRNA gene commonly used in phylogenetic studies placed one of the strains (referred to as VSU 114) in close proximity to *Coelastrella saipianis* (Chlorophyta, Scenedesmaceae) and *Coelastrella vacuolata* (Chlorophyta, Scenedesmaceae). Morphological data, including the presence, number, and structure of meridional ribs in the cell walls, suggests that the three taxa are distinct and should be considered separate species. Similarly, analysis of the 18s rRNA gene placed strain VSU 102 in close proximity to *Coelastrella multistriata* (Chlorophyta, Scenedesmaceae). However, morphological characters including size and shape of the cells, wall morphology, and the number of autospores, again indicate that the two taxa are distinct.

**HOMOLOGY MODEL OF *FUNDULUS HETEROCLITUS* CALSEQUESTRIN REVEALS STRUCTURAL
DIFFERENCES THAT MAY CONTRIBUTE TO THERMAL ADAPTATION OF *F. HETEROCLITUS***

Tatyana Nienow

Theresa J. Grove, Ph.D., Faculty Advisor
Department of Biology

Calsequestrin (CSQ) is an acidic calcium-binding protein in muscle. To investigate the structural basis of thermal adaptation of CSQ, we determined the sequence of skeletal muscle CSQ from *F. heteroclitus*, a small intertidal fish adapted to seasonal and tidal temperature changes. Using the deduced amino acid sequence we created a homology model based on the crystal structure of rabbit skeletal CSQ (1A8Y). Excluding the signal sequence and the negatively charged tail, *F. heteroclitus* CSQ has fewer acidic residues and more basic residues than rabbit CSQ, producing an overall smaller negative charge on fish CSQ. The acidic tail in fish is longer than in rabbit, which gives fish CSQ a larger negative charge at pH 7. Continued investigation of the effects these differences have on non-covalent interactions within the tertiary structure may reveal the molecular basis for adaptation of *F. heteroclitus* in the face of an unstable thermal environment.

STATISTICAL ANALYSIS OF SINGLE TRANSMEMBRANE CLUSTER OF DIFFERENTIATION PROTEINS

Ashlie K. Kuli

Jonghoon Kang, Ph.D., Faculty Mentor
Department of Biology

Cluster of Differentiation (CD) molecules, are leukocyte cell surface molecules. There are currently 431 listed CD molecules (UniProt, Feb 2010), of these 407 are listed as active proteins. CD proteins are used as immunological markers and encompass a wide range of functions. Many proteins cross the cell membrane at one location, others have multiple transmembrane locations. Statistical analysis of single transmembrane CD proteins has revealed an interesting correlation between the polarity of protein and length. This research is believed to be the first performed of its kind. The influence of protein research on the field of immunology is significant allowing a more in depth and detailed approach to cell interactions. In addition, statistical analysis of variables can give insight to the functional relationships of proteins. Cluster and distributional analysis has revealed a significant relationship between cytoplasmic and extracellular domains in relation to the polarity of the protein.

FOSTERING THERAPEUTIC ALLIANCE: THE ROLE OF THE THERAPIST

Deirdre Mason, Ashley Mims, and Amber Tucker

Jennifer Lambert-Shute, Ph.D., Faculty Mentor
Marriage and Family Therapy Program

No one doubts that the relationship between client and therapist is of the utmost importance. Yet little empirical research exists to guide therapists in creating this therapeutic alliance. In this study we explored how the therapist contributed to fostering a therapeutic alliance between themselves and the client. Observations were made of two marriage and family therapy interns. The data was analyzed and six themes emerged. The themes reflected observed behaviors and actions that promoted a positive working alliance. The themes that we found were verbal interest, non-verbal interest, understanding, encouragement, affirmation, and openness. Implications for how therapists can increase therapeutic alliance will be discussed.

CLIENTS' CONTRIBUTING FACTORS TO THE THERAPEUTIC ALLIANCE

Kristin Chapman, Tamika Gallemore, Melanie Karn, Sarah Morehouse, Lisa Plonowski

Jennifer Lambert-Shute, Ph.D. Faculty Mentor
Marriage and Family Therapy Program

Thus far, most investigations of the therapeutic relationship have centered on the therapist and what he or she does or does not do to build the relationship. We believe that the client also plays a role in the creation of therapeutic relationships. In this study we explored how the client contributes to the building, maintenance, and hindrance of the therapeutic alliance. Marriage and Family Therapy Master's students observed and coded for client behaviors that foster and hinder therapeutic alliance. After analyzing our data, five themes emerged that fostered therapeutic alliance. The themes are: Attentiveness, emotional engagement, being comfortable with therapist, attempts to physically engage therapist, and receptiveness to therapist. We also found four themes which hindered client alliance. The themes are: Disengagement from therapy, disconnection from therapist, interrupting therapists, and being uncomfortable during therapy. Implications of our findings are also discussed.

ROLE OF THE THERAPIST IN THE HINDERANCE OF THE THERAPEUTIC ALLIANCE

Asheley Quamme, Liscelle Carrillo, Charity Echols, Margret Miller, & Anisa Siddiqkara

Jennifer Lambert-Shute, Ph.D., Faculty Mentor
Marriage and Family Therapy Program

Little empirical research has been conducted on therapist behaviors that may hinder the therapeutic alliance. Knowledge in understanding behavior that can impede the relationship between client and therapist will allow therapist to better facilitate an alliance. In this study observations were carried out in order to discover behaviors on the part of the therapist that they may unconsciously perform during therapy which may hinder the relationship between client and therapist. After we analyzed our data, four themes emerged that the investigators felt hindered the alliance between client and therapist. The four themes were: Body language, facial expressions, attempts to join, and attempts to intervene. We also discuss the implications of our findings.

EPISTEMOLOGY OF POWER: ONTOLOGY MATTERS

Reba Nelson

Martha Laughlin, Ph.D., Faculty Mentor
Marriage and Family Therapy Program

This paper explores the implications of an epistemology of power for family therapists. It begins by explicating the complementary relationship between ontology and epistemology. Next, logical typing and levels of abstraction are explicated as a means of understanding how power is reified and confused with the metaphor of power. Given that discussions of power and family violence often become entwined, the paper then moves to the implications of an ecosystemic epistemology in the treatment of violence. An alternative to the metaphor of power is offered. The paper concludes with a discussion of whether family therapists have abandoned a relational view of power in favor of seeking how to most effectively claim and wield power.

A SYSTEMIC VIEW OF DOMESTIC VIOLENCE AND POWER

Heather Just

Martha Laughlin, Ph.D., Faculty Mentor
Marriage and Family Therapy Program

This paper examines how different epistemologies held by therapists differently shape therapeutic work with batterers. Therapists with a linear epistemology view batterers as having “power,” and strive to reduce violence through criminal justice system interventions. Therapists holding a systemic epistemology view battering as a relational phenomenon in which a dance of consensus and dissensus takes place between batterer and battered. A systemic orientation allows therapists to view clients from within their own contextual framework rather trying to fit clients onto a Procrustean bed of established prescriptions for handling violence. Comparing a linear epistemology to a systemic epistemology in approaching domestic violence reveals important distinctions between the ways that families are able to seek help for change within their violent contexts.

LINEAR AND POSTMODERN PERSPECTIVES OF GRIEF

Krystal Gore

Martha Laughlin, Ph.D., Faculty Mentor
Marriage and Family Therapy Program

This research project exams two epistemological perspectives of therapeutic work with grieving clients: a linear perspective and a postmodern perspective. The study compares the linear and the postmodern epistemologies and notes the different assumptions that therapists working from each epistemology bring to therapeutic work with grieving clients. A literature of the treatment of grief grounded in a linear epistemology reveals that clients are viewed by therapists as moving through established categories and phases. Grief from a postmodern perspective, on the other hand, suggests that grief is considered a process that is unique to each individual such that there is no one correct way, timing, length, or depth of grief that can be considered normal for any given person.

TRANSGENDERISM: REDUCTIONIST VS RELATIONAL PERSPECTIVE

Cyndi Amante

Martha Laughlin, Ph.D., Faculty Mentor
Marriage and Family Therapy Program

This paper examines the way two differing epistemologies, reductionistic and systemic, shape therapeutic approaches to transgenderism. The paper begins with a discussion of the differences between reductionistic and systemic epistemologies, then moves to exploring the way these complementary epistemologies shape the therapeutic experience from the perspective of both therapist and client. The reductionist perspective relies almost exclusively on the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) to treat and understand the transgender phenomenon as a gender identity disorder. It is proposed that a reductionist epistemology may limit client and therapist, given that therapeutic issues are reduced to neurobehavioral processes and symptoms. The paper then explicates a systemic epistemology, finding it a more useful approach to transgender clients' therapeutic needs, which are grounded in unique individual contexts and meaning systems.

PERVERSION OR CREATIVITY? EXAMINING SADOMASOCHISM THROUGH A POSTMODERN LENS

Misty Johnson

Martha Laughlin, Ph.D., Faculty Mentor
Marriage and Family Therapy Program

Psychological science is ever searching for universal explanations for human behavioral phenomena considered abnormal. Sadomasochism is one of the many human behaviors upon which medical science places a pathological label. Despite categorization as a sexual disorder by the American Psychological Association and the World Health Organization, sadomasochist acts have grown in popularity. This paper defines the psychological definitions of sadomasochism from a medical perspective. It then moves to an examination of sadomasochism through a postmodern lens, which allows positive, non-pathologizing connotations to be construed. The clinical implications of understanding sadomasochism through a postmodern lens are examined.

APPLICATIONS OF JUVENILE JUSTICE STRATEGIES IN LOWNDES COUNTY, GEORGIA

Christopher Adair, Brandon Atkins, Jamie Holland, Matthew Nicosia

Shani P. Gray, Ph.D., Faculty Mentor
Department of Sociology, Anthropology, and Criminal Justice with Marriage and Family Therapy

This project discusses lessons learned in a Seminar in Juvenile Justice Course, in which students explored various juvenile justice issues and applied criminal justice theories and research to the development and implementation of juvenile justice programs and policies in Lowndes County, Georgia. The application occurred in four areas: tutoring, alternatives to incarceration, community awareness, and funding issues. A tutoring program was created for juveniles on probation to assist them in English, math, science, and social studies. A relationship violence monologue, presented by college students enacting past experiences of juveniles who dealt with relationship violence, was created to raise awareness about juveniles' exposure to violence. Efforts to assist the Lowndes Forestry Institute (LFI), an out-of-home placement facility for juvenile delinquents, included increasing the community's awareness of the facility's need for charitable donations and services, and researching grants that could help LFI continue to operate as an alternative to incarceration for juveniles.

CRIMINAL VICTIMIZATION ON COLLEGE CAMPUSES: THE INTERSECTION OF CRIMINAL JUSTICE PROGRAMS, UNIVERSITY POLICE, & UNIVERSITY POLICY

Kaylen Wells and Whitney Izzard

Shani P. Gray, Ph.D., Faculty Mentor

Department of Sociology, Anthropology, and Criminal Justice with Marriage and Family Therapy

Research finds that women in college between the ages of 18-24 are more likely to experience rape/sexual assault than non students (Bopp, 2005). Research also finds that rapes/sexual assaults are often under reported (McGregor, Wiebe, Marion, & Livingstone, 2000). Without official data often times issues surrounding the prevention, intervention, and correction of rape/sexual assault are not addressed by colleges and universities. This presentation will discuss the findings of a Sexual Attitudes, Behaviors, and Experiences Study and implications for criminal justice programs, university police, and the development of university policy concerning campus victimization.

HUMAN TERRAIN TEAMS AND DOMESTIC SECURITY

Emily A. Powell and Beth Brown

Chris Sharp, Ph.D., Faculty Mentor

Department of Sociology, Anthropology and Criminal Justice with Marriage and Family Therapy

This presentation is a discussion of the practice of military anthropology through the Human Terrain Teams currently in use in both Iraq and Afghanistan. Included in this discussion will be the definition, practical application, impact, and the potential for adoption of the military anthropology tactics among American Law Enforcement agencies as an expansion of the community policing initiative. Although the practice of using anthropologists in the military raises a great deal of controversy, and was largely abandoned after the Vietnam War, their presence in the Human Terrain Teams today has been credited with accomplishing the mission of reducing insurgent threats while simultaneously improving the relationship between US forces and indigenous populations.

Dewar College of Education

THE VALUE OF PHOTOGRAPHY IN VOCABULARY ACQUISITION

Rachel Cortellino

**Tanya Enloe, M.S., CCC-SLP, Faculty Mentor
Department of Communication Sciences and Disorders**

The purpose of this investigation was to determine the relationship between the use of photography and vocabulary acquisition. Specifically, it was designed to look at the responses photographs elicited as compared to responses that traditional therapy materials, such as the use of representational flash cards, elicited. The investigation also looked at reinforcement and subject involvement in therapy. The results indicated that the value of photographs had no initial impact but in post treatment had an apparent residual effect. Implications and recommendations are presented.

THE EFFECTIVENESS OF PAIRING VISUAL STIMULI WITH AUDITORY STIMULI FOR INDIVIDUALS WITH ASD/PPD

Laurie Anna Lee

**Susan Miller, M.Ed., CCC-SLP, Faculty Mentor
Department of Communication Sciences and Disorders**

For many children with Autism Spectrum Disorder, the visual sense is strongest and the auditory sense is frequently impaired. This study was conducted using three examiners, each measuring a different component of auditory processing. Attention and on-task behavior was one measurement taken on this client. The use of visuals to increase on-task behavior and attention to auditory stimuli with an eight-year-old male with PDD is presented. The subject's behavior and attention to auditory stimuli was measured. Results showed that the individual's on-task behavior and attention to auditory stimuli were on-task 100%. Future implications and research are discussed.

THE EFFECTIVENESS OF EAROBICS IN THE TREATMENT OF AN AUDITORY PROCESSING DISORDER

Hayley Sheppard

**Amy Struble, M.Ed., CCC-SLP, Faculty Mentor
Department of Communication Sciences and Disorders**

The purpose of this investigation was to evaluate the effectiveness of Earobics in the treatment of an Auditory Processing Disorder. Earobics is a computer-based program designed to target a child's auditory processing skills related to perception and discrimination. These skills are considered to be prerequisites for the development of phonological awareness. The subject was a seven-year-old male who presented with deficits in both expressive and receptive language as a result of an Auditory Processing Disorder. The results indicated that the Earobics computer program was effective in the treatment of an Auditory Processing Disorder.

THE EFFECTIVENESS OF AUDITORY SELF-MONITORING IN THE REMEDIATION OF /s/ AND /z/ Kari Hodges

**Tanya S. Enloe, M.S., CCC-SLP, Faculty Mentor
Department of Communication Sciences and Disorders**

The purpose of this study was to determine the effectiveness of auditory self-monitoring in the remediation of /s/ and /z/. The subject was a 5 year-old female seeking articulation therapy services for remediation of the /s/ and /z/ sounds to correct a frontal lisp pattern. The researcher began to ponder whether the subject would benefit from tasks that required her to monitor her speech productions by grading them as correct or incorrect. The results indicated that there was an increase in the number of correct productions of /s/ and /z/ during auditory self-monitoring tasks. It is also inferred that auditory self-monitoring tasks would benefit individuals exhibiting other mild articulation disorders as well as prove useful in group therapy environments. Future implications and recommendations are discussed.

THE EFFECTS OF ALCOHOL ON A SUBJECT WITH SUSPECTED SPASMODIC DYSPHONIA Whitney Chitty

**Robert G. Johnston, Ph.D., CCC-SLP, Faculty Mentor
Department of Communication Sciences and Disorders**

Numerous factors influence spasmodic dysphonia, with emotional stress, anxiety, and physical effort making it worse. Alcohol is usually a depressant to the nervous system, calming and relaxing the partaker. Since stress and anxiety have been shown to affect spasmodic dysphonia and alcohol is known for the relaxation of muscles, this study questions the effect of alcohol on the fundamental frequency, pitch range and phonic breaks of a subject with suspected spasmodic dysphonia. Implications and recommendations are presented.

KNOWLEDGE OF COMMON PROVERBS IN COLLEGE POPULATIONS Cassie Quick

**Robert Johnston, Ph.D., CCC-SLP, Faculty Mentor
Department of Communication Sciences and Disorders**

The purpose of this investigation was to determine the knowledge of common proverbs among the college population and evaluate the proverbs for familiarity and to determine why some proverbs were known and why some were not. Of the thirty proverbs, only five of the proverbs were common among the college populations. Future implications and recommendations are discussed.

CLINICIAN WAIT-TIME AND INTERVAL LEARNING IN A CHILD WITH AUTISM Karena A. Hall

**Diane Andrew, M.S., CCC-SLP, Faculty Mentor
Department of Communication Sciences and Disorders**

The purpose of this investigation was to determine if wait-time was increased or decreased with response in a subject with autism. The subject investigated was a five year old child diagnosed with Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS) and nonverbal. The treatment provided the subject with a core of receptive and expressive vocabulary. The independent variable was wait time. The dependent variables were the frequency and accuracy of the responses. The results indicated that the subjects' scores improved in both frequency and accuracy as a function of allowing additional time to respond. The learning objective was to provide a working definition of wait-time, to assess the effectiveness of wait-time as a therapy intervention, and to teach the significant others in a subject's life the use of wait time.

**THE NETHER WORLD OF ACADEMIC LIBRARIANS:
ISSUES OF CLASSIFICATION, EDUCATIVE MISSION, AND SENSE OF PLACE**

Alan Bernstein

**Jane Zahner, Ph.D., Faculty Mentor
Department of Curriculum, Leadership, and Technology**

This mixed-methods study examined correlations between academic librarian organizational classification and sense of place and sense of involvement with the educative mission of the institution. Further examination included any significant correlations between academic librarian career path and sense of place and sense of involvement with the educative mission. The study surveyed 372 academic librarians at University System of Georgia institutions. Survey analyses found no significant correlations between organizational classification and sense of place or between organizational classification and sense of involvement with the educative mission. There was slight positive correlation between career path and sense of place. It was concluded that though there is strong justification for academic librarians being classified as faculty, academic librarians' sense of place or sense of involvement with the institutional educative mission is not dependent on such classification.

**A TEN-YEAR STUDY OF INDIVIDUAL OUTCOMES FROM A NATIONAL
FRATERNITY LEADERSHIP PROGRAM**

Rachel Underwood

**J. Patrick Biddix, Ph.D., Faculty Mentor
Department of Curriculum, Leadership, and Technology**

Fraternalities promote leadership development as a benefit of membership. The present study examined the available evidence of commitment and engagement resulting from attending a leadership program offered by a Fraternity central office. This study was designed as an outcomes assessment and included 2065 cases, the total number of fraternity men attending in the ten-year span from 1999-2008. The following data were compared to address the research questions: attendance, undergraduate leadership, alumni/volunteer involvement, and donor rosters, as well as post-program survey instruments. Descriptive statistics and significance tests revealed that (a) 63% of participants took a formal undergraduate leadership role, (b) 8% of participants took a volunteer advisory role, (c) 8% became donors, and (d) some years were more developmental for participants than others according to survey data. Implications for future assessment and educational practices are discussed.

**IMPACT OF AN EDUCATIONAL LEADERSHIP DEGREE ON QUALITY OF TEACHING
AS MEASURED BY STUDENT PERFORMANCE**

April L. Strevig

**Donald W. Leech, Ed.D., Faculty Mentor
Department of Curriculum, Leadership, and Technology**

Recent implementation of professional learning communities in schools has given teacher leaders a new opportunity to influence students beyond their classroom. Though no specific training is required of teachers to serve as leaders, many are pursuing formal training through Educational Leadership degrees from colleges and universities. Current literature discusses this lack of specific training, however, does not address the effect of educational leadership training on student achievement. It was the purpose of this study to determine if obtaining an educational leadership degree for teachers who remain in the classroom relates to student achievement and teacher leadership practices. While this study found no statistical difference in student achievement and teacher leadership practices based on educational leadership degree, results showed teachers with these degrees perceived teaching and leadership practices having changed due to their degree.

THE RELATIONSHIP BETWEEN PRINCIPAL TENURE, STABILITY, AND EXPERIENCE AND STUDENT ACHIEVEMENT IN GEORGIA MIDDLE SCHOOLS

Timothy S. Huff

**Donald W. Leech, Ed.D., Faculty Mentor
Department of Curriculum, Leadership, and Technology**

The purpose of this study was to determine whether principal tenure, principal stability, principal experience, principal gender or principal race influenced the academic achievement of middle school students in Georgia. The findings demonstrated that principal tenure of 2008 principals did not have a significant impact on student achievement. However, principal stability and principal experience may have an impact on student achievement. The study also revealed that schools with high percentages of economically disadvantaged students had low levels of principal stability and were more often led by principals with less experience in education. Additionally, this study found schools with high percentages of students with disabilities had low levels of principal stability and schools with high percentages of minority students were more often led by principals with less experience in education. These findings suggest that for schools with a high percentage of at risk students hiring and sustaining quality principals are critical.

USING GAMES TO IMPROVE MULTIPLICATION FACT RETENTION

Lorrie Sears

**Ellice Martin, Ed.D. and Anthony Pellegrino, Ph.D., Faculty Mentors
Department of Middle, Secondary, Reading, and Deaf Education**

This study examined the effects of playing multiplication fact games on the retention of math facts in third-grade students ($N = 17$) served in regular and remedial education in a South Georgia community. Student attitudes toward practicing facts and off-task behavior were measured. Flash cards were used to practice facts for 4 weeks. Games were then used to drill facts. Teacher-made tests were implemented to measure growth. Statistically significant gains ($M = 96.08$, $p < 0.01$) were made during the games intervention. A survey given immediately following the intervention revealed a significant improvement ($p = 0.05$) in students' attitudes toward practicing math facts. Student off-task behaviors decreased by half during the intervention phase.

IMPACT OF REPEATED READING ON READING FLUENCY, READING COMPREHENSION, AND READING ATTITUDES OF EIGHTH-GRADE STUDENTS

Vickki R. Carter

**Ellice Martin, Ed.D. and Anthony Pellegrino, Ph.D., Faculty Mentors
Department of Middle, Secondary, Reading, and Deaf Education**

This study examined the impact of repeated reading on reading fluency, reading comprehension, and reading attitudes in eighth-grade students. Regular education students were taught expository writing and guided reading using a novel for four and one-half weeks. Repeated reading of grade-level passages for the first 10-15 minutes of class was then added to the curriculum. The AIMSweb R-CBM, AIMSweb Maze CBM, and an attitude survey were used to assess student performance. Statistically significant gains were made during the repeated reading intervention in comprehension. Improvements, though not statistically significant, were made in reading fluency and in students' attitudes toward reading. Future implications and research are discussed.

IMPROVING MULTIPLICATION FACTS WITH SMALL GROUP INSTRUCTION AND FLASH CARDS**Angela Fender****Ellice Martin, Ed.D. and Anthony Pellegrino, Ph.D., Faculty Mentors
Department of Middle, Secondary, Reading, and Deaf Education**

This study examined the effects of small group instruction of basic multiplication facts in the resource and the regular education classroom for three students with disabilities (SWD) in a school in the southeast United States. The students learned multiplication facts in different ways to see which intervention effectively improved retention of the facts. STEEP scores, daily field notes, and a student attitude survey were the instruments used to collect data for the study. There were noted improvements with SWD scores after the short intervention phase

EVALUATING THE EFFECTS OF TIERED FLUENCY ASSIGNMENTS ON READING ACHIEVEMENT**April Waldron-Robinson****Ellice Martin, Ed.D. and Anthony Pellegrino, Ph.D., Faculty Mentors
Department of Middle, Secondary, Reading, and Deaf Education**

This action research studied if tiered fluency assignments would increase students' reading achievement. The participants were a heterogeneous mix of 25 students in a seventh-grade Language Arts inclusion class. During an 8-week study, students received whole group instruction for 4 weeks and differentiated instruction for 4 weeks. The differentiated instruction consisted of students working in groups that were based on reading ability. Although all students worked on the same standard, the groups had different reading material that was tiered to address their readiness. The results demonstrated that tiered fluency did increase reading achievement, specifically for students with disabilities.

**USING PEER EDITING AND TEACHER CONFERENCES TO IMPROVE
SELF-EDITING IN SECOND GRADE STUDENTS****Alecia Strohl****Ellice Martin, Ed.D. and Anthony Pellegrino, Ph.D., Faculty Mentors
Department of Middle, Secondary, Reading, and Deaf Education**

This study examined the effects of regularly-scheduled peer and teacher writing conferences on independent editing skills of a group of 2nd grade students ($N = 16$) in the southeastern United States. Attitudes toward writing were also measured. Two regular education similar-level classes were compared using different writing strategies. After gathering preliminary data, the experimental group was taught editing skills for 6 weeks using interactive editing strategies, and participated in writing conferences while the control group ($N = 12$) was taught using traditional whole-group strategies with independent practice. An attitude survey, an editing test, and field notes were the assessments used. Statistically significant gains were made in editing ($M = 6.8, p < .05$) and in attitudes toward writing.

EFFECT OF USING INCENTIVES TO IMPROVE SIXTH-GRADE LANGUAGE ARTS PERFORMANCE

Melissa T. Smith

**Ellice Martin, Ed.D. and Anthony Pellegrino, Ph.D., Faculty Mentors
Department of Middle, Secondary, Reading, and Deaf Education**

This study's purpose was to determine effects of using incentives on student performance on Language Arts Benchmark tests. Students' attitudes were also measured. Two classes ($N = 52$) of sixth-grade students participated in the 8-week study. After a pretest, students in both classes completed the same warm-up activities to review Language Arts skills. During the 8-week intervention, Block 1 was offered individual incentives for increased performance on the Benchmark test, and Block 4 was offered group incentives. Students who received group incentives had significantly higher scores than those who received individual incentives. There was no significant difference when compared to the previous year's scores when no incentives were used. Incentives had a positive effect on Language Arts attitudes and participation.

USING PICTURE CUES TO IMPROVE SIGHT WORD RECOGNITION

Crystal Allen

**Ellice Martin, Ed.D. and Anthony Pellegrino, Ph.D., Faculty Mentors
Department of Middle, Secondary, Reading, and Deaf Education**

This study examined the effects of picture cues on sight word recognition and oral reading fluency of reading-delayed students ($N = 9$) in the southeastern United States. Student attitudes toward sight word instruction and reading were also measured. Kindergarten, first grade, and second grade students were taught grade-level sight words using picture cues for six weeks. A sight word checklist, the DIBELS ORF test, Scott Foresman Kindergarten Readers, and an attitude survey were used to assess student performance. Statistically significant gains were made during the sight word intervention in sight word recognition ($M = 80.11$, $p = 0.00$) and oral reading fluency ($M = 21.33$, $p = 0.05$). Slight improvements in students' attitudes toward sight word instruction were also noted.

FLUENCY STRATEGIES: SINGING POETRY COMPARED TO PARTNER READING

Sharon Gaskins

**Ellice Martin, Ed.D. and Anthony Pellegrino, Ph.D., Faculty Mentors
Department of Middle, Secondary, Reading, and Deaf Education**

This study examined the effects of choral singing of poetry as compared to partner reading of passages as a fluency development strategy. Students' understanding of fluency and its impact upon reading were also studied. Fourth-grade students ($N = 23$) in the southeastern United States participated in the study. Choral singing of poetry and partner reading of passages were implemented for a total period of 6 weeks. DIBELS and Maze fourth grade passages and a student survey were the instruments used to collect data. A small effect ($d = .26$) was noted on DIBELS ORF rates, a medium effect ($d = .49$) was noted upon Maze scores, and a small improvement in students' understanding of fluency was noted.

College of Fine Arts

AMERICAN FLUTE MUSIC OF THE 20TH CENTURY

Bryan Garris

Elizabeth Goode, D.M.A., Faculty Mentor
Department of Music

This recital contains five masterworks of flute literature written by 20th-century American composers. Works for the flute were scarce in the 19th century, but by the 1920s, technical improvements in the flute (including the manufacturing materials and the key system) caused a rebirth of interest in the flute by composers internationally. American composers were among those writing new works for the flute, including composers who became giants of American 20th-century music. This recital featured works by Aaron Copland, Howard Hanson, Samuel Barber, Vincent Persichetti, and Charles Tomlinson Griffes.

College of Nursing

FACTORS AFFECTING COMPLIANCE OF RURAL AFRICAN AMERICAN MALES WITH HIGH BLOOD PRESSURE THERAPY

June C. Furney

Susan J. Wold, Ph.D., R.N., Faculty Mentor
College of Nursing

The purpose of this quantitative, correlational study was to explore what factors affect compliance with high blood pressure therapy. A purposive sample of 30 African American males age 21 or older was obtained in rural South Georgia. Overall compliance was measured using the *Hill-Bone Compliance to High Blood Pressure Therapy Scale*. The tool's subscales of sodium intake, appointment keeping, and medication compliance were also compared to the subjects' age, educational level, and income. The only statistically significant relationship was between appointment keeping and income. The most important nursing implication is to stop the complications caused by hypertension by identifying at risk populations and providing education on disease prevention and techniques to deter complications. The findings in this study add to the other literature about compliance with HBP therapy and show a need for further studies to improve the understanding of what affects compliance with prescribed health care therapies.

ASTHMA, A CHRONIC INFLAMMATORY DISEASE AFFECTING THE AIRWAYS

Tracey Livingston

Brenda Dyal, M.S.N., FNP-BC, Faculty Mentor
College of Nursing

The purpose of this study was to determine if implementation of an asthma action plan for patients with asthma reduce symptom severity, improve lung function, and decrease acute care visits and hospital admissions. A paired samples *t* test was conducted to determine the effect of an asthma action plan (AAP) on the asthma control test (ACT). Posttest ACT scores were statistically higher than pretest ACT scores; $p = .01$. A paired samples *t* test was conducted to determine the effect of an AAP on FEV1 scores. Posttest FEV1 scores were no different than pretest FEV1 scores; $p = .953$. ED visits decreased by 40% with no reported missed days from work. AAPs guided participant's self-management efforts in controlling asthma by listing daily instructions for treatment and strategies to detect and manage asthma exacerbations. NAEPP guidelines coupled with AAPs allow practitioners to empirically treat asthma and foster patient self-management skills.

Division of Library and Information Science

SELF-CENSORSHIP IN PUBLIC LIBRARIES: DOES IT OCCUR IN GEORGIA

Matthew Stembridge

Anita Ondrusek, Ph.D., Faculty Mentor
Department of Library and Information Science

In the last two decades an effort has been made by researchers in the library field to conduct research on censorship as practiced by librarians. This censorship is known as pre-censorship or self-censorship. Very little research has looked at public libraries and the self-censorship that may exist with young adult (YA) literature. The question that this study will address is: does self-censorship exist in public libraries in Georgia? A pilot study will be conducted in the spring of 2010 to seek answers to that question. A sample of the 420 public libraries in Georgia will be randomly selected and their Online Public Access Catalogs (OPACs) will be searched for a list of books that are considered controversial based on certain criteria. The libraries that own less than fifty percent of the books on the list will be designated as self-censoring libraries.

OUR FUTURE IN THEIR HANDS: A PILOT STUDY ON GEORGIA PUBLIC LIBRARIES AND THE DOMINANCE OF FOR-PROFIT PUBLISHING IN COLLECTION DEVELOPMENT ACTIVITY

Kathryn Leache

Anita Ondrusek, Ph.D., Faculty Mentor
Department of Library and Information Science

This pilot study surveyed Georgia public libraries about their adult non-fiction purchasing practices, addressing which specific resources they use to select library material and which intermediary book distributors they employ. The primary goal of the survey was to establish to what extent only a small number of commercial purveyors provide adult non-fiction material for the majority of Georgia public libraries. The literature review includes news articles reporting trends in distributors merging, research articles on similar studies, and articles that discuss the theoretical implications of the ever-shrinking publishing and vending landscape on libraries' collection diversity. This study examines the practical relationship between libraries and for-profit publishers and distributors, as well as the philosophical tension between the two, in the context of intellectual freedom principles.

COMBATING COMMENT SPAM IN THE LIBRARY BLOGOSPHERE

Michael Holt

Fatih Oguz, Ph.D., Faculty Mentor
Department of Library and Information Science

Blogs offer an excellent way for libraries to offer information to their patrons and foster communication with them through comments on blog posts. However, the majority of comments submitted to blogs are what is known as "comment spam." Libraries have an interest in fostering genuine communication with their patrons and comment spam prevents this from occurring by making genuine comments hard to find, preventing legitimate comments, or taking up the time of the blog administrator. The goal of this study is to identify and describe how libraries are addressing comment spam.

Division of Social Work

A REVIEW OF PTSD POLICIES AND POLICY RESULTS FOR VETERANS

Amie Satchell

Carol Rossiter, J.D., M.S.W., Ph.D., Faculty Mentor
Department of Social Work

This research focused on the past and present policies for Veterans with Post Traumatic Stress Disorder (PTSD). It described the trials and tribulations that Veterans go through when attempting to submit documentation for disability compensation. The research suggests that simple verbiage in their records or the gender of the Veteran are two common reasons disability benefits are denied. The results of this research suggest that a significant number of Veterans who have been diagnosed with PTSD are excluded from benefits covering care for their symptoms and that there are mental and physical consequences when benefits are delayed or denied due to documentation and gender issues.

RESTRAINT: WHERE POLICY MEETS PRACTICE

Georgia Georgetta Oropeza

Diane Holliman, Ph.D., Faculty Mentor
Department of Social Work

Restraint and seclusion historically have been utilized to control mal-adaptive behaviors. Over the past decade the practice of restraint and seclusion has increased in educational settings as has the scrutiny of its use. As risks and results of restraint to include death, physical injuries, and emotional trauma have been brought to the public's attention so has the concern surrounding the lack of governance. The purpose of this research is to investigate the use of physical restraint and seclusion in educational settings to include policies and practices across the United States and in China. Results revealed that there is a need for the use of restraint and seclusion however, due to the lack of clear policies and practice guidelines children in the United States and abroad are at continued risk of serious injury and or death.

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