

VALDOSTA STATE UNIVERSITY

The Fourth Annual
***Graduate Student
Research & Scholarship
Symposium***

April 20, 2012

***Graduate Students
Making a Difference
in the World***





VALDOSTA STATE UNIVERSITY

**Fourth Annual Graduate Student Research
and Scholarship Symposium**

presented by

The Graduate School

April 20, 2012

3:00 - 6:00 p.m. • UC Magnolia Room

Welcome: Dr. Alfred Fuciarelli, Assistant Vice President for Research and
Dean of the Graduate School

Opening Remarks: Dr. Louis Levy, Interim President
and
Dr. Phil Gunter, Provost and Vice President for
Academic Affairs

Introduction of Faculty Mentors: Dr. John Gaston, College of the Arts
Dr. James LaPlant, Associate Dean College of Arts & Sciences
Dr. Julie Lee, Associate Dean Dewar College of Education
Dr. Alan Bernstein, Interim Associate University Librarian
Dr. Anita Hufft, Dean College of Nursing
Dr. Martha Giddings, Director, Division of Social Work

Special Recognitions & Poster Viewing: Dr. Alfred Fuciarelli



College of the Arts

MISSION STATEMENTS AND EXCLUSIONARY RHETORIC: EXCLUSION IN THE NAME OF HELPING

John Mikolajcik

**Faculty Mentor: Carl Cates, PHD
Department of Communication Arts**

Exclusionary rhetoric is a system of domination that individuals, groups, and governments can use to marginalize others in order to ensure a clear message presentation for the receiver. Typically exclusionary rhetoric is studied at the governmental level. However, this paper looks at how exclusionary rhetoric functions to exclude people from support groups. Narrowing support groups down to one organization, It Gets Better, the author explains how marginalization is perpetuated through the exclusion of individuals. The author demonstrates how It Gets Better attempts to use inclusionary practices to cover exclusionary rhetoric creating a rhetorical contradiction. This paper identifies how exclusionary rhetoric is employed by It Gets Better, the dangers of exclusionary rhetoric on a group level basis, and what can be done to avoid the trappings of exclusionary rhetoric simply by changing communicative practices.

College of Arts & Sciences

A WORLDWIDE PHYLOGENETIC ANALYSIS OF SCUTELLARIA

Elizabeth Mercer

**Faculty Mentor: Catherine Bush, PHD
Department of Biology**

The plant genus *Scutellaria* (family Lamiaceae) is comprised of approximately 350 cosmopolitan species. Twenty-four species are found in the southeastern US. The genus has been used medicinally on multiple continents, predominantly for its anxiolytic, anti-inflammatory and analgesic properties. Certain species in the genus have been investigated for their ability to inhibit cancer cell growth. Despite the vast interest in the group, a molecular phylogeny has never been performed on the genus as a whole. My project involves a preliminary phylogenetic analysis of *Scutellaria* with representatives from every continent except Antarctica. Specimens from the field, herbaria, and the lab of Richard Olmstead (University of Washington) will be extracted for a total of 28 species including one outgroup, *Holmskioldia*. Gene regions sequenced will include *matK*, *rps16*, and *trnL-F*. The resulting phylogeny will provide a preliminary scaffolding upon which a more targeted approach to medicinal screening within the genus can be based.

CONFIRMATION OF STERILE AND ZYGOTIC MUTANTS IN THE MANGROVE KILLIFISH (*KRYPTOLEBIAS MARMORATUS*)

Sofia Sucar, Ginger Moore, and Melissa Ard

**Faculty Mentor: Brian C. Ring, PHD
Department of Biology**

The mangrove killifish is unique among vertebrates due to its self-fertilizing mode of reproduction involving an ovotestis, analogous to the nematode *Caenorhabditis elegans*. We performed a three generation genetic screen utilizing N-ethyl-N-nitrosourea as a mutagen to identify mutants that disrupt normal ovotestis development. Of 284 F1 fish screened, 73 displayed zygotic defects in their F2 offspring (25%). Of 325 F2 fish screened, 15 were sterile, 10 males and 18 fish died. From the remaining 282 F2, 190 confirmed the zygotic phenotypes (67, 38%). We identified 10 adult sterile F2 fish families. We also discovered 3 F2 *golden yolk* mutants in a family and obtained F3s and F4s inheriting this same phenotype. This mutation could serve as a potential marker for outcrossing. This screen provides proof of principle that the mangrove killifish is a powerful vertebrate model for developmental genetics and can be used to identify mutations affecting fertility.

AN ASSESSMENT OF ANTHROPOGENIC AFFECT OF BRIDGES ON FISH AND MACROINVERTEBRATE ASSEMBLAGES

Charles W. Wright

**Faculty Mentor: David Bechler, PHD
Department of Biology**

Anthropogenic impacts can alter streambed morphology and ecological function. At bridge sites streams are often channelized approaching the site and artificial runs are created under the site constituting ecological disturbances for fish and invertebrate assemblages. Recent conservation concepts are considering sites of anthropogenic origins as potential sites for reestablishment of populations following drought events. Variation in substrate type can affect feeding and reproductive behaviors in organisms, changing assemblage structures for sensitive and tolerant species. Considering bridges are anthropogenically generated environments with variations in insolation and habitat; affects upon oxygen, pH, and organic content are possible and vital to understanding basic physicochemical properties of bridge sites. Variation in factors will be examined with the assemblage structures and level of anthropogenic effect bridges have on species. Data collected from bridge sites and natural sites will support evaluation of the concept of bridge sites as a source for conservation of wetland assemblage diversity.

**CONCRETE CUSHIONS: RE-IMAGINING EMPIRE IN J. M. COETZEE'S
WAITING FOR THE BARBARIANS**

Travis Dular

**Faculty Mentor: Theresa Thompson, PHD
Department of English**

J. M. Coetzee's 1981 novel *Waiting for the Barbarians* chronicles the problematized relationship between a deliberately ambiguous empire and its marginalized subjects. This paper examines the novel's narrative practice through a combination of (post)dialectical lenses: Foucault's heterotopia, Lacanian theory, and various Twentieth Century ideas on indeterminacy, economics, and knowledge. The text begins with the Magistrate as integrated-subject; he is part of the empire. The text ends with the Magistrate as a physical artifact of the empire's history. To resist the empire presented in Coetzee's text, its protagonist—the Magistrate—follows a debilitating trajectory toward alterity (a state of otherness) as means of escaping the Empire/Subject system. The Magistrate 'alters' himself (physically and psychically) by recording his empire's unspeakable 'history.' The Magistrate records a specific expression of his imperial history on his body; to resist empire's hegemony, the Magistrate becomes a physical marker of his empire's (not-spoken-about) brutality.

THE ALEXANDRIA QUARTET: DIVERSIONARY EXCESS

Lori Paddock

**Faculty Mentor: Theresa Thompson, PHD
Department of English**

This study examines Lawrence Durrell's *Alexandria Quartet* and applies Georges Bataille's theory concerning excess, transgression and heterology. Durrell's violent plot contains numerous sexual liaisons, adultery, childhood rape and homosexuality in Alexandria, Egypt that houses stark poverty against decadent opulence in the years leading up to World War II. Provocative and excessive actions are often judged by religious standards in the text; however, some characters act excessively to disguise their true motivations. The pre-World War II Alexandria society contains the diverse religions of Christianity, Judaism, Islam, and Egyptian Christianity (Copt), but the Muslim rise to power endangers regional tolerance. This study will examine how people accept heterology when the actions do not threaten the society but will quickly revert to homogeneous societal rules if the actions push the boundaries too far.

STAINED-GLASS WINDOWS IN POSTBELLUM AMERICA: THE RHETORICAL SITUATION

Patti Stafford

**Faculty Mentor: Mark Smith, PHD
Department of English**

The purpose of this study is to demonstrate the rhetorical situation of Gothic and American postbellum stained-glass windows applying the model theorized by rhetorical scholar, Lloyd Bitzer. I provide photographic evidence of significant windows which “batter against the boundaries of their own culture” and serve to reinforce cultural stereotypes in their figural representations. In examining the windows of two Gothic churches, at St.-Denis and Chartres, France, along with those of St. Paul’s Episcopal Church in Richmond, Virginia, I consider the constituents of Bitzer’s model – exigence, audience, and constraints – to determine how stained-glass windows changed beliefs, attitudes, opinions, and behavior in postbellum America. For the church of late 19th century America, stained-glass windows are a site of contestation, visual reminders of the troubled relationship between races, gender, and post-Reconstruction North and South.

STEREOTYPICAL BLACK REPRESENTATION IN CHARLES CHESNUTT’S *THE MARROW OF TRADITION*

Stuart Taylor

**Faculty Advisor: Michael Davey, PHD
Department of English**

Writing at the end of the 19th century, American writer Charles Chesnutt was in the middle of an American culture rife with popularized black stereotypes. Spread across the various forms of media and entertainment—literature, music, theater, newspapers, magazines—black stereotypes were a common part of American culture at the time. Chesnutt’s novel, *The Marrow of Tradition*, focuses on the seven most prevalent black stereotypes of the culture: the Black Brute, the Mammie figure, the Criminal Negro, the Comic Negro, the Tragic Mulatta, the Wretched Freedman, and the Exotic Primitive. The novel subverts these stereotypes in two ways: 1. Characters who are first introduced as stereotypes as shown to be actual, fully-fledged characters who defy their stereotypes; and 2. Stereotypes are shown to be “race-neutral,” i.e., a character who is not black can easily have the attributes and characterizations of a particular stereotype.

SYLVIA PLATH'S METAPOETIC MYTH-MAKING

Rebecca Thorn

**Faculty Mentor: Marty Williams, PHD
Department of English**

This study focuses on the way in which Sylvia Plath's poetry in *Ariel* first anticipates the various myths about her life and death which her poetry helped create and second preserves itself from those myths through metapoetic discourse. Plath's metapoetics create what theorist Roland Barthes terms a second-order myth which resists the distortion of the original myth. Myths surrounding Plath would have readers believe her to be a feminist martyr, a bitch-goddess, a sacrificial artist, and more, have them read her poetry as textual evidence supporting those images. However, the second-order myth which her *Ariel* poems create allows her poetry to be read without influence of these myths. Understanding Plath's second-order myth is key to evaluating her poetry without regards to her biography, and this study expunges the ultimate myth of Plath as confessional by analyzing her poetry and revealing the inherent second-order myth which preserves it.

THE END OF INCA RESISTANCE: TITU CUSI YUPANQUI'S NEGOTIATIONS FOR VILCABAMBA'S SURRENDER

Ryan Gillen

**Faculty Mentor: Owen Jones, PHD
Department of History**

In the sixteenth century, the penultimate ruler of the Inca dynasty, Titu Cusi Yupanqui, wrote his account of the Spanish conquest. *An Inca Account of the Conquest of Peru* has been hailed by historians as crucial to the understanding of the period because it was an indigenous recount of Spain's conquest yet has not been examined as what it truly is: Titu Cusi's own attempt to renegotiate himself back into the power structure of Tahuantinsuyu. This paper serves as a challenge to the current historiography on Titu Cusi's relación that questions the sincerity of the Inca's negotiations on the grounds that they were merely an attempt to stall in order to preserve the Neo-Incan state of Vilcabamba's independence. Instead, they were an attempt to manipulate Spanish authorities to maximize the return for Titu Cusi. The Inca manipulated Spanish concepts of nobility, religion, and descent in order to achieve his ends.

WHAT SKILLS ARE IMPORTANT: A REPLICATION OF A PUBLISHED STUDY

Brittany Daniel

**Faculty Mentor: Chet Ballard, PHD
Department of Sociology, Anthropology, and Criminal Justice**

This poster displays a replication of a study published in *Social Insight* in 2001 titled, "Applied Sociology: What Skills are Important." Together with Dr. Chet Ballard, Professor of Sociology and Coordinator of the MS Sociology Degree Program, I designed the replication including research design, population and sampling, survey design, electronic collection of data, and analysis and reporting of the results of the study. Most masters level sociology majors graduate and enter the work force in applied settings. To be prepared for employment outside academia, sociology majors graduating from masters program need training in applied sociology rather than traditional education in sociology theory, methods, and statistics. The replication confirms that communication skills such as visual reporting of findings, flexible research design skill, and basic statistical analysis competency rather than advanced statistical skills are both the most important and the most used skills among sociologists working in applied settings.

EVALUATING THE DIFFERENCES BETWEEN WHITE AND BLACK CITIZEN PERSPECTIVES OF THE THOMASVILLE POLICE DEPARTMENT

Kenya Wiggins

**Faculty Mentor: Chet Ballard, PHD
Department of Sociology, Anthropology, and Criminal Justice**

In the fall of 2011, citizens of Thomasville were surveyed about their perceptions of the city police department. The survey was sponsored by the City of Thomasville and the Thomasville Police Department. The Thomasville Police Department initiated a partnership with Sociology Department of Valdosta State University when they began their community policing program in the late 1990s. This survey is in its fifth round of completion since the first administration in 1998. A sample size of 400 citizens was randomly chosen to participate in the survey. Two rounds of surveys with self-addressed postage paid return envelopes were mailed out producing 113 respondents. Survey results revealed that citizen perceptions of the police department were positive overall, with some differences observed between the white and black respondents. This poster highlights the similarities and differences in black and white perceptions of the Thomasville Police Department.

Dewar College of Education

**THE EFFECTS OF 5-HOUR ENERGY® ON THE VOCAL PERFORMANCE OF
FUNDAMENTAL FREQUENCY AND JITTER**

Kristen Cheney

**Faculty Mentor: Robert Johnston, PHD
Department of Communication Sciences and Disorders**

The primary purpose of this investigation was to determine the effect 5-hour ENERGY® had on vocal fundamental frequency and vocal jitter. A single subject small (2) group design was selected for this investigation. Pre-treatment fundamental frequency and jitter scores were obtained for each participant. For the treatment condition, 1 ounce of 5-hour ENERGY® was consumed in 15 minute intervals for a total of 4 ounces; scores were obtained for each interval. Post-treatment fundamental frequency and jitter scores were obtained 24 hours later. Results indicated that the ingestion of 5-hour ENERGY® generated an increase in vocal jitter scores. The results of this study can be applied to other populations including males, as well as older adults.

**USING LENA™ TO ANALYZE PARENT SPEECH ACTS IN
CONVERSATIONS WITH YOUNG CHILDREN**

Joni Ree Cox

**Faculty Mentor: Jade Coston, PHD
Department of Communication Sciences and Disorders**

Research involving language sample analysis of a parent-child dyad resulted in interesting findings related to the number and types of words used during family routines. The purpose of this poster is to discuss relationships between the amount and type of adult language input and the production of child language in conversation. The Language Environment Analysis (LENA) system was used to collect and analyze 2 hours of parent-child interaction in a natural environment. Results provided are based on the transcription and coding of a portion of the sample, which included a lunch routine and the transition to outdoor play. The child's mean length of utterance (MLU) of 2.47 fell within the typical range for his age (32 months). Analysis of the parent's vocabulary diversity indicated that she predominantly used verbs, nouns, adjectives, and analysis of communicative intent using Dore's Speech Acts revealed that she asked questions 37% of the time.

THE PROXIMITY OF ON-TASK BEHAVIOR IN AUTISM

Jordan Kay

Faculty Mentor: Susan Miller, MED
Department of Communication Sciences and Disorders

The purpose of this investigation project was to determine the effects of proximity on on-task behavior with a child diagnosed with Autism. A single subject ABAB design was used when completing this research study. The subject used in this study was a 10-year-old male, who was diagnosed with regressive Autism at the age of two years, nine months. The subject was presented with specific activities, with only the physical positioning of the clinician varying during the activities, to determine if proximity affected the subject's attention to task and accuracy of response. Based on the results of this study, it was concluded that the proximity of the researcher did not have an effect on the on-task behavior of the subject.

THE EFFECT OF STRESS ON SPEECH PRODUCTION

Meg Moulton

Faculty Mentor: Robert Johnston, PHD
Department of Communication Sciences and Disorders

The purpose of this investigation was to examine the effects of emotional stress induced by public speaking on the fluency of a normal, typically fluent speaker. A single subject design was used in this investigation. The subject selected for this investigation was a 22-year-old female graduate student studying Speech-Language Pathology at Valdosta State University. A five-minute speech sample was taken from each presentation and the types and amount of disfluencies were compared to one another. The results indicated that emotional stress negatively affects speech production, making a typically fluent speaker more like that of a true stutterer. Future research should include the generalization of these results among more subjects.

THE VALUE OF THE CYCLES APPROACH IN CARRY-OVER

Laramee Nicholson

Faculty Mentor: Tanya Enloe, MS
Department of Communication Sciences and Disorders

A phonological disorder is a language impairment of comprehension. The Hodson and Paden Cycles Approach incorporated auditory stimulation and productions practice. The purpose of this investigation was to determine the value of the Cycles Approach to both stimulate the emerging sound and determine if the therapy had carry-over. The results obtained by a single, school-age subject indicated that there was an increase in percentage correct productions. The data provided evidence of a 40% increase in post-treatment (carry-over). It was concluded that the Cycles Approach has value during treatment and after treatment. Implications were presented.

KINESTHETIC VERSUS VISUAL LEARNING IN ACQUISITION OF PREPOSITIONAL CONCEPTS FOR CHILDREN WITH LANGUAGE DELAYS

Cevon Rambo

Faculty Mentor: Lora S. Backes, MED
Department of Communication Sciences and Disorders

This study was designed to evaluate and compare the effectiveness of acquiring prepositions through visual over kinesthetic modes. It was hypothesized that functional use of preposition words would be most meaningfully tied to kinesthetic learning because the subject would be physically engaged in experience of the concept. The subject was a male of 4 years with expressive and receptive language delays. The investigator selected 4 preposition words as intervention targets: in front of, next to, under and on. All four intervention-targets were presented during kinesthetic and visual instruction. Results indicated that kinesthetic learning was no more effective than visual learning in acquisition of prepositional concepts for a subject with language delays. Implications of the study suggest that kinesthetic learning of preposition words can be highly effective if a client-centered approach is taken.

THE EFFECTS OF AN iPad ON VERBAL OUTPUT IN LANGUAGE THERAPY

Marenda Ricketson

**Faculty Mentor: Karen R. Noll, MA
Department of Communication Sciences and Disorders**

This study examined the verbal production of an 8 year old client with expressive language deficits under two conditions. The investigation determined whether verbal output increased when an iPad application was used to present therapy questions as opposed to the traditional verbal presentation by the clinician accompanied by picture cards. The study followed an ABA design. In the first and third sessions the questions were presented verbally by the clinician with the picture card. In the second session, the questions were auditorally and visually presented using the iPad. The client's spontaneous and prompted verbal responses were recorded and analyzed for mean length of utterance (MLU). The results showed a small increase in the MLU in spontaneous responses when the iPad application was used to present the questions.

USING SOCIAL MEDIA TO SUPPORT STUDENT FIELD EXPERIENCES IN HIGHER EDUCATION GRADUATE PREPARATION PROGRAMS

Brittany Baldwin and Kwasheen White

**Faculty Mentor: D. Eric Archer, PHD
Department of Curriculum, Leadership, and Technology**

Educators have turned to a number of innovative technologies, including social media, to increase student engagement and support learning. Although social media often permeates the personal lives of students, this technology may also have important implications for learning both within and outside the classroom. This poster includes findings from a qualitative study examining the use of Twitter in higher education graduate student internship experiences. The researchers conducted individual interviews with Summer/Fall 2011 higher education program interns to determine the role of Twitter use in developing and sustaining a learning community among students in the internship course.

WHAT NOW THAT I'M A GRAD STUDENT? A MULTIPLE CASE STUDY APPROACH IN EXAMINING NEW GRADUATE STUDENT TRANSITION

Ashley Dobbs, Lamesha Andrews, and Sarah Bloss

**Faculty Mentor: D. Eric Archer, PHD
Department of Curriculum, Leadership, and Technology**

Although a good deal of research focuses on the academic socialization of graduate students, there are fewer studies focusing on the social and personal aspects of adjusting to graduate school. This study focuses on the transition experiences of new masters students at a mid-sized, regional, public institution. The researchers utilized a multiple case study approach to examine the successes and challenges of six graduate students attempting to navigate their first year at the institution. Each student was asked to draw a picture of their transition and explain what they experienced. Five tentative themes emerged from data analysis to date. Directions for future research are discussed.

A DEEPER GLANCE INTO THE DIVINE NINE: A CULTURAL AUDIT OF NPHC ORGANIZATIONS AT VALDOSTA STATE UNIVERSITY

Josh Gilbert, Doel Parrilla, and Melanie Stawkey

**Faculty Mentor: D. Eric Archer, PHD
Department of Curriculum, Leadership, and Technology**

The purpose of this study was to examine the unique culture of the "Divine Nine" at Valdosta State University. The researchers used Kuh's and Whitt's (1988) guide for conducting a culture audit as the methodology for the study. The researchers achieved triangulation through collection of various data sources including individual interviews, focus groups, and observations. From this study, the researchers developed an intimate cultural understanding of the NPHC organizations at VSU. Leadership, pride, policies, community service, scholarship, and secrecy were common themes found among the culture. There is a lack of research on NPHC organizations in higher education. Therefore, any additional research on the Divine Nine would further this area of study. It would be interesting to learn about members' ideas of the Divine Nine after they crossed to determine if and how their views change as a result of the crossing experience.

SERVANT LEADERSHIP AS A SIGNIFICANT PREDICTOR OF STUDENT SATISFACTION WITH ADVISING

Kohle Paul and Michael Kitchens

**Faculty Mentor: D. Eric Archer, PHD
Department of Curriculum, Leadership, and Technology**

McClellan (2007) believed developmental advising and servant leadership are related and that servant leadership could serve as a viable model for academic advising. Paul, Smith, and Dochney (2012) found significant positive relationships between servant leadership and academic advising behaviors. However, Paul et al. did not investigate students' satisfaction with servant leadership based advising. If students are not satisfied with servant leadership based advising then the adoption of advising based on a servant leadership framework may have a negative impact on students' college experience, academic advising, and ultimately their retention and persistence. This study attempts to investigate if students were satisfied with servant leadership based advising and if servant leadership was a predictor of students' advising satisfaction. The researchers found significant positive relationships between servant leadership and students' advising satisfaction. Servant leadership was also a significant predictor of students' advising satisfaction. Implications for practice are also discussed.

WRITING USING YOUR FIVE SENSES

Autumn H. Miller

**Faculty Mentor: Shirley Andrews, EDD
Department of Early Childhood and Special Education**

This study examined the effects of using the five senses to enhance the descriptive words within a written text. One class of second-grade students participated in this study. After a pretest, students were taught about the five senses and how each sense can enhance the descriptive writing in a story. Once the students were assigned a topic, they received a Frayer Model to begin to write as many descriptive words about the topic as possible. Once this Frayer Model was complete, the students could use this graphic organizer to help them write their stories. There was a significant difference between the pre-test writing and the writing while using the five senses. The students felt confident in their work and were excited to share it with the class.

EFFECTS OF ARTS-INTEGRATION IN THE THIRD-GRADE MATHEMATICS CURRICULUM

Carolynn Stoddard

**Faculty Mentor: Ellice P. Martin, EDD
Department of Middle, Secondary, Reading, and Deaf Education**

The purpose of this 9-week study was to determine whether the use of arts-integrated lessons with Mathematics would raise third-grade students' achievement scores on tests, improve their attitudes toward learning, and improve behavior. Results were determined by comparing the treatment class pretest and posttest scores with the control class scores. Surveys, interviews, behavioral checklists, and fieldnotes also provided data for evaluation of the treatment class. The treatment group completed five Mathematics and arts-integrated lessons that focused on place value and multiplication by using various artworks, foods, drawing skills, and other hands-on manipulatives. During the intervention, the arts-integrated group made statistically significant gains in Mathematics ($M = 90.52, p < .05$) based on posttest scores. Students' attitudes toward learning and behavior in class also significantly improved during these lessons.

Library and Information Science

VIRTUAL INTERNS AND DIGITAL TOOL: A BRIEF ANALYSIS OF THE GALILEO KNOWLEDGE REPOSITORY FROM THE INTERN PERSPECTIVE

Kimberly Mears and Jamie Addy

**Changwoo Yang, PHD
Library and Information Science**

This illustrative case study provides an overview of the workflows and practices used to create digital collections for the GALILEO Knowledge Repository (GKR). Virtual interns from Valdosta State University's Master of Library & Information Science program were assigned to work with individual participating institutions. This study will focus on the virtual intern experience at Georgia Health Sciences University to find best workflows, tools, and practices in the creation of collections for their institutional repository (IR), Scholarly Commons. Interviews with two site managers revealed workflow development and challenges from the supervisor perspective. Content submission was successful through the application of digital tools, including Dropbox for image sharing, Google Docs for Dublin Core (DC) metadata standardization, and Wimba virtual classrooms for fieldwork training. Implications for the future use of virtual interns in the GKR project are discussed.

College of Nursing**A PROJECT TO EXAMINE THE EFFECTIVENESS OF BEHAVIORAL INTERVENTION ON REDUCING RATES OF SEXUALLY TRANSMITTED DISEASE IN AFRICAN AMERICAN WOMEN****Virginia Bellamy and Ashley Bostick****Faculty Mentor: Brenda Dyal, DNP
College of Nursing**

The purpose of the study was to test the effectiveness of implementing the Sister to Sister® 20 minute behavioral intervention on reduction of sexual risk behaviors in African American women ages 18-45 in a public health department. Ten non-pregnant African American women were recruited within the family planning and STD clinic of the Colquitt County Health Department. Each woman received STD treatment per Georgia's Department of Public Health's protocol. After treatment each participant experienced the Sister to Sister® behavior intervention. The outcome was measure by self-reported questionnaires pre and post-intervention. The results showed that a single 20 minute behavioral intervention may reduce STDs and risk behaviors among African American women receiving public health services.

A SURVEY TO EXAMINE PATIENT SATISFACTION**Beckie Nowland****Faculty Mentor: Brenda Dyal, DNP
College of Nursing**

Patient satisfaction with nurse practitioners in primary care settings was examined for this study. The Nurse Practitioner Satisfaction Survey was used after permission was obtained via email from Dr. Lucie Agosta. The patients at Partnership for Health in Valdosta, Georgia were more satisfied with the care they received from the nurse practitioners. Nurse practitioners are on the forefront of providing those essential primary healthcare services as the needs for those services are increasing.

Division of Social Work

THE EFFECTIVENESS OF REWARD SYSTEMS ON ANXIETY LEVELS AND DISRUPTIVE BEHAVIORS RELATED TO ATTENTION DEFICIT HYPERACTIVITY DISORDER

Kathleen Crock

**Faculty Mentor: Hanae Kanno, PHD
Division of Social Work**

A single subject research design was used to determine if employing a reward system would decrease disruptive behaviors related to Attention Deficit Hyperactivity Disorder (ADHD), as well as decrease high anxiety levels felt as a result of being reprimanded for disruptions. The subject was a twelve year old boy with ADHD, residing at the Florida Sheriffs Boys Ranch. Baseline and intervention phases were used that consisted of five and twenty days in length, respectively. Two operational measures were used to meet the goals of reducing ADHD symptoms and levels of anxiety; the first measure, behavior reports by teachers, parents and self-report, were used to indicate the reduction of disruptive behaviors related to ADHD. The second operational measure was used to indicate improvements toward lowering anxiety levels, in which self-reports were used. The results demonstrated that implementing a reward system decreased the number of disruptive behaviors, leading to decreased anxiety levels.

THE RELATIVE EFFECTIVENESS OF THE ADDICTIVE DISEASES TRANSITIONAL HOUSING PROGRAM (ADTHP) ON ADDICTION RECOVERY: ITS IMPACT ON RECIDIVISM AND THE DEVELOPMENT OF COMMUNITY SUPPORT NETWORKS

Cynthia L. Doss

**Faculty Mentor: Hanae Kanno, PHD
Division of Social Work**

The preliminary study's purpose is to demonstrate the Addictive Diseases Transitional Housing Program's (ADTHP) effectiveness in reducing environmental barriers to recovery as measured by participant recidivism rate, frequency of attendance at recovery support meetings, and frequency of volunteerism with community organizations. The single subject (system) ABA design consists of a reconstructed baseline (three months prior to admission) and continuous measurements (three months after admission) with preliminary results suggesting an overall decrease in recidivism and an overall increase in involvement with recovery support networks and community volunteer activities. Preliminary conclusions indicate that participation in the ADTHP impacts recovery; however, additional measures specific to recidivism, such as magnitude/severity of the event, are implicated in the study.

GEORGIA'S POLICY ON SCHOOL BULLYING WITH A FOCUS ON CYBER-BULLYING

Patty McDuffie

**Faculty Mentor: Diane Holliman, PHD
Division of Social Work**

The research completed on school bullying will place an emphasis on cyber-bullying and its effects on teenagers and society as a whole. The main population studied was teenage children between the ages of thirteen and eighteen. The focus of the research is on the laws governing school bullying and how the laws have been amended to include cyber-bullying in most states including Georgia. The research will show that technology is growing at a vast rate and is readily available to the majority of teenagers. Technology has both positive and negative effects on teenagers in our society; however, technology is being used by teenagers for sinister intentions. The results of the research will indicate that cyber-bullying is growing rapidly and can be more harmful than face to face bullying.

THE EFFECTIVENESS OF COGNITIVE BEHAVIOR THERAPY ON CONTROLLING NEGATIVE EMOTIONS AND BEHAVIORS BY IMPROVING COMMUNICATION SKILLS

Samantha Napier

**Faculty Mentor: Hanae Kanno, PHD
Division of Social Work**

This study described the use of the Single Subject Research Design (SSRD) to assess the behavioral needs and intervention strategies for a DFCS's client with behavioral and communicative problems. Client A is a 14 year old African American female who has been in foster care since July 2007. Due to behavioral problems, stability has been an issue requiring placement at eleven foster homes in less than five years. Client A has also required over five different case managers and therapists. The SSRD consisted of an A Phase and B Phase with three baselines in a three week period. The operational measurements consisted of the client's negative behavior in school, in the foster home, and during therapy sessions. The results of the SSRD indicated the need for four weeks of Cognitive Behavioral Therapy (CBT). As a result of CBT, Client A's behavior improved in all settings and her communication skills were enhanced.

Valuable assistance in support of the Symposium was provided by:

The Graduate Symposium Committee: Michael Sanger, Dianne Dees, Vivian Foyou, Anita Ondrusek, Maura Schlairet, David Wasieleski and Teresa Williams

The Graduate Executive Committee

VSU's Graduate Program Coordinators

The Graduate School Staff: Jessica DeVane, Michelle Jordan, Betty Rowland, Rebecca Waters, Ryan Gillen, Marissa Goodwin, Candler Bennett, Sade Miller, Jarrod Murray, and Alex Thomas

Mr. John Crawford, Vice President for University Advancement

VSU Catering, Event Services, Media Services, Creative Design Services, Printing Services, and the *Spectator*

The Graduate School thanks Dr. Louis Levy, Interim President, and Dr. Phil Gunter, Provost and Vice President for Academic Affairs, for their support of the Symposium. The Graduate School also thanks Georgia Power for their generous support of the reception.



VALDOSTA STATE UNIVERSITY

The Graduate School

LOCATION Psychology Building • 2nd Floor

ADDRESS 1500 N. Patterson St. • Valdosta, GA 31698-0005

PHONE 229.333.5694 • **TOLL FREE** 800.618.1878 • **EXT 5** • **FAX** 229.245.3853

WEB www.valdosta.edu/gradschool • **E-MAIL** gradschool@valdosta.edu