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Graduate Research Symposium

*College of Professional
Sciences*

Xavier University

April 25th, 2019

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Welcome Note

On behalf of the College of Professional Sciences I'd like to welcome you to the first annual celebration of the College of Professional Sciences Graduate Research Symposium. As an institution of higher learning, Xavier is committed to supporting the pursuit of knowledge and disseminating knowledge through research publications, presentations, and in the classroom. The research enterprise is a vital component of that mission and I am very pleased to see the breadth and depth of scholarly inquiry represented here today.

Congratulations to all of the student presenters on your accomplishments. I hope that your experience with research was a positive one and that you will consider contributing to the body of knowledge as you move forward in your career. Through your collective efforts you are revealing the mysteries of your discipline and helping to inform practice, pedagogy, and future research efforts. You are now part of the collective body of knowledge that helps to reveal God in all things – a core tenant of Ignatian Spirituality.

I want to also express my gratitude to the faculty members whose mentorship efforts are represented in the work being presented today. I can appreciate the effort involved in mentoring student research and want to thank you for your commitment to this work.

Finally, my sincere hope is that all attending today will join in celebrating our students' accomplishments and find inspiration in their work.

Sincerely,

Paul Gore, PhD
Dean, College of Professional Sciences

**Department of Leadership Studies and Human
Resource Development**

**THE RELATIONSHIP BETWEEN SERVANT
LEADERSHIP, OTHER ORIENTATION AND
AUTONOMOUS CASUALITY MOTIVATION**

Mary Beth Bamber (Dr. Gail Latta)

**Department of Leadership Studies and Human
Resource Development**

Background: The central premise of servant leadership is that leadership stems from a desire to serve others first: The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead (Greenleaf, 1977, p. 7). Despite the centrality of this concept to the conceptual definition of servant leadership, attempts by theorists to operationalize this antecedent has elude leadership scholars. The purpose of this study is to explore two potential antecedent constructs that may help clarify the desire to serve first dimension of servant leadership. The correlation between servant leadership and the dispositional construct other orientation will be examined as a potential predictor of who may possess potential to emerge as a servant leader. The possible moderating effect of autonomy motivational orientation will then be examined and contrasted with the effects of controlled motivational orientation, another construct defined by Deci and Ryan's (2002) theory of self-determination.

Question: This study will explore the interaction of other orientation and autonomy motivational orientation as

predictors of servant leadership. Seven hypotheses will be tested derived from the central research question: Does dispositional other orientation predict servant leadership and is this relationship moderated by an autonomous causal orientation toward motivation?

Methods: This study will use validated survey instruments to collect data from a sample of supervisors and their direct reports in 3-5 for-profit organizations located in the mid-west region of the United States. Supervisors will complete the Comparative Emphasis Scale (Ravlin & Meglino, 1987) and General Causality Orientations Scale (Deci & Ryan, 1985) which measure other orientation and motivational orientation, respectively. Direct reports will complete the Servant Leadership Survey (van Dierendonck and Nuijten, 2011) as it pertains to their immediate supervisor.

Results/Discussion: Data analysis will focus on correlational and moderation assessments following Baron & Kenny's (1986) approach. These inferential tests will provide statistical evidence to inform hypotheses addressing whether other orientation is positively correlated with servant leadership and if so, whether having an autonomy causal orientation moderates the relationship.

Conclusions: This study could potentially contribute to greater concept clarity in the development of servant leadership theory. Establishing the relationship between these variables could inform future research aimed at operationalizing core constructs. Results could suggest why some individuals may be more disposed than others to be seen as servant leaders in the eyes of their followers. Findings could offer preliminary empirical support for the

antecedents of servant leadership by testing propositions advanced by other leadership scholars (van Dierendonck, 2011).

Program Connection: Understanding the conceptual and practical distinctions among alternative theoretical approaches to leadership is a key component of the LEAD doctoral program's Leadership Core. Dr. Latta's companion courses on Comparative Leadership Theory (LEAD880 and LEAD882) taught me to apply the skills of theoretical analysis to understanding the mediating and moderating effects of psychosocial dimensions of leadership, including Deci & Ryan's theory of motivation. Both courses prepared me for working with Dr. Latta to develop the theoretical extensions of existing theory being tested in this study.

LEADERS ARE READERS

Shannon Bosley (Dr. David Tobergte)

Department of Leadership Studies and Human Resource Development

The central focus of this correlational quantitative study is investigating the relationship between reading habits and principal effectiveness. As the empirical data continues to grow, educational researchers agree that effective principals are incredibly impactful on student achievement. It is important to now find ways on how one can become and remain an effective principal. What habits or behaviors can a principal have that would lend him or her to be an effective leader and ultimately to have a positive impact on the teachers, the students, and the school? And how can a

principal improve upon those habits or behaviors? Using Marzano et al. (2006) 21 responsibilities of an educational leaders as a measure for leader effectiveness and their impact on student success, teacher instructional practices, and school culture, one could connect those responsibilities of a principal as being improved through the benefits of being an engaged reader. If data can show that the development of strong independent reading habits in an educational administrator could ensure a more effective principal, school culture would benefit, teacher's instructional practices would benefit and ultimately student academic success would benefit.

ETHICAL DECISION-MAKING AMONG UNDERGRADUATES AT A JESUIT UNIVERSITY: A COMPARATIVE STUDY OF FIRST YEAR STUDENTS AND GRADUATING SENIORS

Molly Dugan (Dr. Gail Latta)

Department of Leadership Studies and Human Resource Development

Background: This study explored the influence of institutional mission on how undergraduate college students make ethical decisions by comparing decisions made by unmatriculated first- year students with graduating seniors. Analysis focused on whether first-year and seniors employed different ethical decision-making philosophies, and whether the Jesuit identity of the institution was reflected in the ethical decision-making of these students.

Question: Research Questions focused on identifying the approaches to ethical decision-making employed by

first-year and senior students at a Jesuit institution of higher education; determining whether first-year students and seniors differed in their approach; and exploring the extent to which Jesuit identity was reflected in the rationale these students offered for their ethical decisions. The theoretical framework included six ethical principles: utilitarianism, categorical imperative, justice as fairness, pragmatism, altruism, and virtue ethics; and six Jesuit values: reflection, discernment, solidarity and kinship, service rooted in justice and love, *Cura Personalis*, and *Magis*.

Methods: Data included narrative responses to five hypothetical scenarios depicting typical ethical dilemmas undergraduate students face, followed by Likert-scale ratings of both ethical principles and Jesuit values considered. A theoretical coding scheme developed prior to data collection was used to conduct content analysis of qualitative data. Quantitative data were analyzed using repeated-measures ANOVA. Results were first interpreted separately, then compared to better understand the influence of institutional mission on ethical decision-making.

Results/Discussion; Data analyses revealed significant variations in how study participants applied ethical principles to each of the ethical scenarios, and the Jesuit values reflected in their decisions, but minimal systematic differences between first-year and senior students, based on their matriculation status. Limitations and opportunities for further research aimed at clarifying the results of this exploratory study are discussed, as well as implications for student affairs professionals in the higher education community.

Conclusion: Overall, the evidence of minimal distinctions between first-year and senior students' ethical decision making and application of Jesuit values resulting from this study suggests a need to better understand the factors that contribute to the ethical and values-based development of college students. Replicating this study at other academic institutions could help determine whether these results are localized to the specific university studied. A research agenda is proposed for exploring the programmatic implications of these findings and the potential impacts of providing more targeted developmental opportunities for undergraduates throughout their academic tenure.

Program Connection: Understanding the theories or ethical leadership and the philosophical foundations of various approaches to ethical decision-making is a key component of the LEAD doctoral program's Leadership Core. My interest in ethical decision making was initially piqued by a half-semester cognate course that included an international trip organized by Dr. Paul Fiorelli. But it was not until I took Dr. Latta's seminar course on Ethical, Spiritual and Character-based Leadership (LEAD 883) that I grasped the theoretical and philosophical underpinnings of these important organizational dynamics. As my dissertation advisor, Dr. Latta subsequently outlined a methodologically rigorous strategy for studying ethical leadership that connected to my area of professional practice in student affairs at Jesuit institutions of higher education.

INTEGRATED PERSPECTIVES ON THE ROLE OF SELF-THEORIES IN EXTENDING LEADERSHIP THEORY: MEDIATING AND MODERATING PROPOSALS

Kristin Kauffman, Raj Narang, Tyler Payne (Dr. Gail Latta)

Department of Leadership Studies and Human Resource Development

Background: Self-theories help to create meaning for people in understanding their own experiences, which can guide their affect, cognition, and behavior (Dweck & Grant, 200). Dweck & Leggett (1988) proposed a model in which peoples implicit theories and goals create a motivational framework that guides an individual to a certain outcome and create a meaning system within which attributions occur. The model distinguishes between individuals who believe that a person's psychological characteristics like intelligence, personality, ability, morality are fixed versus those who think they are malleable and that they can change. Individuals who hold the fixed view are known as entity theorist, while those who believe that these traits of intelligence, personality, ability and morality are malleable, and can be cultivated are known as incremental theorists.

Question: The purpose of this literature review is to analyze empirical research on implicit theories of self as it relates to theories of leadership. The relevance of implicit self-theories is illustrated both with respect to previous studies, and through proposed theoretical extensions, demonstrating how entity and incremental theories of self-serve as potential mediating or moderating constructs in

multiple theories of leadership. Methods: Literature reviews conducted as part of Dr. Latta's doctoral seminar on Psychosocial Dimensions of Leadership analyzed research on implicit self-theories. Insights from these analyses were combined into an integrated perspective on the relevance of implicit self-theories for the study and practice of leadership.

Results/Discussion: Results of this integrated literature review are presented in two parts: Part 1 reflects analysis of previous research utilizing implicit self-theories as either a mediating or moderating variable as it relates to leadership in specific areas of practice. In Part II, we demonstrate the relevance of implicit self-theories for extending current leadership theory by proposing a series of mediating and moderating proposals.

Conclusions: Part I: With respect to past research, growth mindset has been demonstrated to moderate the negative effects of poverty on academic achievement, to affect intergroup processes and organizational culture in the workplace. As a mediator, incremental self-theories affect buffer the effects of stereotypes on leader's sense of efficacy and self-esteem. Incremental theorist displayed more leadership confidence and less anxious depressed affect after being presented with role models and taking on a challenging leadership task. Recently, entity researchers introduced the concept of a benefit mindset focused on being well and doing good for our world (Buchanan & Kern, 2017, p. 1-2), that elevates the potential benefit of mindset for leadership to a global scale. Part II: With respect to the further development leadership theory, the authors of this review propose theoretical extensions charismatic, path-goal, authentic, transformational, servant and trait theories

of leadership. Predicted effects of each proposed extension are illustrated with appropriate graphs.

Program connection: Demonstrating the capacity to analyze past research for its relevance to conceptualizing mediating and moderating frameworks that extend existing leadership theory is a key component of the LEAD doctoral program's Leadership Core. This combined literature review demonstrates how that is accomplished through a strategic assignment in Dr. Latta's LEAD882 seminar.

IMPACT OF DOMINANT ACADEMIC CULTURE ON EMPLOYEE ASSISTANCE AND ORGANIZATIONAL DEVELOPMENT PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION IN THE UNITED STATES

Kelly Kinross (Dr. Gail Latta)

Department of Leadership Studies and Human Resource Development

Background: Employee assistance programs (EAP) and organizational development (OD) are important parallel programs that support employees' wellbeing, but they approach human problem solving in organizations from different perspectives (Virgil, 1986). Historically, these programs have been researched independently in the corporate world, but minimally in institutions of higher education (Torraco, 2005). EAP services have been expanding to include more a holistic focus on organizational wellbeing by incorporating OD programming and philosophies (Latta, 2009a; Latta & Myers, 2005). Understanding organizational culture has become an essential component of leading change (Latta, 2009b). In

higher education institutions, culture plays a key role in realizing organizational goals. Organizational culture affects employees problem solving abilities, productivity, motivation, commitment, and level of job satisfaction (Ozcan, et al.,2014, p. 562). The importance of cultural context for understanding organizational change is the theoretical foundation for studying the relationship between dominant academic cultures and the expansion of EAP programming to include OD initiatives on campuses of higher education.

Question: This study explores the relationship between dominant academic culture and EAP programming and services at institutions of higher education in the United States. Specific research questions focus on determining whether an institution's dominant culture predicts variations in the scope, status, and campus integration of EAPs, and whether services have expanded to include OD initiatives. The influence of non-dominant cultures will also be explored.

Methods: This mixed-methods study will be conducted in three phases: Phase I will involve administering the Academic Cultures Inventory (ACI) (Bergquist & Pawlak, 2008) to faculty in governing bodies at 51 academic institutions belonging to the International Association of Employee Assistance Professionals in Education (IAEAPE). Phase II will consist of 1-hour telephone interviews with EAP directors at participating institutions. The purpose of the interviews will be to gain EAP directors perspectives on factors pertaining to the status, scope and range of services provided by their operations to members of the academic community. The interview protocol asks about both

traditional EAP service and wellness programs, as well as more holistic OD initiatives. Phase III will consist of comparative analysis of Phase I & II data.

Results/Discussion: During Phase III, interview data will first be transcribed and analyzed using content analysis. Then Phase I data will be analyzed statistically to identify the dominant academic culture of each participating institution. Results will be interpreted through comparative analysis of programmatic EAP data, based on the dominant cultures of participating institutions. The themes identified in the transcribed interviews collected during Phase II will be analyzed through the lens of the dominant academic cultures of participating organizations assessed by the ACI in Phase I.

Conclusions: Results could inform campus leaders regarding the underlying cultural dynamics affected the success of efforts to expand EAP/OD services at institutions of higher education. Program Connection: Understanding theories of organizational culture and change is a key component of the LEAD doctoral program's Leadership Core. After taking LEAD881 with Dr. Latta, she suggested I look at Bergquist & Pahlak's taxonomy of academic cultures and consider conducting this exploratory mixed-methods study.

DECODING LEADERS' EXPERIENCES OF INNOVATION, ADAPTATION AND CHANGE THROUGH THE LENS OF DISPOSITIONAL ATTITUDES TOWARD RISK: A CASE STUDY OF A GLOBAL HEALTH ORGANIZATION

James Tinker (Dr. Gail Latta)

Department of Leadership Studies and Human Resource Development

Background: Leadership theorists assert that attributes toward risk have a significant impact on the long-term success or failure of an organization. Within the literature, risk is closely associated with diffusion of innovation, change management, and the nascent theory of adaptive leadership. Empirical evidence linking risk attitudes to these other constructs is currently limited, with many of these constructs being viewed singularly through quantitative studies. Understanding the collective impact of risk attitudes on the behavior, decisions and thought processes of middle-managers with respect to the adoption of innovation and adaptation in the face of organizational change initiatives is important, particularly in the rapidly-changing field of healthcare.

Question: The purpose of this qualitative case study is to explore the risk attitudes of middle-managers in a healthcare organization as they relate to the adoption of innovation and practice of adaptive leadership during implementation of a recent organizational change initiative. The following questions will guide the inquiry: 1. What are the attitudes toward risk of middle-managers and senior leaders within a large, global medical device company

headquartered in the northeastern United States? 2. To what extent are the risk attitudes of middle-managers and senior leaders in a global health organization reflected in their responses to innovation during implementation of change in a period of widespread reorganization? 3. To what extent are the risk attitudes of middle-managers and senior leaders in a global health organization reflected in their behavior, decisions and thought processes at every stage of the change implementation process? 4. To what extent are the risk attitudes of middle-managers and senior leaders reflect elements of adaptive leadership during implementation of change in a period of widespread reorganization? How have these attitudes contributed to the prevalence or absence of adaptive leadership among middle managers and senior leaders in the target organization?

Methods: Data will be collected through telephone interviews with 22 middle managers and 11 senior managers, followed by completion of the General Risk Propensity Scale (GRIPS), an assessment of dispositional attitudes toward risk (Zhang, Highhouse and Nye, 2018). The interview protocol, adapts the theoretical framework of Latta's (2009) OC3 model of organizational change in cultural context to serve as a guide for exploring the actions, thoughts and experiences of participants throughout the internal complexity of change implementation.

Results/Discussion: Interview transcripts will be analyzed using a coded scheme derived from theories pertaining to the diffusion of innovation, adaptive leadership, risk-taking and organizational change. Results of this

analysis will be interpreted through the lens of participants' scores on the GRIPS.

Conclusion: Findings are expected to shed light on the how leaders' dispositional attitudes toward risk are reflected in their approach to innovation, adaptation and change.

Program Connection: Understanding the interplay of leadership theories and organizational change is a key component of the LEAD doctoral program's Leadership Core. Dr. Latta's course on Leading Organizational Culture and Change (LEAD881) introduced the OC3 Model that forms the foundation of this exploratory mixed-methods study. The literature on innovation was subsequently explored through an independent study with Dr. Latta.

A CASE STUDY OF INCLUSIVE LEADERSHIP COMPETENCIES FOR BUILDING-LEVEL ADMINISTRATORS IN ELEMENTARY SCHOOL

Amy Touassi (Dr. Ahlam Lee)

**Department of Leadership Studies and Human
Resource Development**

Background: The Council for Exceptional Children (CEC) was created in 1922 as an organization to promote the education of individuals with special needs. Today, the CEC is the leading authority in the United States in regards to standards for educating those who will educate individuals with disabilities. The CEC recommends competencies for both teachers and administrators of special education programs to be proficient in in order to be successful in their educational roles. The CEC's standards for leaders of special education programs are as follows: 1)

assessment, 2) curricular content knowledge, 3) programs, services, and outcomes, 4) research and inquiry, 5) leadership and policy, 6) professional and ethical practice, and 7) collaboration (Council for Exceptional Children, 2015). In the field of educational leadership studies, seeking to better understand the role of leader competencies in the domain of special education is an undertaking which will contribute to new knowledge to an under researched area of leadership studies.

Research Questions: The purpose of this exploratory case study is to identify administrative competencies that multiple stakeholders at the elementary school level (i.e., parents, teachers, and current administrators) perceive to be important for creating an inclusive and accessible learning culture for students with disabilities in a small, suburban school district located in Southwest Ohio. The study's findings will consist of a comparative assessment of stakeholder perceptions of core administrative competencies for special education programs' leaders as defined by the CEC's standards as well as identify additional factors not taken into account by the CEC's current set of standards. The following research questions will guide the study. (1) Which of the CEC standards for leaders in special education reflect core competencies as perceived by multiple stakeholders (i.e., building-level administrators, teachers, and parents) that successful building-level administrators need to be proficient in in order to perform their tasks in a way that creates inclusiveness and accessibility for students with disabilities (SWDs) in elementary schools? (2) What additional leader competencies do stakeholders perceive building-level

administrators need to be prepared for in pursuit of developing an inclusive and accessible learning environment in their schools?

Research Design: Data will be collected utilizing an electronic survey that was developed based on the CEC standards. Quantitative responses from the survey will be analyzed to inform Research Question One; for Research Question Two, open and axial coding will be used to analyze qualitative data from the survey's open-ended questions. The resulting data will demonstrate the utility of the current CEC standards to those currently working with special needs populations and provide recommendations for additional competencies for special education programs' leaders.

FROM HIGH SCHOOL INTO HIGHER EDUCATION: A COMPARATIVE CASE STUDY OF THE SUMMER MELT PHENOMENON AT AN URBAN SCHOOL DISTRICT

Tammy Zilliox (Dr. Gail Latta)

Department of Leadership Studies and Human Resource Development

Background: Summer melt is a national phenomenon that occurs when high school graduates intend to matriculate into higher education immediately following graduation but end up not doing so. Various reasons have been identified to explain the summer melt phenomenon, and although it affects both males and females, all races and cultures, and all socio-economic households, students from economically disadvantaged backgrounds are the dominant sufferers of summer melt (Castleman & Page,

2014). This phenomenon is widespread across the country and enables the poverty cycle to continue. Graduates of public schools are disproportionately affected (Tough, 2016). Therefore, identifying reasons why the summer melt phenomenon occurs is an important prelude to developing programming that could promote higher rates of matriculation and potentially interrupt the poverty cycle. Over the last decade, national studies conducted to understand the summer melt phenomenon have identified three broad categories of factors that create barriers to matriculation high school graduates who succumb to summer melt: financial, paperwork and home circumstances (Castleman, Arnold & Wartman, 2012). Examples include: gaps in financial aid, difficulty deciphering pre-matriculation paperwork, lacking a parent or sibling familiar with the post-secondary environment, and logistics such as transportation.

Question: The purpose of this case study is to identify reasons why recent high school graduates from a single urban school district in Southwest Ohio who intend to matriculate into higher education do not. Four research questions will guide this qualitative study: 1. What factors account for why some local graduates succumb to the summer melt phenomenon? 2. What factors account for why some local graduates did not succumb to summer melt? 3. How do the barriers to matriculation experienced by local graduates compare to factors identified in national studies of summer melt? 4. What additional barriers reported by local graduates contribute to summer melt in this district?

Methods: Interview responses from recent graduates will highlight the main obstacles these students face during

the summer months as they fail to transition into higher education. Comparison data collected from other graduates who successfully transitioned to higher education will help identify factors that differentiate between those who melt and those who matriculate. Results will help determine the extent to which the findings of national studies generalize to the target institution, as well as identify any additional factors unique to the local school district.

Results/Discussion: It is expected that many of the reasons identified in national studies of summer melt will be found to affect graduates of the local school district. It is unknown whether additional, unique factors will be identified. Results will also extend the findings of previous studies by revealing the extent to which graduates who do successfully transition to higher education experience similar barriers to matriculate as the summer melters.

Conclusion: Results of this study could help local educators develop strategies aimed at reducing the high percentages of summer melt in the district studied.

Program Connection: The LEAD doctoral program includes a higher education cognate that consists of three tutorial courses, including one on the college student experience.

Department of Occupational Therapy

IMPLEMENTATION OF A STANDARDIZED PROTOCOL FOR CONSERVATIVE TREATMENT OF MALLET FINGER

Lauren Beck, Sydney Clasby, Nikki Lang, Cayla Woodburn (Dr. Carol Scheerer)

Department of Occupational Therapy

Background: Mallet finger injuries are caused by a broken extensor tendon at the distal phalanx of any digit leaving the affected digit drooping and unable to return to neutral. Treatment for mallet finger differs based on severity of the injury; however, most are treated with conservative (nonsurgical) treatment methods, such as prefabricated or custom-made orthoses. Currently, there is lack of consensus regarding which conservative mallet finger treatment method produces the best outcomes. Thus, there is a need to develop a consistent protocol for conservatively treating this tendon injury, as a standardized protocol may lead to more efficient and effective outcomes. A previous student-led research study found one Midwestern hand clinic yielded positive results for mallet finger injury treatment prior to standardization of a treatment protocol. To expand upon these findings, this study was conducted at this same clinic to examine the degree to which implementing a standardized mallet finger treatment protocol would continue to yield positive outcomes.

Question: What are the outcomes when a standardized protocol for conservative mallet finger treatment is

consistently implemented among hand therapists at one Midwestern hand clinic?

Methods and Procedures: In this descriptive case study conducted between June 2018 and February 2019, 14 participants (aged 37-70 years) with mallet finger injury were conservatively treated with a standardized custom-made orthosis treatment protocol. Six clinic therapists prospectively implemented the research procedures and standardized treatment protocol and collected treatment data. Outcomes were measured using the QuickDASH and ROM measurements of the affected and contralateral digits. At the end of the data collection period, authors retrospectively collected outcome data via electronic medical record chart review.

Results and Discussion: Participants demonstrated a clinically significant improvement in range of motion (ROM) with an average reduction of 32 in extensor lag from first to final visit. When the affected digit was compared to the contralateral digit baseline, rather than neutral (0), all participants demonstrated fair or better extensor lag outcomes. Additionally, participants exhibited an average improvement of 32-points from their first to final QuickDASH scores indicating a clinically significant improvement in hand function. A low positive relationship was found between length of treatment and change in QuickDASH scores ($r = 0.39$), suggesting as treatment length increases, improvements in QuickDASH scores may also increase. This study yielded a greater average reduction in extensor lag than the previous student-led research group, suggesting a standardized protocol may lead to better outcomes.

Conclusion: Despite the small sample size, this standardized mallet finger treatment protocol resulted in positive outcomes for mallet finger injuries treated at one Midwestern hand clinic. It would be beneficial to evaluate further the effects of this standardized protocol, specifically, one-year post discharge to assess follow-up status in ROM, extensor lag of the affected digits, and QuickDASH scores.

Program Connection: Occupational therapists may work and obtain a specialty certification in hand therapy, where mallet finger injury is commonly treated. Additionally, orthoses are a commonly used treatment modality in multiple occupational therapy settings.

CREATIVITY IN PRE-OCCUPATIONAL THERAPY STUDENTS

Megan Derrig, Libby Maine, Danielle McCoy, Emily McDunn (Dr. Leah Dunn)

Department of Occupational Therapy

Creativity is highly valued within the field of occupational therapy because creative thinking is utilized to customize services for clients to provide the best treatment. To adequately prepare pre-occupational therapy students for their graduate education and future careers, pre-occupational therapy educators must foster creative cognitive processes within their courses. By doing this, educators provide opportunities for their students to develop and employ various creative skills. Before these opportunities can be provided, educators must have a thorough understanding of the types of creative processes

students engage in as well as the circumstances that promote their creative thinking. Therefore, the researchers developed two research queries: (a) what cognitive processes associated with creativity are used by pre-occupational therapy students? and (b) what is the pre-occupational therapy student perspective on creativity? The queries were explored through a mixed method self-report survey. The survey consisted of a 28-item Cognitive Processes Associated with Creativity (CPAC) scale and an open response prompt: "Describe a time when you had to be creative." Forty pre-occupational therapy students at a midwestern university participated in the survey. The CPAC results indicated that pre-occupational therapy students engage in all six of the cognitive processes included within the survey. In addition, from the open ended prompt responses, three themes emerged from the data: *I had to, I thought of, I did it*. These themes demonstrate the three-part process that students often engage in during the creative process. From these results, the researchers found that pre-occupational therapy students often indicated feeling obligated to be creative due to demands of their social, temporal, and personal contexts. In response to these demands, the students used certain cognitive processes to formulate complex and creative strategies that would ensure success in their school and work environments. By understanding which types of creative processes pre-occupational therapy students implement in response to different demands, educators of pre-occupational therapy courses can develop teaching strategies and assignments that will promote the use of the specific creative thought processes of their students. By challenging students to

apply creative cognitive processes within undergraduate curriculum, their creative skills will be fostered to support future implementation of these skills in students' graduate education and careers.

Keywords: creativity, occupational therapy, pre-occupational therapy, cognitive processes, education

INFLUENCE OF FIELDWORK EDUCATORS' LEADERSHIP STYLE ON CREATIVITY IN FIELDWORK STUDENTS

Rachel Glasmeier, Morgan Keiner, Meredith Klare, Tara Larrance (Dr. Leah Dunn)

Department of Occupational Therapy

Creativity is essential for occupational therapists to plan and implement client-centered interventions. FWEs are licensed occupational therapists who mentor occupational therapy fieldwork students to increase their competency as future occupational therapy practitioners. As occupational therapy fieldwork students begin their Level II fieldwork rotations, it is imperative to determine how fieldwork educators (FWEs) influence their creativity. A descriptive survey was conducted to determine FWE leadership styles and its impact on the cognitive processes associated with creativity in FW students. Forty-three occupational therapy students at a Midwestern Jesuit university were surveyed following completion of their Level II fieldwork rotations. The Multifactor Leadership Questionnaire (MLQ-5X) identified factors of three leadership styles (transformational, transactional, and passive-avoidant) (Bass & Avolio, 1985).

The Cognitive Processes Associated with Creativity (CPAC) was utilized to identify the presence of six cognitive processes associated with creativity (incubation, flow, idea generation, idea manipulation, imagery, and metaphorical/analogical thinking) (Miller, 2014). The results of this study indicated several factors of the transformational leadership style that had significant and positive relationships with factors of the CPAC. Additionally, factors of transactional and passive-avoidant leadership styles were also significantly associated with increasing cognitive processes related to creativity. The findings contribute to the evidence on how occupational therapy fieldwork educators' leadership styles influence their student's creativity. The results of this study benefit the Xavier Occupational Therapy program because this study explored the factors of different leadership styles that promote creativity in occupational therapy fieldwork students. The findings indicate many leadership styles can promote creativity as there are factors from each leadership style that are significantly associated with processes of creativity. FWEs can utilize various factors of each leadership style to help their fieldwork students develop interventions unique to each client.

Keywords: occupational therapy, fieldwork students, creativity, transformational leadership

RACIAL IMPLICIT BIAS IN OCCUPATIONAL THERAPY

**Sydney Gruntler, Maria Salomone, Claire Schwaba,
Kelly Stoeckel (Dr. Carol Scheerer)**

Department of Occupational Therapy

Abstract Background. As diversity continues to increase, recognizing racial implicit bias, an unconscious attitude or belief about race that may potentially affect behaviors or actions, will become integral in providing quality healthcare. Specifically, occupational therapists will benefit from being mindful of their own bias to support the professions inclusive vision and provide quality care. The purpose of this study was to increase self-awareness of racial implicit bias in future occupational therapists who were majority White attending a private Midwestern university.

Question. The research question was twofold: first, to what extent did university attending occupational therapy students self-report their degree of racial implicit bias? Second, was there a difference in degree of racial implicit bias as students progressed through the academic program?

Methods and Procedures. Authors used participants' self-reported results of the Race IAT (Project Implicit, Harvard University) to measure the degree of personal implicit bias an individual has regarding Blacks and Whites. The IAT link was embedded in a Qualtrics questionnaire among other demographic close ended and follow-up questions. **Results.** Seventy percent (n= 73) of majority white occupational therapy students across five cohorts self-reported that they had a degree of slight, moderate, or

strong preference for Whites over Blacks indicating an implicit bias towards Blacks. A Kruskal Wallis test was used to determine if a difference in degree of bias existed between all five cohorts. Results failed to show statistical significance difference ($p = 0.394$). A Mann U Whitney was used to determine if a difference existed between senior and graduate students who have taken a series of two undergraduate Occupational Justice courses and undergraduate sophomore and junior students who had not. Similarly, results did not show statistical significance between the two groups ($p=.074$). All tests were run using SPSS software.

Conclusion. Results were not statistically significant when looking for a difference in racial implicit bias as students' progress through the academic program. Yet, clinical significance lies in the potential for increased self-awareness of racial implicit bias for occupational therapy students as they prepare themselves to provide quality care to their future clients.

Program Connection. To advocate for diverse clients, therapists are expected to uphold the core value of equality outlined in the Occupational Therapy Code of Ethics (AOTA, 2015). However, little diversity exists within the field itself as the majority of therapists are White (Taft & Blash, 2017). Because racial implicit bias has been shown to influence the care provided, increasing self-awareness may promote culturally-competent care in future occupational therapists.

EXPERIENCES OF ENTRY-LEVEL OCCUPATIONAL THERAPISTS

Jordan Hendershot, Mary Lauren Moss, Morgan Verst, Allison Vonderhaar (Dr. Joanne Estes)

Department of Occupational Therapy

Background. High job mobility rates can be disruptive to the continuity of client-centered care and may negatively impact best practice for occupational therapy. The highest level of job mobility rates are among entry-level occupational therapists, defined as therapists within their first five years of practice. Previous research has found that a lack of resources, workload, professional support, and supervision greatly affect job mobility and retention in the healthcare field. However, a clear understanding of how entry-level occupational therapists' experiences affect their job mobility is needed.

Purpose. The purpose of this study was to explore the experiences of entry-level occupational therapists and how these experiences influenced job mobility.

Methods and Procedures. This mixed-methods study used a survey and a focus group to collect data regarding employment experiences of entry-level occupational therapists. The authors developed an electronic survey, sent an email invitation that included a link to the survey to occupational therapists in five states, and invited them to participate if they were currently in their first five years of practice. The qualitative portion consisted of a focus group with six recent graduates using a semi-structured interview guide. The authors produced emergent themes from the

qualitative focus group data and analyzed quantitative data from the survey to produce descriptive statistics.

Results/Discussion. Of the 165 survey participants, almost one-third (28%) expressed the need for mentorship or supervision and one-fourth (25%) cited a lack of supervision or mentorship as the primary reason for leaving their first position. Emergent themes from the focus group data were *Practice makes perfect, Making dreams a reality: Career aspirations and job mobility, In the Real world: Realities of employment influence job mobility, and What I wish I would have known: Advice for OT students.* The focus group participants asserted that supervision and mentorship eased the challenges associated with the transition from student to practicing therapist, as one participant noted exceptional supervision as the reason for remaining in her first occupational therapy position. Both survey and focus group participants identified fieldwork experiences as most valuable for developing the skills related to applying these principles, although educational opportunities taught the basic foundational principles of occupational therapy.

Conclusion. Supervision is an overarching factor that contributes to either job retention or job mobility. Quality supervision and fieldwork experiences enhance job retention, while lack of supervision, temporary jobs, hostile work environment, dissatisfaction with practice setting, and ethical concerns regarding patient care increase job mobility.

Program Connection. The findings from this study can inform occupational therapy educators, employers, therapists, and students as to how to improve the

experiences of entry-level occupational therapists. By understanding the experiences and perceptions of entry-level occupational therapists, XU faculty can better prepare students for the realities of entry-level practice and educate potential employers regarding factors related to job satisfaction. Easing the transition from student to practicing therapist will ultimately benefit those receiving services by promoting job satisfaction and retention among entry-level occupational therapists.

KEYBOARDING SPEED AND ACCURACY NORMS OF FIFTH AND SIXTH GRADE STUDENTS

Sara Kula, Taylor Mangas, Kathryn Schoen, Maria Surface (Dr. Claire Morress)

Department of Occupational Therapy

Background. Due to the increased use of technology in society, students are required and expected to use computers in the classroom. Many educational guidelines within the United States discuss elementary keyboarding standards; however, they do not provide specific numeric values regarding speed and accuracy expectations.

Question. The purpose of this study was to address the lack of evidenced based norms for keyboarding speed and accuracy as well as the impact of gender and grade level on keyboarding.

Methods and Procedures. Convenience sampling was utilized to gather data from 982 fifth and sixth grade students from four schools within one large, diverse school district. Student's speed and accuracy rates were recorded using a

routine classroom online typing test. Teachers de-identified the data, only providing researchers with students' gender and grade level next to their speed and accuracy scores. Researchers obtained demographic data regarding race, disability, and enrollment in free or reduced lunch for each of the four schools involved in the study to compare to state and national public school averages.

Results. Average keyboarding speed for all participants was 16.89 wpm ($SD = 6.653$), and average keyboarding accuracy was 96.39 ($SD = 6.142$). A significant difference was found comparing speed between fifth and sixth grade students ($t = - 9.228, p < .001$). No other significant differences were found between variables.

Discussion. The keyboarding speed that educational standards expect students to type is most likely not based on research, as students in the current study were found to type at a much slower rate. However, keyboarding speed was discovered to significantly increase between grade levels, indicating students' development of a significant amount of keyboarding skills as they get older. The average percentage of accuracy was over 96, indicating students' desire to keyboard accurately. The lower speed may be due to students' focus on learning to type accurately before attempting to type faster.

Program Connection. Occupational therapists (OTs) within the school setting often treat students who have poor or very slow handwriting, and may use computers as an alternative. Many OTs are currently using keyboarding standards that have no specific speed and accuracy expectations for students. To accommodate for the lack of

typing expectations, OTs have used outdated research to support their reasoning behind keyboarding intervention.

Conclusion. The current study helps bridge the gap between outdated and nonspecific research by providing OTs and educators with recent and grade specific speed and accuracy rates for fifth and sixth grade students.

Keywords: keyboarding, speed, accuracy, and occupational therapy

TRAUMA, SENSORY PROCESSING, AND THE IMPACT OF OCCUPATIONAL THERAPY ON YOUTH BEHAVIOR IN JUVENILE CORRECTIONS

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Department of Occupational Therapy

Background. Current research indicates most incarcerated youth have experienced trauma. Trauma can interrupt and impact one's sensory processing patterns, which are the neurological processes of perceiving and interpreting the world, resulting in atypical sensory processing patterns. These atypical sensory processing patterns may make youth more likely to interpret others' behavior as aggressive, which then elicits defensive responses. These defensive responses can manifest as acts of violence (AOV). Occupational therapy is a healthcare profession that can address atypical sensory processing patterns and potentially decrease AOV in juvenile correctional facilities.

Questions. This study explored the following research questions; what is/are

1. The correlation between trauma and atypical sensory processing patterns?
2. The correlation between atypical sensory processing patterns and AOV?
3. The correlation between AOV and occupational therapy intervention?
4. The youths' perceptions of occupational therapy services?

Methods. The authors reviewed the records of male youth between the ages of 15 and 20 from a Midwestern maximum-security juvenile correctional facility. The sample consisted of youth who received a minimum of 300 minutes of occupational therapy intervention and randomly selected youth who have not received occupational therapy services. Additionally, the authors individually interviewed youth between the ages of 18 and 20 who have received occupational therapy intervention at the facility.

Results. Quantitative findings showed significant correlations between trauma and the low registration subtest score of the Adult/Adolescent Sensory Profile (A/ASP) ($r_{(74)} = .25, p = .029$), trauma and the sensory avoiding A/ASP subtest score ($r_{(74)} = .23, p = .049$), and AOV and the A/ASP low registration subtest score ($r_{(74)} = -.25, p = .032$) among 76 incarcerated youth who received occupational therapy services. Youth who received occupational therapy services demonstrated a significantly lower AOV rate following intervention ($t_{(75)} = 5.25, p < .001$). The qualitative results of 18 interviews produced three emergent themes, Occupational therapy "...helps me not to punch things", "I have a bright future ahead of me", and "I can go to them and they'll help me."

Conclusions. This study supports the effectiveness of occupational therapy in decreasing rates of AOV for youth incarcerated in a juvenile correctional facility and in providing youth with a positive outlet to help them regulate emotions and behavior and think positively about their futures.

Program connection. This research reflects the Xavier University Department of Occupational Therapy Mission to graduate therapists who provide best practice in emerging settings and who seek occupational justice for all clients, especially vulnerable populations such as incarcerated youth. In accordance with that goal, this research offers valuable evidence for practitioners who work in correctional facilities, a setting for which there is limited literature related to occupational therapy. Furthermore, this research provides evidence for the effectiveness of occupational therapy intervention in reducing AOV at one juvenile correlational facility. This result may help justify the provision of occupational therapy services for the underserved population of incarcerated youth who have experienced trauma.

TEACHING PRACTICES SUPPORTING CREATIVITY IN GRADUATE OCCUPATIONAL THERAPY STUDENTS

Laura Nolan, Laura Palko, Chloe Peyton, Maggie Taphorn (Dr. Leah Dunn)

Department of Occupational Therapy

Occupational therapy is an allied health profession that adapts to meet the constantly changing demands of clients in healthcare. Occupational therapists use a client-centered perspective, requiring creativity beyond diagnostic clinical reasoning and problem-solving. To date, research on creativity training in occupational therapy education has been limited. Therefore, this study sought to better understand the way creativity is taught in allied health professions and to understand the challenges of teaching facilitating in the classroom by asking.

The research question was: what teaching practices promote creativity in occupational therapy graduate students? Authors administered the Teaching Practice Inventory to approximately 40 occupational therapy graduate students in two occupational therapy graduate courses. Results indicated that creativity is fostered when the instructor demonstrated increased respect and acceptance towards students' ideas ($p = .000$) and when instructors create a climate open to the expression of ideas ($p = .024$). Occupational therapy graduate instructors can benefit from the findings of this study by using it as a resource when considering how to foster students' creativity and how course content might affect the degree to which one can foster creativity.

As current students in Xavier University's occupational therapy department, we care deeply about the opportunity to analyze and improve education trends in occupational therapy for future students. As Xavier continues to develop and refine the new Clinical Doctorate degree in Occupational therapy, research on conducive learning environments such as this will be important to educators. The study's result that creativity is dependent on context, and Xavier's new program, should seek to create an educational context that is conducive to creativity.

Keywords: Creativity, Occupational Therapy, Graduate Students, Education

THE CURRENT DYNAMICS OF OCCUPATION-BASED PRACTICE

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Department of Occupational Therapy

Background: The profession of occupational therapy was founded on the premise that clients' treatments should focus on occupation. Paradigm shifts reflect the evolution of practice over time. Current best practice emphasizes a focus on occupation and client-centeredness. Occupation-based practice (OBP) mirrors the profession's foundational values by using occupation-focused activities that are meaningful to clients. One factor that influences the doing of OBP is dominance of biomedical approaches in medical environments. Thus, occupational therapists experience

tensions when providing care based on current professional values in medical facilities.

Question: What are occupational therapists' perceptions of supports and barriers to doing OBP?

Methods: Occupational therapists at a Midwestern pediatric hospital were invited to participate in an online survey developed by the authors asking about their perceptions of supports and barriers to doing OBP at this facility.

Results/Discussion: Of the 85 occupational therapists, 22 returned the survey for a return rate of 26%. The top two reported supports to doing OBP at this facility were environment (18%, $n = 18$) and leadership (18%, $n = 18$). The top barriers reported to doing OBP at this facility were resources (25% , $n = 19$), family (16% , $n = 19$), and time (16% , $n = 19$). Other factors such as perceived client motivation and effectiveness of interventions were reported to also impact the doing of OBP. All participants indicated that they often or always (100%, $n = 19$) use OBP interventions and they agreed or strongly agreed (100%; $n = 19$) clients are more motivated when occupation-based interventions are implemented. Participants also agreed or strongly agreed (strongly agreed/agreed 95%, neutral 5%; $n = 19$) occupation-based interventions are more effective interventions.

Conclusion: This study explored factors that may support or hinder the doing of OBP at this facility. The findings of this study include factors regarding the facility, workplace culture, and clients how they may support or hinder the doing of OBP. Despite the factors that hinder the doing OBP, the utilization of occupation-based interventions

and the doing of OBP are an integral part of occupational therapy practice at this facility. The findings of this study regarding supports and barriers to the doing of OBP are consistent with the current literature about the dynamics of OBP in the profession. Further research is needed to determine how to use these supports and overcome these barriers in medical facilities.

Program Connection: Xavier University's Master of Occupational Therapy program emphasizes the foundation of our profession and current best practice by promoting the centrality of occupation in treatment planning and implementation. The results of this study may help students identify potential supports and barriers in future workplace settings, which may improve their ability to navigate the doing of OBP as healthcare professionals. Faculty may also benefit from this study by increasing their knowledge about the current dynamics to doing OBP, which will allow them to educate students on the realities of current practice.

INTENSIVE POWER MOBILITY TRAINING FOR VERY YOUNG CHILDREN WITH CEREBRAL PALSY: A PILOT STUDY

Peyton Zimmerman, Ann Bishop, Kelly Schneider, Kaitlin Snider (Dr. Claire Morress)

Department of Occupational Therapy

For non-ambulatory children with cerebral palsy (CP) introducing power mobility training early on is crucial for development of language and cognition, yet power mobility is not an option many therapists turn to due to a lack of standardized training protocols. In this study, researchers examined whether an intensive training protocol is more effective in helping the child learn how to drive a power wheelchair than a standard protocol. It also examined the feasibility of an intensive protocol for a child under the age of three and his parents. This study utilized an N-of-1 AB design. Training was implemented with one child, once weekly for three weeks, then increased to three times a week for the study's remainder. The child's ability to drive the chair was analyzed through video coding using two independent, blinded reviewers. The only variable that was significantly impacted by intensive training was assisted mobility. Assisted mobility was characterized as the percentage of time the child drove the chair after his hand was placed on the joystick. A parent interview reflected the positive effect on her child's mobility as well as the emotional impact of seeing her child in a wheelchair and the strain training added to her schedule. Intensive power mobility training is feasible and can yield greater acquisition

of power mobility operatory skills due to more frequent sessions, however more research is necessary in the area of intensive versus a more standardized training protocol. This study connects to the Department of Occupational Therapy because occupational therapists are a part of rehabilitation teams, who prescribe mobility devices. Research must be conducted to know what devices support mobility for different populations. This study provided more information for occupational therapists regarding the effects of intensive power mobility training with a population of children with cerebral palsy under the age of three to aid clinical decision-making.

Keywords: cerebral palsy, early power mobility,
intensive training protocol

Department of Sport Studies

THE COACH-PARENT RELATIONSHIP: THE EFFECT OF ROLE STRAIN ON THE SOCIAL INTERACTION BETWEEN YOUTH SPORT COACHES AND PARENTS

Laura Campbell (Dr. Ron Quinn)

Department of Sport Studies

Approximately three-quarters of families in the United States have at least one child participating in youth sports a total of about 45 million children. Despite record numbers of participation in youth sports, an average of 35% of youth athletes are opting out each year with increased attrition occurring during the middle- and high-school years. For nearly a century, sports participation and withdrawal has been and continues to be a topic of research and concern. This study was designed to examine the social interaction between the two most significant adults (e.g., coaches and parents) who influence the nature and quality of the youth sport experience. With coaches and parents having autonomous expectations of the role of the coach, it stands to reason athlete enjoyment and thus, retention is influenced by the coach-parent relationship and potential conflict between these two important decision makers in youth sports. Using role theory, this study aims to understand the coach-parent relationship by investigating how differing viewpoints on behaviors and expectations affect the coach-parent relationship and, ultimately, the athlete. In most cases, coaches and parents have the athlete's best interest in mind. However, in order to ensure success through a positive youth sport experience, coaches

and parents must understand the expectations of the other. Deprived of intentional communication and a reasonable attempt to consider the other's viewpoint, conflict between parents and coaches will remain in the youth sports culture and, arguably, affect participation and withdrawal. As such, a survey of youth sport coaches and parents representing middle- and high-school team sports and athletes was conducted. Results revealed an observable difference in the perception of coaching roles and behaviors between youth sport coaches and parents. The most significant difference with the potential to induce role strain was discovered in the degree of agreement over talent development environments. Surprisingly, the coach participants focus on long-term athlete development through a positive learning environment, whereas the group of parents concentrates on progressive achievement and competitive comparisons. This study makes a unique contribution to sports literature and research by presenting an empirically based representation of differences in beliefs between youth sport coaches and parents. Furthermore, the present study provides indispensable knowledge to key stakeholders to reduce role strain and improve social interaction between one another; in effect, improving the overall youth sport experience.

A RARE NON-DISPLACED CARPAL FRACTURE CAUSED BY A COMPRESSIVE FORCE

Alyssa Egan (Dr. Lisa Jutte)

Department of Sport Studies

Background: A twenty two-year-old, male, right-handed, collegiate baseball player suffered an injury to the medial aspect of his right fifth metacarpal after being hit by a baseball while batting in a late season spring baseball game. Upon evaluation by the athletic trainer (AT), the patient reported pain with active ulnar deviation. The AT observed edema over the dorsal and medial side of the hand. The patient denied tenderness with carpal palpation, but reported pain with resistive wrist extension. The patient showed no weakness with finger, wrist, or elbow RROM. The AT treated him for a medial 5th metacarpal contusion and a triangular fibrocartilage complex (TFC) injury. Treatment that reduced wrist pain included: thermal ultrasound, ice, and wrist taping. Over the following six weeks, the patient reported a decrease in pain and continued to play as tolerated for the remainder of the season. Pain with wrist AROM returned three months post-injury while he was home for the summer. He reported to his family physician who ordered an x-ray, which was negative. He was treated by a manual therapy specialist with cupping along the superficial back line of the myofascial meridian, which decreased his wrist pain. Five months post-injury, he returned to campus for pre-season physicals, where he once again reported mild wrist pain. Differential Diagnosis: TFC injury, carpal bone contusion, triquetrum fracture,

trapezium fracture. Treatment: During pre-season physicals, the team physician did not appreciate any deformity or edema in the patient's hand or wrist. The patient reported tenderness on the ulnar side of the wrist with passive ulnar deviation and supination. The team physician ordered an MRI to rule out a TFC tear. The MRI showed a non-displaced fracture of the distal trapezium and a grade one interosseous strain between the 3rd and 4th metacarpals. The patient was placed in a wrist exosTM removable cast. Four weeks later, the exosTM cast was discontinued. He was released back to play by the team physician and played the remainder of his fall baseball season without pain. Uniqueness: Trapezium fractures account for 3-5% of all carpal fractures. The typical mechanism of injury (MOI) is a secondary injury to a thumb subluxation, carpal dislocation, or direct blow to the hand; however, in this case the MOI was compressive due to extreme radial deviation. Clinical Bottom Line: The forced radial deviation due to the baseball's impact on the ulnar side of the hand, while gripping a bat, resulted in a trapezium fracture. The fracture was initially missed due to more severe pain reported along the ulnar side of the wrist. After multiple attempts at treating the ulnar wrist, the patient received an MRI that correctly diagnosed a trapezium fracture that led to proper treatment and the complete elimination of symptoms. Trapezium fractures are misdiagnose for two reasons. First, their signs and symptoms are similar to other more common wrist injuries. Second, they often occur with other more traumatic injuries. Sports medicine professionals should keep in mind that compressive forces can fracture the trapezium.

FOOT INJURY IN HIGH SCHOOL MULTISPORT ATHELTE

Patrick Roberts (Dr. Lisa Jutte)

Department of Sport Studies

Background: A 17-year-old multisport high school athlete, reported to his to athletic trainer in early November complaining of left foot/toe pain. The patient presented with ecchymosis over the 2nd metatarsal head and was tender to palpation. The patient's toe strength was normal, but he demonstrated restricted 2nd digit AROM and PROM when compared bilaterally. The patient was referred to the team physician for X-rays and further evaluation. Differential Diagnosis: 2nd Metatarsal Stress Fracture, Freiberg's Infracion, lesser toe MTP joint instability, torn metacarpophalangeal collateral ligament Treatment: The physician ordered X-rays and based upon those images diagnosed the patient with a stress fracture of the 2nd metatarsal of his left foot. The physician placed the patient in a walking boot and restricted him from all sport activity. After two weeks the patient was allowed to return to all sport activity with the use of a metatarsal arch pad. Three months later, the patient continued to report moderate foot pain. The patient consulted an orthopedic foot specialist who ordered an MRI. The foot specialist reviewed the MRI and diagnosed the patient with Freiberg's Infracion. The physician placed the patient in a walking boot with crutches and restricted him from activity for three weeks. The patient began his physical therapy after three weeks of partial weight bearing. He received the following treatments for the next three months:

massage of metatarsal heads, passive flexion and extension toe ROM exercises, toe stretches, and gait training emphasizing heel strike and toe off. The patient also received custom made synaptic resonance technology orthotics. The patient was cleared to resume activity nine months after reporting the initial injury. The patient was instructed to continue to wear his orthotics throughout the day and to add the metatarsal arch pad when participating in sport activity. Uniqueness: The etiology for Freiberg's Infraction is not fully understood due to the lack of available research. The existing literature shows that Freiberg's Infraction is more common in adolescent women and it can be difficult to diagnose since it shares signs and symptoms very similar to a metatarsal stress fracture. The literature explains two methods of treatment for Freiberg's Infraction. The most common treatment approach is conservative and requires partial weight bearing with the use of custom orthotics. If conservative treatment is ineffective, a second treatment approach requires the surgical removal of all loose osteophytes around the affected metatarsal and the placement of a metal cap upon the metatarsal head. Conclusion: This patient was evaluated and misdiagnosed with a stress fracture of the second metatarsal. The MRI ordered by the foot specialist was necessary for the correct diagnosis and treatment of his Freiberg's Infraction. The most effective way to differentiate between Freiberg's Infraction and a metatarsal stress fracture is through X-ray and MRI imaging. More research concerning Freiberg's is needed to clarify the mechanism and provide better diagnostics.

EXAMINING THE RESULTS OF CONSERVATIVE VS SURGICAL TREATMENT OF A LATERAL PATELLAR DISLOCATION IN A COLLEGIATE VOLLEYBALL PLAYER

Evan Schlanser (Dr. Lisa Jutte)

Department of Sport Studies

Background: An eighteen-year-old female volleyball player reported to preseason physical with history of a left lateral patellar dislocation during her freshman year in high school. An orthopedic specialist diagnosed the injury from an MRI. The patient and her family opted to treat the injury conservatively, so the specialist gave her knee braces and set up a strengthening protocol for her to follow. After full recovery, the patient received braces to wear bilaterally for the remainder of her high school career. Upon entry to preseason, she was evaluated by the team orthopedic specialist who reported 2+ lateral mobility of her patella bilaterally and significant weakness of her left hip abductor muscles. Aggressive strengthening of the hip abductors and vastus medialis muscles was recommended, but patient was released for full-participation. The next week, the patient dislocated her left patella while landing during preseason scrimmage. Upon sustaining injury, the player was in obvious pain, but the patella was reduced. The athlete was moved to the sideline and monitored for the rest of practice. Immediately post-practice, the patient was referred and taken to an orthopedic specialist. Differential Diagnoses: Patellar fracture, especially around the medial facet. Quadriceps tendon and Patellar tendon sprains,

Vastus Medialis strain, Anterior Cruciate Ligament tear, Medial Collateral Ligament tear, and Medial Meniscus damage. Treatment: The patient was assessed by the orthopedic specialist, who ordered an MRI and x-ray. Results of imaging showed a bony contusion on the lateral margin of the lateral femoral condyle, a displaced fracture from the medial patella facet, and a high grade medial patellofemoral ligament (MPFL) injury at the patellar insertion. The orthopedic specialist advised reparative surgery. A left knee arthroscopy was performed to remove the loose osteochondral bodies from the fracture. Arthroscopic chondroplasty was performed on the patella. Reconstruction of the MPFL was carried out with a semitendinosus allograft. Reconstruction of the medial patellar retinaculum and the vastus medialis was performed. The patient was braced to immobilize post-op and was instructed in non-weight bearing gait. The patient's rehabilitation focused on regaining strength and improving patellar tracking mechanics, especially by strengthening the vastus medialis. Cryotherapy and Russian stimulation were used to aid in the recovery process. The brace was not to be removed from the patient until full ROM was restored after a minimum of six weeks. The team physician authorized removal of crutches at 9 weeks. Full recovery estimated at six months. Uniqueness: This injury is rather unique, with an incidence rate of 2.29 per 100,000. The sports medicine team identified the risk factors for a patella dislocation during the PPE, and implemented corrective actions, but the plan and its effects did not develop in time. Conclusion: There is as much as a 52% chance of reinjury with any case of patellar dislocation. The recurrence rate is

about 10% higher amongst patients who receive conservative treatment for rehabilitation purposes. The results of this case are concurrent with current literature, recommending surgical intervention as the gold standard and the recommended first option of treatment for this injury.

Health Economic and Clinical Outcomes Research

ANNUAL ECONOMIC BURDEN OF ADVERSE CHILDHOOD EXPERIENCES IN THE UNITED STATES

Dominique Brandt (Dr. Peter Mallow)

Health Economic and Clinical Outcomes Research

Objectives: Adverse childhood experiences (ACEs) constitute a significant economic burden on the child, family, and society. The objective of this study was to estimate the annual economic burden of ACEs in the United States (US) in children.

Methods: An economic simulation model was developed, and we performed a targeted “best evidence” literature review to gather the available evidence necessary to quantify the clinical and economic burden of ACEs. Searches were conducted in PubMed, PsychINFO, Scopus, Embase, Cinahl, EBM Reviews, Academic Search Complete, Medline, Cochrane Database of Systematic Reviews and Google Scholar. Data were extracted for population, resource utilization and cost parameters. A model scaffold was developed, and costs were estimated for Child Welfare services, mental and intensive mental health services, physical health services, juvenile justice services, and school-based services. Aggregated resource utilization costs were compared to a yearly cost incurred by the general US population for an average occurrence of three ACEs. The cost parameters were inflated to 2017 USD. Sensitivity analysis was performed to estimate the range of the economic burden.

Results: Our results indicated the average child who has experienced any ACE has had on average three ACEs. The annual economic burden associated with ACEs was \$251.1 billion. Our sensitivity analysis found the range to be between \$246.4 and \$255.9 billion. School services comprised the largest share of the economic burden (53%). Healthcare services, including physical and mental health, comprised 40% of the economic burden. Child Welfare and juvenile justice comprised the remaining seven percent of the burden.

Conclusions: To our knowledge, this is the first model evaluating the economic burden of ACEs during childhood. Further research, such as an estimate of the individual cost associated with ACEs during childhood, is warranted to perform a cost-effectiveness analysis of preventive intervention measures.

School of Education

TEACHER BURNOUT AND MINDFULNESS-BASED INTERVENTIONS

Emily Bae (Dr. Laura Edwards)

School of Education

Educators face increasing pressures from parents, standardized testing, and state and district mandates. Amid these pressures, teacher stress and burnout is a growing concern for American schools. Burnout is most clearly distinguishable by the following three components: emotional exhaustion, depersonalization, and lack of personal accomplishment. Current research reveals that teachers with high levels of burnout also suffer from higher levels of depression. Teachers suffering from burnout also evince lower rates of student achievement and higher rates of discipline issues. Research within the field suggests that mindfulness-based interventions provide a low-cost and low-risk possibility for decreasing teacher burnout and increasing positive emotions that lead to more effective teaching. The subgroup of American public Montessori school teachers face more demands than a typical public school teacher, thus creating more stress which leads to burnout. This has not been currently studied and provides a unique setting to study teacher burnout and an intervention designed to reduce burnout.

This mixed-method study examined factors that lead to teacher burnout within a public Montessori school and the effects of a five-week mindfulness-based intervention on a

small sample group of public Montessori school teachers. The study was conducted at a public Montessori school within the Cincinnati area, serving students grades PreK-6. 30 teachers' levels of stress and burnout were assessed pre- and post-intervention, and interventional and control groups' results were compared. Additionally, 7 teachers within the interventional group were interviewed regarding the main stressors that they perceive in their work life and their experience with the mindfulness intervention. Findings are under analysis. Implications and recommendations for public Montessori school teachers are included.

**WRITING BEYOND THE CLASSROOM:
UNDERSTANDING THE CHARACTERISTICS OF
SUCCESSFUL SECONDARY SCHOOL WRITING
CENTERS**

Alexander Baggott (Dr. Laura Edwards)

School of Education

Over the past few decades, writing centers emerged as spaces where students can receive support from peer or near-peer tutors throughout the writing process. The focus of these writing centers used to be on remedial, error centered writing instruction for students at the post-secondary level who struggled with basic writing skills. Over the course of writing center history, this service evolved to focus less on correcting errors and more on helping writers find a clear voice and develop more sophisticated overall styles. In addition, starting in the late nineteen eighties, secondary schools started establishing writing centers in an effort to both support classroom writing instruction for

students with special needs and prepare students for the rigorous expectations of college level writing. Although there are many similarities between the missions of college and high school writing centers and many high school writing centers have collegiate partners, notable differences still exist between the two environments that affect how writing centers at each level operate. High school writing centers must work around more regimented schedules, little to no teacher office hours, and state curricular mandates, therefore, their policies and practices must reflect their position. Although there is extensive literature documenting the success of writing centers at the college level, comparatively little research exists on secondary school writing centers and the characteristics that make them most effective at serving students. This study addresses a gap in the literature by examining what characteristics are important to the success of a secondary school writing center, especially for persons looking to start a writing center at their high school. A survey was conducted of teachers and administrators who oversee writing centers at various secondary schools around Cincinnati, Ohio. The data is under analysis to determine which aspects of the writing center are most critical to its success. Implications and suggestions for future research will be discussed.

DISTRACTED PARENTING: THE IMPACTS ON LANGUAGE DEVELOPMENT

Janine Boeing (Dr. Laura Edwards)

School of Education

This study addresses the relationship between parents' screen time use and the impact that use has on their children's language development. Research shows that children develop their language skills in face-to-face communication. In today's technological society, parents are often distracted by their devices, frequently leading to less one-to-one communication which is critical for language development. The literature reviewed in the study examines the parent-child interactions and its importance on developing language skills with background information from Lev Vygotsky, a developmental theorist. Additionally, the literature reviews the effects of children's use of screen time and the ramifications that use has on their language skill development. Finally, the literature examines how parents are distracted by their screen use and the physical and emotional impact on their child. This mixed method study was conducted at an independent, private Catholic school located in Cincinnati, Ohio. The first part of the study includes surveys of parents of children aged 3-6 years old to gather data on the amount of time parents are spending with different media devices and time with their child. After the surveys were gathered, a small sample of parents were interviewed to collect more information about their distractions with media devices. The findings of the study

are currently under analysis. Implications and discussions for parents are included.

EXPERIENCE VS EXPERTISE AND THE RISE OF SOCIAL MEDIA IN PARENTAL INFORMATION SEARCHING

Tessa Dillon (Dr. Laura Edwards)

School of Education

The purpose of this study is to explore where parents of young children find information about child-rearing issues and whether social media has any impact in their decision making process. Social media has given rise to specialty parent groups that parents can go to for instant information, advice or support, but does experience trump expertise when it comes to raising children? Previous research shows that today's parents want to get information on their own schedule, have time to think through what they learn and be able to talk about the decision with others. The literature review describes why parents turn to social media instead of more traditional sources, who accesses and uses social media for parental information, and what information they are looking for, along with its effectiveness. The anonymous, mixed methods study was sent out via survey to four different social media groups to parents across Ohio and Northern Kentucky. Part one of the survey addressed demographic information and parents' involvement and experiences with parent oriented sub-groups on Facebook. The second part used short answer questions to examine respondents perceptions about where they received the

most useful information regarding their children, where they plan to turn the next time an issue arises, and why they do or do not use social media to find support, and advice or information from other parents. Findings from this research are currently under analysis. Implications of the findings and recommendations for parents with young children are included.

THE EVOLUTION OF LEARNING - HOW TECHNOLOGY HAS CHANGED THE CLASSROOM PERSPECTIVES FROM PARENTS, TEACHERS, AND STUDENTS

Timothy Gannatti (Dr. Laura Edwards)

School of Education

Technology has created a new educational landscape. In the past twenty years, advances in technology changed the way people communicate, research, and work with each other. There has been a tremendous push to improve the technology available to students and teachers in school, through 1:1 laptop programs, smart chalk boards, and school management portals, among others. Technology accessibility has become a key point of differentiation among schools. With the rapid rise and mainstream acceptance of technology, schools are reinventing themselves to incorporate technology concepts into their standard lessons. This change is occurring quickly, and has created a new classroom dynamic between teachers, students, and parents. The art and science of teaching is at a critical intersection; teachers are responsible for teaching in a manner different from how they learned the material. They are managing students who are more comfortable and

have more experience with technology than they do. This tidal wave of change has come swiftly and has changed the way students interact with information. This study seeks to provide a closer look at the perception of technology and the Internet in the high school classroom and its impact on learning. Each group, students, teachers, and parents are approaching the changing classroom environment with a unique perspective, and this study offers an opportunity for each group to offer their viewpoint. Previous research found that districts did not have effective preparation programs for teachers prior to increasing the technological capabilities and access available at the school. Research also found that students felt they were better than their teachers at using technology and, while teachers' use of technology could support their learning, they were not doing it effectively. Parents are concerned about technologies natural tendency to isolate their child and its infinite possibility of distraction. Through a survey of around 150 high school parents, teachers, and students around the country, this research provides an opportunity to compare perspectives and identify disconnects between how each group is handling the influx of technology in the classroom. The data is under analysis. Implications and recommendations for teachers and principals is included in the report.

SELF-EFFICACY AND MATHEMATICS

Tina Holtman (Dr. Laura Edwards)

School of Education

The purpose of this research study is to examine mathematics self-efficacy in young children from lower socio-economic status. Students in school today are preparing for careers that likely do not exist today, but will require higher level mathematics skills in order to compete in a growing global market. The United States continues to score below other countries on the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) tests. In order to attain higher mathematics scores, it is important to guide students into higher level mathematics classes. Low mathematics self-efficacy is a predictor of poor mathematics performance. This study was conducted at a low income, suburban, public school in the Cincinnati area. Approximately 250 students from lower socio-economic status were surveyed to gather their perspectives about mathematics self-efficacy. A case study was conducted including interviews from parent/guardian to gather information about parent/guardian mathematics self-efficacy to examine the influence on their children. The research findings are currently under analysis in relation to gender, parental self-efficacy and teacher self-efficacy of students. Implications of the research and recommendations for parents, educators and policy makers are discussed.

IMPLEMENTATION OF NATURE ENVIRONMENT AS AN EDUCATIONAL TOOL AND ITS BENEFITS

Yul Kim (Dr. Laura Edwards)

School of Education

A purpose of education is to prepare for the future and is commonly a top priority investment for parents, teachers, and governments. Society today includes highly developed technology and people obtain the information through smart devices. However, ironically, scholars insist that the most effective educational tool is the nature-friendly environment.

Among the many educational methods and philosophies, Montessori education promotes student independence, encourage students' creative thinking and increases abstract concept for their development. In the Montessori philosophy where the "prepared environment" is considered as the most important part of education, and the nature-friendly environment can be conducive for learning as well as an appropriate educational material.

This study examines the integration of nature in order to extend the Montessori curriculum, which encompasses the core subjects of language, math, science, biology, history, sensorial, and practical life. A survey was conducted by 100 Montessori educators in the Cincinnati area to address how the natural environment is being used as an education tool to extend the curriculum in Montessori education. Furthermore, data is gathered on how the Montessori curriculum can be expanded through the nature environment and at the same time, what outcomes are found.

THE BUSINESS PERSPECTIVE ON INTEGRATED EMPLOYMENT-GETTING THE SPECIAL NEEDS POPULATION TO WORK

Lynn Joseph (Dr. Laura Edwards)

School of Education

Education law states that when students with disabilities turn 16 years of age, schools must start preparing them for their transition to adulthood. For many students with special needs, this means preparing them for entry into the workforce. Literature review on best practices for this endeavor reveal that there are many types of job training programs, and all studies have shown that job training in any form improves employment outcomes students with disabilities. However, advocates for this population often struggle to find business owners and managers to hire individuals with special needs. Integrated employment is an unknown venture for many companies, so fear and misconceptions of hiring someone with a disability are problems that advocates face. This study addresses the perspectives of approximately thirty businesses and community partners regarding their experiences employing someone with a disability including their advantages and concerns. Findings are under analysis. Implications and recommendations for advocates creating relationships with local businesses, and suggestions for how to approach managers to create more job coaching and employment opportunities for persons with disabilities.

WHY CHOOSE MONTESSORI

Elizabeth McSwain (Dr. Laura Edwards)

School of Education

The purpose for this study is to examine perceptions about why parents choose Montessori education for their pre-school aged children. This study examines the connections between parent's expectations and requirements for education and the Montessori Philosophy. The literature provides an overview of Doctor Maria Montessori, the Montessori philosophy, and her method. The literature goes on to review school choice and defines the different types of schooling. Lastly, the research addresses the particular reasons parents choose a school for their child with a specific emphasis on Montessori selection. This mixed-methods study was conducted in the Cincinnati area and addresses the differing values of parents regarding early education in contrast with the desire to provide a specific Montessori education for their children. The first part of the study included approximately 80 surveys from parents in an independent private catholic school and approximately 50 surveys from a public school Montessori school whose children are pre-school and kindergarten age. Data is gathered on the perceptions of early education, the different options of schooling considered, and the parental position on core Montessori values. Questions also address the private and religious affiliation verses public school choice. The second part of the study included interviews that addressed open-ended questions regarding why they chose Montessori education for their child. The findings of this

study are currently under investigation. Implications and recommendations regarding parent education opportunities are discussed.

IMBEDDED CULTURAL BIAS IN 3RD GENERATION HOLOCAUST FICTION

Laura Peterson (Dr. Laura Edwards)

School of Education

Increasingly grandchildren of Holocaust survivors are writing fiction as a way to come to terms with their legacy. These authors possess a unique view on the ramifications of modern culture on Holocaust education and the Jewish population at large because they grew up in a Jewish household hearing about the Holocaust from family members. Their imbedded cultural narratives about the Holocaust from home come into contact with general cultural narratives from school and the community.

Their inherited trauma of the Holocaust is the focus of most literary analysts, who use the previous generations' works as the criteria for all Holocaust fiction.

Rather than compare them to the previous generations' works, this study will take a close look at two novels written by 3rd generation Holocaust survivors and featuring the Holocaust as a central plot point; *Mr. Rosenblum Dreams in English* by Natasha Solomons and *Far to Go* by Allison Pick. Close readings of the books highlight where the authors specifically mention, detail, or feature a setting or secondary character, as well as focus on the tenor of the words chosen. By comparing the choices of these two authors, external

cultural patterns appear impacting the authors' writing choices. For example, many of the secondary characters impose cultural shame through degrading language, both veiled and direct.

Implications and recommendations are presented to assist educators to approach their Holocaust units in the most effective manner for all students.

THE LIFE OUTCOMES OF CHILDREN IN CINCINNATI'S ALTERNATIVE SCHOOLS

Chris Vermillion (Dr. Laura Edwards)

School of Education

Trauma during youth is shown to have a huge impact on the life outcomes of children. Trauma impacts every aspect of a student's functioning in family, school, and social settings. Research shows that there is significant effects of trauma on the brain. There is specific impact of trauma on students with intellectual disabilities and influences the life outcomes for those with trauma and disability. As children who experienced trauma grow, their behaviors can be disruptive in the general education setting and they are often placed in alternative charter schools. These schools claim to provide children with support they need to develop appropriately. There are charter schools like this in Cincinnati that support these children through positive relationships, therapy, and specially designed curriculum. Some students will returned to their home districts with the skills they need to succeed in the classroom, others will stay in the Charter school and

complete graduation. This paper focuses on the life outcomes of those who complete the specialized instruction of these charter schools in Cincinnati through their schooling careers and graduate. This research paper seeks to answer what is life like for children who graduate from these Behavioral Charter Schools after graduation? Individual interviews were conducted with graduates of these schools. The interviews will be compiled in this paper and compared with graduation statistics from Cincinnati's Behavioral Schools. Research is still on-going. A discussion of results and implications for future research will be included.

A GLANCE INTO RESETTLEMENT GUIDELINES AND REFUGEE PERCEPTIONS IN ONE MIDWESTERN CITY

Rachel Von Holle (Dr. Laura Edwards)

School of Education

Immigrants migrated to the United States for centuries, typically seeking a better life, but have not always had fair and equal treatment. Over time, policies and attitudes shifted due to different waves of immigrants that had various needs. With the growing number of refugees around the world, there is an increase in demand of housing for these displaced peoples, particularly in a designated resettlement city in the Midwest. Research demonstrates that inadequate resources are allocated to this vulnerable population. This study addresses the resettlement process of refugees in this city and the perception of refugees about the benefit of the integration process into American society facilitated by the resettlement agency. The Midwestern city analyzed in this

study has one resettlement agency who sponsors refugees. This organization has expectations they must meet in order to service the refugees. This study examines what those policies are and how they are implemented including perceptions of landlords and refugees. The methods for this study include qualitative interviews with seven refugee families, one landlord who houses refugees, and two representatives from the local resettlement agency. Findings are under analysis. Implications and recommendations for resettlement agencies are included.

School of Psychology

SOCIAL NETWORKING SITE USE AND EATING DISORDER RISK: WHAT'S DRIVING THE RELATIONSHIP?

**Marissa Abrams, Chelsea Esmeier, Tiffany Graves
(Dr. Tammy Sonnentag)**

School of Psychology

Extensive research demonstrates that among adolescent females, frequency of social networking site (SNS) use is negatively associated with psychological outcomes such as thin-ideal internalization (Mingoa, Hutchinson, Wilson, & Gleaves, 2017), body dissatisfaction (De Vries, Peter, Graaf, & Nikken, 2016), and disordered eating (Holland & Tiggemann, 2016). However, little is known about the mechanisms underlying these relationships. The current study examined if vulnerable and grandiose narcissism, factors commonly associated with increased social media use (Munir & Soroya, 2017) help to explain the relationship between amount of SNS use and eating disorder risk. Adolescent girls ($N = 180$; $M_{age} = 15.86$; $SD = 1.22$) completed self-report measures of their SNS use, eating disorder risk, and vulnerable and grandiose narcissism. Vulnerable narcissism, but not grandiose narcissism, predicted eating disorder risk, and these effects were not moderated by amount of SNS use. The importance of these findings are twofold, to appreciate the characteristics of individuals who are at risk for an eating disorder and to be able to determine and implement early therapeutic interventions.

DOES AMOUNT OF SOCIAL MEDIA USE INCREASE EATING DISORDER RISK? THE POTENTIAL ROLE OF NARCISSISM

**Marissa Abrams, Chelsea Esmeier, Tiffany Graves
(Dr. Tammy Sonnentag)**

School of Psychology

Narcissism and amount of social networking site (SNS) use were examined as potential factors contributing to adolescent females' eating disorder risk. Vulnerable narcissism, but not grandiose narcissism predicted eating disorder risk, but these effects were not moderated by amount of SNS use. The importance of these findings are twofold, to appreciate the characteristics of individuals who are at risk for an eating disorder and to be able to determine and implement early therapeutic interventions.

REFLECTIVE FUNCTIONING AS A PREDICTOR OF PSYCHOANALYTIC TREATMENT OUTCOMES

**Luke Bieber, Elizabeth Bryant, Marc Schwendmann
(Dr. Karl Stukenberg)**

School of Psychology

Anaclitic and introjective functioning are the labels given to the central developmental arcs that describe differences in individuals which were first cited by Blatt (1974). Anaclitic features include the tendency to believe that others are the cause of their struggles and triumphs, whereas introjective features tend to be self-critical, attributing their difficulties to

their own failings while viewing others as harsh (Blatt, 1995; Blatt, Shahar, & Zuroff, 2001; Luyten & Blatt, 2013). Past findings have indicated that those with an anaclitic style respond better in psychoanalysis and psychotherapy (Blatt, Besser, & Ford, 2007; Werbart & Forsstrom, 2014; Zuroff et al., 2000). Furthermore, introjective individuals are hypothesized to be less able to cultivate positive therapeutic alliances a timely manner (Zuroff et al., 2000). Specifically, the current research examines the impact of anaclitic and introjective features, as measured by the Prototype Matching of Anaclitic and Introjective Personality Orientation Scale (Werbart & Forsstram, 2014), on therapeutic alliance (WAI-SR, Hatcher & Gillaspay, 2006), and outcome measures (Shedler-Westen Assessment Procedure 200 (SWAP 200), the global assessment of functioning scale (GAF), and the SWAP 200's personality health index (PHI)). This poster is used to display findings regarding 27 recorded psychoanalyses obtained from the Psychoanalytic Research Consortium, examining four sessions at both the beginning and end of treatment. It is hypothesized that those with anaclitic features will have stronger therapeutic alliances in treatment and more positive outcome measures. The analyses uses two standard regressions as well as a logistic regression.

THE POWERFUL EFFECT OF ORGANIZATION PERSONALITY ON ORGANIZATIONAL ATTRACTION

Avery Charron (Dr. Dalia Diab)

School of Psychology

There has been increased attention paid to the way an organization is perceived and described by those who encounter it. The perception an applicant holds of an organization can have implications for organizational attraction, recruitment, and applicant decision making, among other things. The purpose of this study was to examine the effect of an organization's personality on its overall attraction. Results showed that the organization portraying the Boy Scout trait (e.g., honest, trustworthy) was rated as significantly more attractive than the organizations portraying the other four traits (Innovativeness, Dominance, Thrift, and Style). Participants were also most likely to choose the Boy Scout organization if offered a job from all five companies.

APPEARANCE MANAGEMENT BEHAVIORS: MOTIVATIONAL FACTORS AND GENDER DIFFERENCES IN USAGE

**Arianna Constantakes, Tiffany Graves, Megan Keller,
Catherine Schuler (Dr. Christian End)**

School of Psychology

The obsession with beauty has generated a \$445 billion-a-year global industry (Sorvino, 2017), with the average American woman spending a quarter of a million dollars on

vanity in her lifetime. Body dissatisfaction, sexual mating strategies, and personality have been proposed to motivate the use of appearance management behaviors (AMBs) such as applying cosmetics and dieting; yet, no studies to date have actively compared how well these factors predict the use of AMBs. The majority of the literature investigating AMBs has also excluded male participants, making cross-gender comparisons difficult. To close these gaps in the literature, 36 male and 50 female college students ($M = 19.91$ years, $SD = 1.91$) completed self-report measures of AMBs (measure created for current study, $\alpha = .72$), body dissatisfaction, sexual mating strategies (i.e., sociosexual orientation, intrasexual competition), and personality traits (i.e., narcissism, neuroticism and extraversion). For the total sample, the bivariate correlations between the measures and AMBs were all positive except grandiose narcissism. Multiple regression analyses indicated that approximately 29% of the variance in AMBs can be accounted for by the linear combination of all predictors, $F(7,76) = 4.46$, $p < .001$. Body dissatisfaction, neuroticism, and intrasexual competition were each significant predictors of AMBs ($p < .05$); however, only neuroticism significantly predicted the use of AMBs when controlling for all other variables. Women engaged in more frequent AMBs ($M = 46.78$, $SD = 8.36$) compared to men ($M = 33.53$, $SD = 7.97$), $t(84) = 7.39$, $p < .001$. This study adds to the understanding of motivations underlying the use of AMBs by women and men and opens new avenues for investigation.

ALEXITHYMIA MODERATES THE RELATIONSHIP BETWEEN ALCOHOL DEPENDENCE AND SUICIDAL IDEATION: THE EXPLANATORY ROLE OF AVOIDANT COPING STRATEGIES

**Cole Duncan, Claudia Feldhaus, Tess Lewis
(Dr. Nicholas Salsman)**

School of Psychology

Problem: Alcohol and suicide collectively lead to approximately 77,000 deaths annually in the U.S. (Murphy, Xu, Kochanek, Curtin, & Arias, 2017). There is a clear positive relationship between alcohol and suicide (Borges et al., 2017). However, previous research found multiple factors that help explain this relationship, making it considerably complex (Brady, 2006). Researchers have also demonstrated that alexithymia is associated with alcohol use (Thornberg, Young, Sullivan, & Lyvers, 2009), suicidal behaviors (De Beradis et al., 2017), and avoidance behaviors (Coriale et al., 2012). There is also evidence that there is a positive relationship between alcohol dependence and difficulty describing emotions (Kopera et al., 2015). The purpose of this study is to examine if alexithymia moderates the relationship between alcohol dependence and suicidal ideation, such that the relationship between alcohol dependence and suicidal ideation will be stronger among individuals with higher alexithymia. In addition, we wanted to investigate whether avoidant coping strategies mediated the relationship between alcohol dependence and difficulty describing emotions.

Method: 252 undergraduate students from a Midwestern university completed the following questionnaires: The

Alcohol Use Disorders Identification Test (AUDIT), the Suicidal Behaviors Questionnaire (SBQ), the Toronto Alexithymia Scale-20 (TAS-20), the Inventory of Interpersonal Problems (IIP), and the Acceptance and Action Questionnaire (AAQ). Results: Data were analyzed using the Hayes Process Macro for SPSS. Researchers initially conducted a moderation analysis to determine the relationship between the AUDIT dependence subscale and the SBQ suicidal ideation scale and TAS total scores, which was not significant. The TAS-20 difficulty describing emotions subscale significantly moderated the relationship between alcohol dependence and suicidal ideation. The overall moderation model was significant ($R^2 = .09$, $F(3, 248) = 4.25$, p

DO SOCIAL AVOIDANCE, AFFECT INTENSITY, AND FEAR OF DEPRESSION MEDIATE THE RELATIONSHIP BETWEEN SUICIDAL IDEATION AND ALCOHOL DEPENDENCE

Cole Duncan, Lynn Norwood (Dr. Nicholas Salsman)

School of Psychology

Alcohol dependence and suicide are major public health problems (Kochanek, et al., 2016). The relationship between alcohol dependence and suicidal ideation is partially mediated by emotional impulsivity (Norwood et al., 2016). The goal of the current study was to investigate other factors that might predict the relationship between alcohol dependence and suicide. Research suggests that socially avoidant individuals tend to drink to cope with negative

emotions (Stewart et al., 2006) and that social avoidance is a risk factor for suicide (Joiner & Van Orden, 2008). In addition, research suggests that depression is positively related to alcohol use (Pierce et al., 2000) and puts someone at risk for suicide (Brown et al. 2000). There is also evidence that affect intensity influences drinking habits (Veilleux et al., 2014) and predicts suicide (Hendin et al., 2010). We hypothesized that affect intensity, social avoidance, and the fear of depression would help predict the relationship between alcohol dependence and suicidal ideation. Method: Data were analyzed from 232 undergraduate students from a Midwestern university who filled out questionnaires including The Suicidal Behaviors Questionnaire (SBQ; Linehan, & Nielsen, 1981), the alcohol dependence subscale of the Alcohol Use Disorders Identification Test (AUDIT; Saunders et al., 1993), the social avoidance subscale of the Inventory of Interpersonal Problems (IIP; Alden et al., 1990), the negative reactivity and negative intensity subscales of the Affect Intensity Measure (AIM; Larsen & Diener, 1987), and the fear of depression subscale of the Affective Control Scale (ACS; Berg et al., 1998). Results: The bootstrapping method developed by Preacher & Hayes (2008) was used to test our hypothesis. We found that the social avoidance and fear of depression subscales were significant mediators of the relationship between alcohol dependence and suicidal ideation, $B=0.08$, $CI=0.013$ to 0.26 and $B=0.49$, $CI= 0.25$ to 0.89 , respectively. The negative intensity and negative reactivity subscales of the AIM were not significant mediators of the relationship, $B=0.01$, $CI= -0.03$ to 0.10 and $B=0.04$, $CI= -0.03$ to 0.19 , respectively. Discussion: Our

results indicate that social avoidance and the fear of losing control of emotions and behaviors when depressed partially predict the relationship between alcohol dependence and suicidal ideation. The fear of losing control of emotions and behaviors when depressed may lead depressed individuals to use alcohol and engage in suicidal ideation as maladaptive ways of regulating their behaviors and emotions. Social avoidance may also be an important variable in the relationship between alcohol dependence and suicidal ideation, as individuals may isolate to engage in maladaptive ways of coping with depressed mood. Individuals with depression may respond well to therapies such as Dialectical Behavior Therapy that could teach them skills to tolerate fear and manage their behaviors and emotions in adaptive ways.

DOES RACE (AND GENDER) MATTER WITH OPENNESS TO CONSTRUCTIVE FEEDBACK?

Arielle Lewis, Donna-Lyn Braun, Samuel Miller-Eshleman (Dr. Anna Ghee)

School of Psychology

Purpose: White antiracist allies, defined as individuals who develop a nuanced understanding of racism and challenge both overt and subtle forms of racism, may increase their effectiveness by critically examining their personal biases (Spanierman & Smith, 2017). Critical self-examination is associated with effective White allyship (Spanierman & Heppner, 2004). Self-examination may involve accepting feedback from others, particularly from

persons of color. The current study aims to examine differences in openness to constructive feedback with the identity (race/gender) of the constructive feedback provider and recipient. Methods: This study is part of a larger study that analyzed antiracist ally attitudes and actions in college students. 130 undergraduate students were recruited from a private, Midwestern university. All participants viewed a video vignette depicting a novice ally's subtle racial insensitivities. Immediately following the clip, participants were randomly assigned to two conditions: half of the participants read written feedback purportedly authored by a White character in the video, and half read written feedback purportedly authored by an African American character. The participants also completed the Positive and Negative Affect Schedule (Watson, Clark, & Tellegen, 1988), a feedback effectiveness rating questionnaire using a 7-point Likert scale (that was developed for this study), and a demographic form. Results: To compare the effects of identity (race/gender) of the feedback provider and participant gender on participants positive evaluation and negative evaluation of the feedback provider, we conducted two 2 X 2 analyses of variance (ANOVAs). The ANOVA for positive evaluation yielded a main effect for the gender of the participant, $F(1, 104) = 4.61, p = .034$, such that participants positive evaluation was significantly higher for women ($M = 30.05, SD = 4.80$) than for men ($M = 27.89, SD = 4.97$), regardless of the race of the feedback provider. The ANOVA for negative evaluation yielded a main effect for the gender of the participant, $F(1, 104) = 5.90, p = .017$, such that negative feedback was significantly higher for men ($M = 13.57, SD = 5.84$) than for women ($M = 10.87, SD = 5.29$).

The analysis revealed a significant interaction, $F(1, 104) = 1.50, p = .023$, indicating that the participant gender effect was greater for the African American male feedback provider than the White female feedback provider. Conclusions: Openness to constructive feedback may be associated with White antiracist allies effectiveness. We found that White men may resist receiving constructive feedback from African American men and that women were more open to receiving constructive feedback. Future research should examine White men's perceptions of African American men in diversity training and antiracist allyship.

IMPULSIVITY AND SUICIDAL BEHAVIOR: A MULTIPLE MEDIATION MODEL OF MINDFULNESS SKILLS

Evita Persaud, Troy Weathers (Dr. Nicholas Salsman)

School of Psychology

Problem: Suicide is a leading cause of death among adolescents and young adults (Centers for Disease Control and Prevention, 2012). While there is evidence to suggest that impulsivity is positively related to suicidal behavior, the relationship may be indirect (Bagge, Littlefield, Rosellini & Coffey, 2013; Gvion & Apter, 2011; Anestis, Soberay, Gutierrez, Hernández, & Joiner, 2014). Mindfulness may be an important factor given that it is often reduced in individuals who have disorders where impulsivity is a core symptom (Smalley et al., 2009). This exploratory study's purpose is to determine if there is evidence that mindfulness

skills can account for the relationship between impulsivity and suicidal behavior.

Method: 256 undergraduate students at a Midwestern university completed the Impulse Scale of Borderline Personality Disorder (IS-27; Kroger, Goldstein, Lombe, Schweiger, & Kasfelder, 2007), the Suicidal Behavior Questionnaire (SBQ; Linehan & Nielsen, 1981), and the Kentucky Inventory of Mindfulness Skills (KIMS; Baer, Smith, & Allen, 2004).

Results: Data were analyzed using the Preacher and Hayes (2008) mediational model. According to this model, any test of indirect effects that produces a confidence interval which does not contain zero represents a statistically significant mediation. Overall, the results support evidence of a link between impulsivity and suicidal behavior, $B = 2.15$, $t = 2.91$, $p < .01$. As a student's level of impulsivity increased, their level of suicidal behavior also increased. Impulsivity was also related to the mindfulness skills of acting with awareness, $B = -.16$, $t = -3.56$, $p < .001$, describing, $B = -.61$, $t = -10.40$, $p < .001$, and observing, $B = -.31$, $t = -4.57$, $p < .001$. As the level of impulsivity increased, the level of each mindfulness skill decreased. While mindfulness skills overall were a significant mediator in the relationship between impulsivity and suicide, $B = 1.03$, $95\% CI = .020$ to 2.18 , only the individual skill of acting with awareness mediated the relationship for this sample of students when evaluated alone, $B = .35$, $95\% CI = .060$ to $.915$.

Discussion: This research supports a mediational model where the positive relationship between suicidal behavior and impulsivity is accounted for by the student's ability to

utilize the mindfulness skill of acting with awareness. Overall, this study indicates that clinical interventions aimed at the mindfulness skill of acting with awareness could be helpful for clients with high impulsivity and suicidal behavior.

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