



Research Poster Session – Winter Session 2014

Change in Cognitive Response to Aging over the Decades

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Recently there has been some literature proposing that the brains have been changing recently and implying that now people are a bit smarter than they used to be. Whether this is true or not, a question arises as to if people are able to “hold” their intellectual faculties better now than several decades ago. If so, an environmental change hypothesis would be most likely. If not it brings question into the differential effects of aging over the decades, or even longer. We have the age-corrected normative data from the Wechsler-Bellevue of the 1940s all the way to the Wechsler Adult Intelligence Scale – IV currently in use. Looking at the intellectual deterioration over the years depicted by these scales gave us a picture of what changes there have been in “brain-change” over the years. Looking at the changes for the basic indices and Full Scale Scores, the Wechsler-Bellevue showed substantial deterioration from ages 35 to 64 (the highest age normed for that test), which were not apparent among the other tests. Fluid intelligence (Performance Score) was more effected than crystalline (Verbal Score). Curiously, the WAIS-R and, to a lesser extent, those immediately before and after it, showed improvement in crystalline intellectual functioning through most of early adulthood. The reasons for these anomalous results are discussed.

Effects of Aging on Forms of Intelligence

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Crystalline forms of intelligence, those related to knowledge, are relatively resistant to impairment following brain damage, and also to the effects of aging. Fluid forms of intelligence seem to be effected following brain trauma and also to the effects of aging. The consequences of aging may have to do with biological changes over time or it may be related to a “use it or lose it” phenomenon. In the first scenario what is lost is likely lost forever, but in the second there is a good potential for regaining those abilities. In order to assess this we looked at the results of four sets of scores, one suspected of being crystalline (Aphasia Screening Test) and one fluid (Trails B). Another test, of verbal fluency (FAS), had crystalline features of knowledge of words and a fluid feature of selecting those which begin with a certain letter. Similarly, the Average Impairment Rating score is composed of both forms of scores, but it was suspected that the crystalline contributions would add little yet the fluid ones would result in an overall great deterioration over age. The results confirmed no loss over the ages on the Aphasia Screening Test and losses on the Trails B, as expected. As predicted, the Average Impairment Rating went down substantially by the ninth decade, but the FAS showed some, but very little, deterioration across the ages. The results are discussed in terms of the mechanisms that might be involved.

Exploring the Perception of managers Regarding Telework in the Federal Government

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The purpose of this proposed phenomenological study was to explore the perception of managers within the federal government who resist implementing telework for their employees. Findings from this proposed study may enhance the understanding of factors associated with manager’s reluctance to implement telework among their employees. The decisions federal managers make regarding telework are a result of their perception and knowledge of telework (Tandberg, 2010).

The detailed discussions during the interview process identified common competencies and critical factors that the interview participants believed contributed to their decision to prohibit telework for their employees. Interview participants reflected on their perceptions and lived experiences as individual contributors through personal stories. Each interview participant described his or her lived experiences with training, observing, and understanding how telework affects their programs

Psychological Benefits of a School Gardening Program for Primary Grade Children

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Therapeutic horticulture has been used in a variety of settings with several populations to enhance psychological well-being. Past research has indicated benefits in many of these settings, but at present there is more anecdotal than empirical evidence. Such efforts have recently begun to be synthesized into theoretical models for conceptualizing the effects of therapeutic horticulture. These theoretical models and preliminary data provide the basis for needed investigation of benefits of participation in school gardening programs for primary grade children, which have proliferated in recent years but remain under-researched. Our multidisciplinary team included specialists in psychology, education, horticulture, child development, and sociology. Based on the therapeutic horticulture literature, it was hypothesized that participation in a school gardening program would lead to short-term increases in children's positive mood and concentration, and long-term increases in their internal locus of control and self-efficacy, and that these effects might differ by child gender. Eighty-two first and second-graders in a diverse, mostly low-income urban charter school participated. One class at each grade level was assigned to the gardening group that included classroom training as well as hands-on gardening experience, and another class at each level to a comparison condition involving equivalent activity not involving gardening. At the end of one semester, these conditions were reversed. Mood and concentration were measured using the Self-Assessment Mannequin (Lang, 1985) and the Oral-Oral subtest of the Visual-Aural Digit Span Test (Koppitz, 1977), respectively, administered before and after the once-weekly one-hour gardening and control activities. Locus of Control and Self-Efficacy were measured using the Preschool and Primary Form of the Nowicki-Strickland Internal-External Control Scale (Nowicki & Duke, 1974) and the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children (Harter & Pike, 1984), respectively, administered at the beginning and end of each semester. Preliminary data analyses indicate significant pre-post gardening group increases in children’s self-rated cognitive competence and internal locus of control, as well as gender differences in these effects.

Enacting Work Space in the Flow: Sensemaking about Mobile Practices and Blurring Boundaries

Loni B. Davis, Alumna, 2013, HOD

An increasing portion of the contemporary workforce is using mobile devices to create new kinds of work-space-flows characterized by emergence, liquidity, and the blurring of all kinds of boundaries. This changes the traditional notion of the term *workplace*. The present study focuses on how people enact and make sense of new work space boundaries enabled by their mobile practices. A unique method of data collection—the use of *cultural probes*—was adapted to an online format to facilitate participant reflection and documentation of mobile practices. Coupled with in-depth interviews, this methodology enabled the thick description of how individuals enacted spatial, temporal and psychosocial boundaries of work spaces through their mobile practices. Key findings include (a) evidence of the increasing individuation of work space enacted through mobile devices, (b) an observable collapse in the boundaries between work and personal and/or leisure domains, (c) diversity in an individual’s sensemaking about reconstituted lifespace, and (d) evolving social norms as prior office-based norms are

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called into question. These findings contribute a more accurate picture of the contemporary workplace by providing insight into what kinds of work space, time, and psychosocial structures and flows are emerging through mobile practices—insight that bears on designing, developing, and managing the workplace under conditions of mobile technology use.

Generative Leadership Through Collaborative Leadership

Valerie J. Davis, Student, HOD

Leadership is a social construct (Crevani, Lindgren, & Packendorff, 2007) and as such will tend to reflect the dominant societal discourse in terms of how the concept is conceived and enacted. Societal discourse is shifting toward recognition of the need for greater levels of collaboration at all levels of society. Until recent decades, society has tended to prop up leadership approaches typically described as command and control, directive, and/or hierarchical. While these approaches may have served us in earlier times, mounting evidence suggests there are inherent flaws that undermine their usefulness and applicability within our current culture (Bradford & Cohen, 1998; Fletcher, 2004; Kellerman, 2012). In addition, increasing numbers of examples point to the inadequacies of these individual expressions of leadership (Kellerman, 2012). A conversation about the need for more inclusive, relational, and democratic approaches to leadership is emerging. While the most recent stream of research takes collaborative forms of leadership theory to new levels and into new territory, empirical studies continue to be outpaced by theoretical research. The intention of this study is to contribute to the emerging conversation through a qualitative study of collaborative leadership. The study explores the perspectives of 16 leaders who are situated around the globe in diverse cultures from Finland to Singapore and whose conscious intention is to practice collaborative leadership. The inquiry investigates their cognitive and affective attitudes and ways of enacting leadership. The findings provide clarity on how collaborative leadership is practiced, and offers advancement on theory.

The Dance of Empowerment: The Experience of Female Followers of Female Leaders

Tiffanie Dillard, Alumna, 2013, HOD

This study takes the role of the follower out of the shadows and gives it the attention it deserves in organizational scholarship. Existing literature has particularly failed to represent the experience of the female follower or the role of communication in the co-creation of empowerment with the leader and other followers. Women may view and experience power differently than men adding to the complexity of their relationships in the workplace. Through conceptual frameworks of social construction, feminist development theory and organizational psychodynamics, this study sheds new light on the dynamics of women followers of women leaders.

Qualitative interviews were conducted to bring forward the voices and experiences of 16 female nonprofit sector women who report to women. The key finding was that the distance between empowerment and disempowerment in communication with participant's leaders was short and sometimes shifted with just one conversation. Organizational investments of time and money in empowerment practices, programs and processes were not related to participants' increased sense of empowerment. Psychological factors such as; mutual trust, a collaborative environment, personal and professional support, appreciation and a sense of safety were more salient in participants' experiences of empowerment with their leaders. Definitions and views of power, empowerment and disempowerment were also very different from those in the mainstream literature and they were different for each individual participant. Early childhood influences such as parental role models and cultural factors continue to influence perceptions and expectations in the workplace in adulthood.

Reality is created through the language we use. A different reality requires use of different language. To remove the stigma around followership, we need a positive, healthy conversation that includes both genders, representing employees in both sectors. This study contributes to that important conversation.

Unheard and Unseen: A Study of Transition Age Youth Experiencing Homelessness

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The stories told by African American adolescents experiencing homelessness offer insights into their lived experiences and describe the challenges faced in navigating the transition into adulthood specifically as it relates to educational outcomes. "Unheard and unseen" the youth in this dominant narrative often have needs that go unmet.

The majoritarian narrative on the issue of dismal educational outcomes for this population is viewed from the perspective of "what is wrong with 'those' kids." By analyzing the counter-stories told by the youth themselves, the question shifts from "what is wrong with 'those' kids" to "what is occurring within the system?" The needs of these young people have both social and economic implications as nationally the number of children and youth experiencing homelessness is on the increase.

The purpose of this narrative study is to discover, through the stories told by African American adolescents experiencing homelessness, what support and opportunities may facilitate academic success. The key research question is: What support and opportunities are needed to encourage young people experiencing homelessness to effectively navigate the educational system? The data is analyzed through a Critical Race Theory Lens (CRT). Counter-storytelling, whiteness as property, and the critique of liberalism are used to identify and examine the structural inequalities within the systems that support these young people.

The findings of the study indicated that four factors shape the lived experience of these youth: (1) inconsistent adult relationships; (2) the criminalization of poverty; (3) a deep and pervasive distrust of "the system;" and (4) the importance of hope. The plight of homelessness disproportionately impacts African American youth. By examining the lived experiences these youth, recommendations are posited to provide the opportunity for a different future. Recommendations include: (1) mentoring programs that leverage technology as a means to build connections that can transcend time and place; (2) individual educational plans that fit into a continuum of care for young people with a focus on the transition into adulthood; (3) internships that provide young people with tangible options for their future.

Teacher's Perceptions of the Likelihood of Implementation, Feasibility, and Perceived Obstacles Regarding Classroom based Psychological Recommendations

Jessica E. Emick, Faculty, PSY; Dannie S. Harris, Student, PSY; Rebecca E. Norton, Student, PSY; Athena L. C. Hubbard, Student, PSY

In classroom settings, some students experience psychological disorders and exhibit behaviors that are disruptive and distracting. As a result, parents, teachers, or administrators may seek psychological evaluation for differential diagnosis and assist with recommendations for the classroom. Psychological reports including classroom based recommendations completed by non-school district psychologists (e.g., child clinical psychologists) are often presented to general education teachers for students who are not currently receiving special education services. However, these reports may contain recommendations that may or may not be implemented or feasible for classroom implementation. This research focuses on assessing the likelihood of implementation, feasibility of recommendations, and perceived obstacles related to classroom based recommendations.

There is notable research that suggests teacher perceptions and expectations related to intervention efficacy are critical to the interventions effectiveness and fidelity of implementation (Eckert & Hintze, 2000; Wilson & Jennings, 1996). It stands to reason that when a teacher perceives an intervention to be unfeasible or identifies a number of obstacles to implementation, he or she will be less likely or effective at implementing that intervention. While there are a number of factors that may impact teachers' perceptions related to implementation, some common factors have been identified (e.g., time, resources, supports) and will be further examined in the current study (Horner, Albin, & O'Neill, 1991; Reid, Vasa, Maag, & Wright, 1994).

The main research question of this study is whether or not teachers perceive typical psychological recommendations as feasible and how likely they perceive themselves as able to implement the recommendations. Additionally, research questions will look at whether type of recommendation (i.e., modifications or

accommodations) result in differences regarding teachers' implementation and perceived feasibility. Finally, this study will examine if teachers perceive the classroom recommendations to be more or less feasible depending on the psychological disorder presented in the case study (i.e., ADHD vs. ODD). Participants were randomly assigned to one of two conditions, in which they read a summary of a psychological report including common school based treatment recommendations for children with externalizing behaviors. Based on this summary and recommendations, the participants provided data related to their perceptions of the likelihood of implementation, feasibility of recommendations, and perceived obstacles related to classroom based recommendations as well as overall impressions. It is expected that data collection will be completed by mid-November. It is hypothesized that participants will perceive recommendations for individuals with ADHD as more feasible, will perceive accommodations to be more feasible than modifications, and in general will find that participants view resources as a central barrier to implementing recommendations.

Projected Use of Teletherapy as a Student Counseling Center (TeleCAPS) at Fielding Graduate University (FGU)

Elizabeth Fong, Student, PSY; Audrey Masilla, Student, PSY; Dannie S. Harris, Student, PSY; April Harris-Britt, Faculty, PSY

The purpose of the study was to obtain information about the feasibility of having a student counseling center that utilizes teletherapy (TeleCAPS) in a distributed learning graduate program, specifically, Fielding Graduate Students (FGU). An invitation to participate in a community needs survey was sent out to all FGU students, via email and listserves. For the purpose of this study, the following questions were of interest:

1. What are the student attitudes about and interest in a student counseling center that utilizes teletherapy?
2. What are the potential barriers for students to use a student counseling center that utilizes teletherapy?
3. What types of problems might students seek assistance with through a student counseling center that utilizes teletherapy?

Responses are still being collected, with a total of 78 students completing the survey thus far. So far the majority of students feel that a counseling center that utilized teletherapy would give more support to FGU students ($n = 6$; 97%) and feel the services would be very effective ($n = 34$; 50%). The vast majority of students reported that they would be interested in receiving services from a student mental health counseling center that utilized teletherapy ($n = 47$; 69%). Students noted a number of concerns that they would potentially seek assistance with, including feeling overwhelmed with the coursework ($n = 33$; 70%), changing life roles ($n = 27$; 57.5%) and relationships issues ($n = 23$; 47%). Data also provided some insight into how such services would be most effective. The majority of students ($n = 30$; 65%) noted that they would be very likely or likely to utilize TeleCAPS services if they were provided by independent therapist, whereas only 27% reported that they would be very likely or likely to utilize the services if provided by a faculty member ($n = 13$). Some of the concerns indicated by the respondents about using a teletherapy-based student services center included anonymity ($n = 43$; 67%), experience of the therapist/counselor ($n = 35$; 55%) and future conflict of interests with the faculty supervisor ($n = 35$; 55%). Finally, students reported a number of potential barriers for them utilizing TeleCAPS, such as limited time ($n = 24$; 67%), limited finances ($n = 15$; 42%) and potential for a future conflict ($n = 9$; 25%).

Based on these initial reported findings, students who attend distributed learning programs and schools such as FGU, feel that a student counseling center, such as TeleCAPS, would be beneficial service that the majority of students would utilize.

Mental Health Functioning of FGU Students

Christelle Garzam, Student, PSY; Audrey Masilla, Student, PSY; Elizabeth Fong, Student, PSY; Dannie Harris, Student, PSY; April Harris-Britt, Faculty, PSY

The purpose of this study was to conduct a needs assessment in the Fielding community. The goal was to determine the mental health functioning of the student population as well as identify the major mental health needs. An online survey was conducted using an online survey program. Seventy-three doctoral students who averaged 41 years old completed the survey. The majority of the participants were Caucasian (78.57%) and females (81.43%).

More than half of the students who completed the survey (66.18%) had sought mental health treatment in the past and 30.88% are currently receiving mental health treatment. Approximately half of the participants indicated that they have a mental health diagnosis. There are several reasons why the students would consider mental health treatment but the main reason include: feeling overwhelmed with the coursework (70.21%), changing life roles (57.45%), and relationship issues (48.94%). This demonstrates that a considerable number of FGU students feel overwhelmed with the coursework, more than half have conflicts with their changing life roles, and about half of the students who completed the survey are experiencing difficulty with relationships. In conclusion, there is a need for mental health treatment in the Fielding student population and also there is interest in receiving those services with the use of teletherapy.

Adaptive Capacity as a Proactive Approach

Charlotte Gorley, Alumna, 2012, HOD

The environment nonprofits operate within is changing rapidly and the need to examine the impacts of forces that are shaping the new reality is becoming ever more urgent. The challenges faced by nonprofits today are different from the challenges a few years ago, and they are intensifying. This study identifies the elements or strategies that best enable nonprofit organizations to successfully and proactively adapt to changing operating environments, service demands, and participant expectations.

The research question "How do nonprofit organizations develop and exhibit the capacity to proactively adapt to change?" provides the framework to explore how stakeholders of nonprofit organizations view their organization's capacities to proactively adapt to changing environments. Semi-structured interviews were conducted to gather data from participants in this qualitative study.

The participants' views on adaptability provide us with some solid indicators of adaptability in nonprofit organizations. These indicators are present in various strengths and combinations and depend on the enabling assemblage of people, circumstances, resources, connections, and opportunity. Based on the participants' comments and my interpretation of their remarks, I have identified some building blocks to adaptive capacity that will be useful to nonprofit organizations wishing to position themselves for adaptability.

Life Events Experienced by Fielding Graduate University Students: Comparison of Stress with Traditional Programs

Dannie S. Harris, Student, PSY; Audrey Masilla, Student, PSY; Elizabeth Fong, Student, PSY; April Harris-Britt, Faculty, PSY

The demands of graduate study in psychology often leads to stress and struggle for students, both personally and professionally (Clark, Murdock, & Koetting, 2009). As a result, the experience of global stress has been shown to be a strong determinant of burnout in graduate student populations (Clark et al., 2009). Furthermore, lack of coping skills or stress management can lead to further psychological or emotional impairment (Smith & Moss, 2009). However, much of the research has been conducted through traditional psychology programs and may present differently within a distributed learning environment (i.e., Fielding Graduate University [FGU]). Therefore, this study investigated the stress experiences, types of stressors, and description of coping skills in a distributed graduate program.

Graduate students ($n = 72$) completed a demographic questionnaire and the Life Events Questionnaire (LEQ) as part of a larger study. The goal of the study was to understand mental health needs relative to the establishment of a teletherapy based counseling center (i.e., TeleCAPS). The LEQ surveyed the occurrence and impact of health related experiences, occupational stressors, school related decisions, housing concerns, relational difficulties, parenting challenges, personal or social problems, financial concerns, and legal matters. The LEQ also assessed recent somatic and emotional/psychological problems experienced, with specific reference to anxiety symptoms, eating/weight concerns, and alcohol use. Preliminary descriptive statistics indicate that FGU students report changes of some to great effect in eating habits (43%), recreation (58%), and sleeping habits (54%). Approximately 18% report to have had experienced a major personal illness or injury. Occupationally, students report changes in work hours (54%) and work responsibilities (47%). While 45% report a change in closeness with their partner.

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60% report major change in finances. Reportedly, 26% have experienced a panic attack and 26% report to have experienced feeling that they cannot control what or how much they eat. Results will be analyzed to determine if there are differences compared to traditional graduate programs. Though this is preliminary data, it appears this sample has experienced health, social, psychological, and occupational related difficulties. This data supports the necessity of counseling services to best meet the needs of the students.

WAIS Differential Abilities and Bipolar Disorder, Substance Abuse, and Generalized Anxiety Diagnoses

Raymond C. Hawkins, II, Faculty, PSY; Burt Ashworth, Student, PSY; Lawrence S. Dilks, Counseling Services of Southwest Louisiana

Neuropsychological clinic adults with nonverbal learning disorder (NVLD, defined using WAIS criteria) were overrepresented for bipolar disorder and substance abuse diagnoses, but not for generalized anxiety disorder. NVLD may be a useful neurocognitive endophenotype for identification and cognitive remediation to reduce anxious ruminations and to improve perceptual reasoning in patients with these dimensions of psychopathology.

Test Driving Gender in Virtual Worlds

Patricia Hendrickson, Alumna, 2013, ELC

The purpose of this classic grounded theory study is to offer an understanding of one aspect of the increasing digitization of contemporary life in which a male may adopt a female persona or vice-versa. The researcher explains how individuals consciously test drive gender in Massively Multiplayer Online Virtual Worlds (MMOVWs). Test driving gender occurs because the person creating a virtual identity has a preference or inclination to represent the identity as a gender other than that designated at birth. By creating a new depiction for the online environment, the person realizes the preference or inclination. This study began with an interview of an adult who engages in MMOVWs as a leisure-time activity. Subsequent interviews commenced with other adults who socialized in MMOVWs. The core variable of test driving gender emerged after coding and comparing interview data. Significant to the experiences of the participants in this study is the complex nature of new and emerging technologies, the blending of real and online worlds, and certain levels of anonymity that the Internet allows. The behaviors of individuals within MMOVWs form in response to the interrelated and inseparable issues of identity and adaptive strategies that straddle both worlds. People who test drive gender are unique because of the ease in which they engage in virtual worlds unrestricted by the real-world gender designated at birth. Gender switching for them is significant and, at once, problematic because others in their virtual communities cannot easily identify them by one persistent identity in one persistent milieu. When people test drive gender in a virtual world, the choice results in one of five possible paths of engagement which participants termed roleplaying, alting, representing, ogling, and defaulting. People chose the paths based upon various motivations, conditions, and perceived benefits. The consequence of researching the substantive area of virtual worlds, is that new motivations and conditions are presented that explain the behavior of gender switching. Gender can be learned, managed, and used to manipulate others. This new information may provide enhanced considerations and options in gender identity education.

With the Growing Use of Integrative and/or Complementary and Alternative Medicine How are We Reaching Out to the Underserved?

Rosanna M. Horton, Alumna, 2009, ELC

Hypothesis: The focus of complementary and alternative medicine (CAM) or integrative medicine (IM) use has been mainly based on those who can afford to pay out-of-pocket to receive CAM health care such as acupuncture or naturopathy. But what about those who cannot afford health care, health insurance, or CAM/IM care? The purpose of this research is to find the level of interest in CAM or IM from those who provide health care services for the underserved at community clinics across California.

Methods: For this research project we used an exploratory mixed method of research a quantitative survey and review of literature on CAM and IM for the past 25 plus years. A quantitative web-based survey (Survey Monkey) was emailed to the 15 Community Clinic Consortia CEO's within the state of California. The purpose of this survey was to (1) find if any CAM practitioners were currently working in their clinics; (2) what they considered "integrative medicine;" and (3) if there was interest in providing CAM or integrative medicine within their clinics. Of the 15 surveys sent, 7 were completed for a 48% rate of return.

Summary of Quantitative Survey: The size of the survey sample is small and focused on administrators of the 15 California community clinic consortiums; however for this particular research project the idea was to determine interest from those who oversee community clinics and assess their knowledge of integrative medicine and their desire to shift to an integrative medicine model which would be more inclusive of CAM modalities. Although this research study is small, statistically speaking, it does show knowledge and interest by these CEO's about CAM and IM, which could lead to further development of an integrative medicine model to benefit the underserved.

Conclusion: The good news is that there is interest and discussion about having complementary and alternative (CAM) and/or integrative medicine (IM) in order to help create positive change within our healthcare system. In 2010 the Patient Protection and Affordable Healthcare Act (HR 3590) was approved and with the re-election of President Obama those within healthcare are working to implement it by the 2014 deadline. Those within the CAM/IM community were happy to see that CAM practitioners are very much in the language of the HR 3590 act, ever so important to help integrate CAM into mainstream healthcare. There are many avenues we need to look at to bring about the integration of CAM to healthcare, including private practices, medical centers, hospitals, university medical centers, health care maintenance organizations, community clinics, local and state legislation (MediCal/Medicaid) and Federal (Medicare) legislation. The wave of change is coming to our healthcare system and those within the CAM/IM movement have been heard and thus have been included within healthcare reform. With interest by consumers who can afford to pay out of pocket, physicians and CAM providers working together and those who serve the underserved all being a part of the dialog as well as the research and the mandate for change, potential for a "whole person" health care does seem possible.

Depression in Alzheimer's Disease: Comparison of Self and Informant Ratings

Kim Hutchinson, Alumna, 2013, PSY; Lawrence S. Dilks, Counseling Services of Southwest Louisiana; Thomas DuVall, Alumnus, 2013, PSY; Burton Ashworth, Student, PSY; Jackie Bourassa, McNeese State University; Mindy Moore, Student, PSY; Shannon Hayes, California Southern University

Research suggests that approximately 30 – 50% of individuals with AD will experience depressive symptoms. Screening for depression often involves self-reports as well as rating measures from informants and clinicians. The purpose of this study is to examine the agreement between self-report, clinician and informant ratings of depression in participants with possible/probable AD.

The study utilized data from the National Alzheimer's Coordinating Center (NACC) database, the Uniform Data Set (UDS). The NACC is funded by the National Institute on Aging (U01 AG016976). The sample consisted of individuals who were diagnosed with possible/probable AD. Participants completed the Geriatric Depression Scale; informants completed the Neuropsychiatric Inventory-Questionnaire; and clinicians completed a standardized study form regarding clinical diagnosis of depression. Participants who were free of depression at baseline were assessed at the follow-up visit approximately one year later for the presence of depression. Depression status was examined for agreement between raters.

None of the 733 participants endorsed depressive symptomatology on the GDS ($M = 1.84, SD = 1.92$). NPI-Q informant ratings identified 25% ($n = 185$) of the sample as experiencing depression. Clinicians diagnosed 12% ($n = 87$) of participants with depression. A Chi-Square analysis indicated significant differences between informant and clinician ratings of depression ($\chi^2 = 39.95, df = 1, p = .001$). Informants rated participants as experiencing depression at a significantly higher rate than clinicians.

A lower symptom endorsement rate was expected on the GDS compared to the other ratings; however, it was surprising that none of the GDS scores were elevated. This result is consistent with previous findings that individuals with AD may lack insight regarding symptoms. The difference between informant and clinician ratings may be related to the challenges of diagnosing depression in AD, such as symptom overlap. Depression in AD influences quality of life and rate of cognitive decline; thus, future research may delineate areas where clinician and informant ratings differ.

Dichloromethane: Long-Term Neuropsychological Consequences

Kim Hutchinson, Alumna, 2013, PSY; Lawrence S. Dilks, Counseling Services of Southwest Louisiana; Thomas DuVall, Alumnus, 2013, PSY; Burton Ashworth, Student, PSY; Jackie Bourassa, McNeese State University; Mindy Moore, Student, PSY; Shannon Hayes, California Southern University

Dichloromethane is an organic solvent. Its toxic properties are a consequence of metabolization to carbon monoxide. RL is a 48-year-old male who had been employed at an electrical plant used Dichloromethane as a cleaning agent for electrical parts. He was exposed for the duration of his employment throughout the course of the day without protective gloves or a respirator. He left his employer after becoming symptomatic with hypertension, peripheral neuropathy, anxiety, depression memory loss and poor attention and concentration, all features consistent with organic solvent exposure. The purpose of this study was to delineate his current neuropsychological status.

RL was a 48-year-old married male with 13 years of education and one child. His premorbid health status was unremarkable without any history of neurological or mental health impairments or substance abuse. Post exposure RL was unemployed with recent development of Diabetes Mellitus.

Twenty-three neuropsychological instruments were administered to assess the client's strengths and weaknesses. Each was administered, scored and interpreted as per publisher's instructions.

Although results revealed several realms of preserved skills, he displayed impairment in executive function, language, memory, and adaptive functioning.

RL's educational level suggested an individual who was once functioning in the average range of ability. The neuropsychological evaluation, conducted 21 years post exposure, revealed an individual with significant impairments in cognitive ability, recent and immediate memory, language functioning, executive functions, and perceptual ability. Secondary features such as depression, anxiety and adaptive behavior were also impaired. In this particular case the client's unemployment may have contributed to his current depression and anxiety while a developing diabetic condition might have contributed to cognitive impairments. Future research may wish to investigate the influence of tertiary variables.

Guillain Barre Syndrome: A Neuropsychological Profile

Kim Hutchinson, Alumna, 2013, PSY; Lawrence S. Dilks, Counseling Services of Southwest Louisiana; Thomas DuVall, Alumnus, 2013, PSY; Burton Ashworth, Student, PSY; Jackie Bourassa, McNeese State University; Mindy Moore, Student, PSY; Shannon Hayes, California Southern University

Guillain-Barre Syndrome (GBS) is the most prevalent demyelinating peripheral nervous system disorder. Neuropsychiatric assessment is not commonly conducted since GBS is more closely associated with the peripheral rather than central nervous system. However, during post-acute stages, neuropsychological deficits may contribute considerably to the burden of disease. Without neuropsychiatric assessment, higher cognitive functions and their links to explicit behaviors cannot be adequately investigated. Little data on neuropsychiatric profiles of GBS patients are available. This case study presents a clinical snapshot of a post-acute GBS patient.

Client "BC," is a 65-year-old married man with 12 years of education who was a retired boat captain when he developed GBS after "not feeling well" for approximately six months. He has no memory of the acute phase of his illness. Medical history was positive for congestive heart failure. The client denied any history of psychiatric disorders.

BC completed a neuropsychological battery that included: intelligence testing, measures of executive function, memory, language, adaptive behavior, motor function, perceptual-motor skills, and mood inventories. Testing was administered in multiple sessions due to fatigue and to accommodate his treatment regimen.

His performance demonstrated impairments in memory and processing speed, planning and problem solving, and motor function. Adaptive behavior was in the very limited range. Depression and anxiety were significant.

While this case study contributes to accumulating knowledge of the sequelae of GBS, further study and additional data are needed to understand how neuropsychiatric functioning is impacted long term. A follow-up evaluation in six months to one year would be valuable to monitor continued cognitive recovery or changes in functioning.

Ethnicity and Age-Related Cognitive Change

Robin E. Kissinger, Student, PSY; Khoosheh Daneshi, Student, PSY; Cinamon C. Romers, Student, PSY; Henry V. Soper, Faculty, PSY

Aspects of cognition show declines as people get older. Are the trajectories of cognitive functioning related more to an inevitable biological process or are they are due to environmental factors? To address this, we looked at the relation of ethnic identification on such processes. Data were drawn from a book of normative data for three Halstead-Reitan measures (Average Impairment Rating, Trailmaking B, and the Aphasia Screening Test) and one test of verbal fluency (FAS). Mean scaled scores for each ethnic group, Caucasian and African American, at the different ages were compared to the young adult scores for that ethnic group and the resultant t scores compared. The Aphasia Screening Test, a crystalline test, showed no decline for either ethnic group. The Average Impairment Rating, a fluid measure, showed a steady decline to below the 1st percentile. Trailmaking B also showed a steady decline, but to about the 2nd percentile. FAS showed a relatively slow decline, but even in the oldest group they were at the 16th percentile. The forms of deterioration for the ethnic groups were almost identical as were the overall scores. There is no evidence for ethnic variation in age-related intellectual trajectories.

Mental Health Providers' Attitudes and Values Toward Alcohol Problems

Angela Klemm, Student, PSY; Chad Brownfield, Student, PSY; Marilyn Freimuth, Faculty, PSY

Purpose: With an estimated 16.7 million Americans (6.5% of the population) reporting dependence on or problems related to alcohol (2011, Substance Abuse and Mental Health Services Administration), alcohol misuse continues to contribute to various physical, psychological and financial problems. However, a treatment gap endures as alcohol use problems continue to be overlooked by clinicians (Freimuth, 2010). The lack of engagement with alcohol issues is an important value to address among practitioners. Educational efforts to do so have been ongoing; however, such training has yet to translate to improvements (Anderson et al., 2004). This suggests the need to consider additional influences on recognition and treatment efforts. Research indicates that clinicians' personal characteristics influence their perception and recognition of health risks in others (Karner, Rapley, & May, 2006). The issues then impact treatment decisions. The current study explores mental health providers' attitudes toward treating individuals with alcohol use problems and severity of alcohol use judgments in light of various personal characteristics.

Procedure: An exploratory study was conducted to investigate mental health providers' attitude, values, and judgment of alcohol use problems. Mental health professionals (N=104) from a variety of backgrounds and theoretical orientations were recruited through ads at different mental health agencies and completed a survey with a demographic questionnaire. Three attitudes related to alcohol treatment were evaluated on a five-point Likert scale and judgments of severity of alcohol use were assessed in six alcohol use situations in clinical vignettes.

Results: Across all three attitudinal measures, mental health providers' scores toward treating alcohol use problems reveal ambivalent or negative attitudes. Although those indicating first-hand experience with alcohol use problems, additional training in substance abuse, and a doctoral education possessed significantly more positive attitudes, they still did not possess an attitude that viewed treating individuals with alcohol use problems in positive light. Trends of theoretical

orientation, specifically humanistic, also indicated less interest in working with alcohol use problems. Personal attributes affected judged severity of alcohol use as portrayed in vignettes. Personal consumption negatively correlated with judged severity whereas female gender exhibited a positive correlation.

Conclusions and Implications: This study highlights important considerations in working with alcohol use problems. First, the finding that mental health professionals hold ambivalent or negative attitudes toward treating individuals with alcohol use problems suggests that high value is not placed on treating this group. This is important to consider because the attitude of a clinician influences the quantity and quality of the treatment that is provided. Second, the outcome that clinicians' own drinking habits and gender influence how severely they viewed others' drinking habits suggests that personal characteristics influence assessment efforts. This is another important consideration given that recognition of an alcohol use problem plays an important role in receiving appropriate support for the problem. The results present an opportunity and call to action to treat this underserved population with the respect and dignity that they deserve. In order for the assessment and treatment of alcohol use problems to improve, clinicians must embrace and value the group and condition. Additionally, it provides important considerations when designing education and training for professionals around alcohol use problems that not only involve clinical and ethical issues but also attitudinal and personal considerations. For example, training programs may include experiential exercises that address mistaken beliefs and attitudes about addictions and addictive behavior.

A Hermeneutic Phenomenological Study of the Lifeworld of Nelson Mandela

Shirley Knobel, Student, HOD

The purpose of this dissertation study was to understand the lifeworld of Nelson Mandela through a systematic exploration of the structures of the lifeworld that helped shape his destiny. This approach required a broad lens that included the three main concepts underlying the inquiry: leadership, lifeworld phenomenology and hermeneutics.

In order to explore Mandela's lifeworld, a hermeneutic phenomenological analysis was conducted on a selection of Mandela's reflections captured by him in writing and viewed as meaningful lived experiences as defined by Alfred Schutz. The data was illuminated by viewing understanding as being able to imagine a question that the text answers, as developed by the epistemological theory of Hans-Georg Gadamer.

In the initial analysis, five universal themes emerged that characterized Mandela's lifeworld. Heritage, including tradition and ancestral roots: This is a strong theme throughout his life. Childhood experiences reinforced a strong identity for Mandela in his indigenous roots. Duty and service: Mandela believed that to do your duty and live up to the expectations of others was a "magnificent achievement". Family: Mandela experienced the joy of children, the pain of losing loved ones both young and old and the heartache of not being able to care for his mother in her old age. Friendship played an important role throughout Mandela's life, serving as a mirror through which he says he could see himself. Overall, the findings suggest that Mandela was a figure embedded in his own lifeworld structures. These shaped and influenced his life while simultaneously restricting his freedom to act in the world.

The study provides new knowledge about Mandela's lived experience, how he interpreted his experiences and how the structures of his lifeworld influenced his choices and actions, ultimately shaping him as a leader.

Adoption and Adaptation of the GMO Issue by Occupy Activists: An Ethnographic Case Study

Tracy N. Long, Student, HOD

The Occupy movement represents a recent addition to the global justice social movement. Although Occupy has many of the traditional components of social movements, it differs in that it is generally unwilling to focus on a single issue or to make specific demands (Brincat, 2013; Cameron, 2013). In addition, the many Occupy groups that have appeared worldwide do not represent a single culture and mission but rather are subject to local variation based on community specific history, culture, and identity (Ford, 2012; Juris, 2012). Occupy groups identify a wide range of social, economic, and environmental issues of both local and global concern and must make decisions about which issues to address and what actions to take.

This ethnographic case study examines the role of social representations (group values, beliefs, and descriptions) and political opportunity structure (historic, cultural, and political environment) in determining the focus of protest. Activism by Occupiers in Ventura County, California in opposition to genetically modified organisms (GMOs) was studied to determine what factors contributed to the selection of this issue for protest over other recognized issues.

The study finds that a combination of external stimuli, internal champions, evolving representations, and access to a protest target were significant in the choice of protest subjects. Internal dialog within the group produced a concern over GMOs in the food supply that made activism in support of the global anti-GMO movement a perceived worthwhile activity for the group. The campaign to label GMOs in California made the issues related to GMOs publicly visible, and the physical presence of a Monsanto facility (a major manufacturer of GMO seeds) provided a location for protest.

Identifying Nonverbal Learning Disability Using the WAIS-IV: Establishing Diagnostic Differences

D. Kenneth Montfort, Student, PSY; Ursula Alford, Student, PSY; Amy Anderson, Student, PSY; Andres Tapia, Student, PSY; Darrell Stiffey, Alumnus, PSY; Raymond Hawkins, Faculty, PSY

Although it is not listed in the Diagnostic and Statistical Manual (DSM-IV-TR), nonverbal learning disorder (NVLD) is recognized in neurological, educational, and neuropsychological circles as a cluster of symptoms that includes several neurological strengths and weaknesses. Strong vocabulary, good spelling, early reading, and rote auditory memory skills are common in NVLD, as are weaknesses in visual memory, spatial perception, graphomotor skills, executive function, and motor coordination. Individuals with NVLD are often abnormally sensitive to sensory input and insensitive to body language and facial expressions (Rourke, 2008). Stiffey and his colleagues (2010) found evidence for the utility of using NVLD criteria measured by the WISC-IV to identify children with the strengths and weaknesses associated with NVLD. The current study examines the utility of applying similar NVLD criteria measured by the WAIS-IV to the normative and clinical samples of adults participating in the standardization of the WAIS-IV.

Method: The de-identified archival data from the standardization of the WAIS-IV comprised the scaled scores, index scores, and overall FSIQ of 1890 adult respondents. Study 1 explored the prevalence in the overall, normative, and clinical samples of Verbal Comprehension - Perceptual Reasoning differences (VCI-PRI) above 10, 11, and 15 scale scores. Study 2 explored the prevalence of additional, more stringent criteria suggested for identification of NVLD, namely the differences between the WAIS-IV Vocabulary subtest and the Block Design and Coding subtests, followed by analysis of frequencies in this sample of individuals meeting these criteria separately and in combination. Study 3 involved a MANOVA of subtest, index, and overall FSIQ scores between clinical and diagnostic groups in the WAIS standardization sample and the cases that met all the criteria for NVLD.

Results: In Study 1, 10- and 11-point cutoffs were overinclusive in the normative sample, but the 15-point cutoff proved underinclusive. Persons in the Asperger's Syndrome (ASP), Attention Deficit/Hyperactivity Disorder (ADHD), and Learning Disability in Math clinical groups were more likely than any other groups to meet the 11-point difference criterion for NVLD. In Study 2, we found that adding Block Design- and Coding-based criteria to an 11-point difference between VCI and PRI decreased the number of cases in the normative sample that were considered to have a NVLD, but remained inclusive of Asperger's Syndrome and ADHD. In Study 3, a MANOVA indicated that the non-clinical sample had higher FSIQ, PRI, WMI, and PSI scale scores than did any of the clinical groups, and the ASP and NVLD groups performed better than the other clinical groups did on all the verbal subtests except Comprehension; NVLD participants outperformed ASP participants on Comprehension.

Discussion: Using an adult WAIS-IV sample to define NVLD conceptually replicates Stiffey et al.'s (2010) findings with a WISC-IV sample. In both adults and children, there is evidence for NVLD as a combination of above average verbal performance, below average perceptual reasoning, average memory, and low

average-to-average processing speed. Our results suggest that applying these criteria can be useful in identifying adults with nonverbal learning disorders and clarifying DSM-IV diagnoses.

Nonverbal Learning Disorder WAIS-IV Profiles in Anxiety Disorders

D. Kenneth Montfort, Student, PSY; Ursula Alford, Student, PSY; Amy Anderson, Student, PSY; Andres Tapia, Student, PSY; Darrell Stiffey, Alumnus, PSY; Raymond Hawkins, Faculty, PSY

Statement of the Problem: Previous research has noted an association between Nonverbal Learning Disorder (NVLD) and anxiety disorders, particularly GAD and OCD ruminations. Here we attempt to replicate this finding using the WAIS-IV anxiety and major depression clinical standardization groups.

Participants: The sample comprised Pearson WAIS-IV archival data from adults with anxiety disorders ($n=68$), current major depression without comorbid anxiety ($n=155$), and a non-clinical comparison group ($n=839$). No significant demographic differences were found between the anxiety and depression groups.

Procedure: NVLD profiles (Verbal Comprehension Index - Perceptual Reasoning Index ≥ 10) and Control profiles (PRI - VCI ≥ 10) were calculated for the Anxiety Group, the Depression Group, and the non-clinical comparison group.

Results: The proportions of NVLD and Control profiles differed significantly between the Anxiety Group (23 NVLD, 6 Control) and the Depression Group (35 NVLD, 25 Control) and the Non-Clinical Comparison Group (199 NVLD, 182 Control). Applying more stringent NVLD criteria (VCI-PRI ≥ 10 , plus Vocabulary score exceeding at least two of the following: Block Design, Coding, Matrix Reasoning, Visual Puzzles, by ≥ 3 scale score units) attenuated but did not remove these between group differences, with the Anxiety Group still showing more NVLD profiles (13) than Control profiles (6) relative to the Depression Group (25 NVLD, 25 Control) and the Non-Clinical Comparison Group (102 NVLD, 182 Control). Within the anxiety group, the NVLD cases were demographically similar to the control cases.

Conclusions: The WAIS-IV NVLD profile may be a useful screen for neurocognitive vulnerability for anxious ruminations in adulthood.

Differentiation of Left and Right Hemisphere Forms of Intelligence in Children

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Previously we found that a purported right-hemisphere task, the Street Completion, showed effectively no relationship to index scores on a purported left-hemisphere task, the WAIS intellectual evaluation. None of the subtests accounted for more than 10% of the variance. We decided to investigate this relationship among children to look at the development of this isolation of function between the hemispheres. Performances on the Street Completion Test were correlated with the index and subtest scores on the WISC-IV from 107 children ages 6 to 16 and then again for subgroups aged 6 to 7, 8, and 9 to 16. Street performance again turned out to be orthogonal to cognitive performance, in most cases with less than 3% of the variance accounted for. However, a small but significant inverse relationship was found between the Street and Processing Speed ($r^2 = .05$) and the component subtests Coding and Symbol Search (both $r^2 = .04$). It was only 8-year-olds who contributed to this inverse relationship, with Coding $r^2 = .27$ and Symbol Search $r^2 = .11$. When only data from children 9-16 were looked at, none of the relationships were even close to significant (all $r^2 \leq .03$), and the same was true for those aged 6-7 (all $r^2 \leq .04$ but Picture Concepts, .11). For older and younger children the same orthogonal relationship observed for adults was found, but, for some reason, there is an inverse relationship between processing speed and gestaltic functioning for 8-year-old children.

The Christensen H, a Verbal Test of Executive Functioning

Cinamon C. Romers, Student, PSY; Elizabeth Hollon, Student, PSY; Jennifer Abbott, Student, PSY; Dominique Eugene, Student, PSY; Myisha Driver, Student, PSY; Henry V. Soper, Faculty, PSY

People of superior intelligence with prefrontal trauma tend to not show impairments on tests of executive functioning. In addition, there are no verbal problem-solving tools to assess this aspect of executive functioning. Therefore, a 20-item test was developed to look at verbal executive functioning. It includes items such as, "If John is taller than Peter but shorter than David, who is the shortest?" The purpose was to establish preliminary normative data and to extend the validity analysis. The participants were 120 people selected because they were believed to be of superior intelligence and 156 people from the normal population. The only selection criteria were that they be over 18 and have no documented or obvious intellectual compromise. Trails B scores for 88 of the latter group were used for validity. The results indicate that the Christensen and the Trails B are highly correlated, $r = -.343$, $p < .01$. The mean Christensen score for the high group (16.343, $SD = 2.48$) was significantly higher than that of the normal group (11.72, $SD = 4.01$), $t(273) = -11.06$, $p < .001$. In summary, the evidence indicates that the Christensen H is a solid verbal test of executive functioning that can assist in detecting such dysfunction in high functioning people.

Organizational Constellations: Facilitators' Perspectives

Charmaine Lynn Tener, Alumna, 2013, HOD

Organizational constellations are configurations of people or symbols that represent individuals' connections to one another within a business context. The practice of facilitating organizational constellations, which grew out of family systems theory, aims to identify and explore relationships within a business system in order to solve problems and reach goals. The systemic nature of organizational constellations encourages, through the use of the senses, the discovery of relationship dynamics that may have previously gone unnoticed.

This approach can be better understood through exploring the perspectives of those who facilitate organizational constellations. The research question, "How do organizational constellation facilitators in North America make sense of their work with organizational constellations?" provides the foundation to explore the ways that organizational constellation facilitators understand and make meaning of their experiences. This qualitative study used semi-structured interviews to gather data from participants, focused on discovering how and why organizational constellation facilitators in North America use organizational constellations.

This research resulted in six key findings. Organizational constellation facilitators in North America make sense of their work with organizational constellations (a) by the manner in which they incorporate organizational constellations into their work, (b) through the indirect and direct application of organizational constellations, (c) through the application of their knowledge of systemic principles and relationship dynamics, (d) by the way in which they speak about organizational constellations, (e) by considering the client when constellations are chosen and used, and (f) through measuring the results of organizational constellations in diversified ways. These findings have implications for the practice of organizational constellation facilitators and for business people. In addition these findings contribute to the literature in the areas of organizational constellations, sensemaking, and systems.

Evocative Imagery: The experience of Metaphor in a Coaching Conversation

Kristen M. Truman, Alumna, 2014, HOD

Coaching is a relationship developed for the purpose of creating some change or to achieve a specific goal. Metaphor is an imaginative linguistic tool representing one thing in terms of another. This phenomenological study explored the experience of 10 coaching clients who participated in a qualitative telephone interview using semistructured open-ended questions. To qualify, each participant identified a moment in coaching in which something significant had happened and remembered that a metaphor was used in the conversation. Categorical content analysis revealed four themes—new awareness, personal shifts, life changes, and reminders—and eight subthemes: shifts in perspective, shifts in emotion, shifts in action, changes in way of being, transformations, physical cues, emotional cues, and verbal cues. The data revealed a cyclical pattern, proposing a model of self-generated change. The cycle begins with the metaphor evoking

an awareness that generates a personal shift, followed by life changes. The metaphors become reminders to stimulate a re-awareness, thereby perpetuating the coaching conversation over time.

Transformative Education for Long-Term Behavior Change: Preventing Childhood Obesity and Improving Health through In-School Curriculum-Based Nutrition and Exercise Programs

Scott Turner, Alumnus, 2013, HOD

Background: Nearly half of obesity cases begin in childhood, with 80% persisting into adulthood. This highlights a compelling need to improve child obesity (CO) prevention programs. In-school programs, which are multicomponent, structured, rigorous, long-lasting, and include parents are particularly effective. Nevertheless, longer term impact is poorly understood.

Methods: This study used a curriculum design theory lens to evaluate the long-term impact among middle school students of elementary school childhood obesity prevention programs, by focusing on Operation Tone-Up® (OTU). OTU has been implemented for over 10 years in lower income elementary schools in many states, and has positive, material, short-term outcomes. A mixed methods, retrospective, quasi-randomized, longitudinal study was conducted, controlling for sex, socioeconomic status (SES), ethnicity, grade level, and other factors. Three hundred seventy (370) predominantly Hispanic, lower income students in grades 6-8 in Maricopa County, Arizona were surveyed in May 2012 about their past participation in OTU and their current nutrition and physical activity (PA) knowledge, attitudes, and behaviors.

Results: The intervention had significant effects on health outcomes, although these effects declined during the years after participation. Students in grades 6-8, who had participated in OTU in elementary school, had significantly healthier nutrition knowledge than control students ($\beta = 0.831$, $p = .013$, odds ratio = 2.295), and had healthier nutrition attitudes and nutrition behavior. Intervention students were significantly more likely to report high PA behavior ($\beta = 0.798$, $p = .028$, odds ratio = 2.221). In addition, girls in the intervention group reported significant, much healthier PA than girls in the control group. Intervention participation helped to increase the healthy behavior of lower income, female, and Hispanic populations.

Conclusions: The study showed that effective anti-obesity interventions can have significant positive short-term impacts on children, but their effects decline over the long-term. Ideally, maintenance should occur over many years by continuous "spiral learning" reinforcement and increasing school time spent on effective health and physical education (HE; PE). At the same time, HE and PE should be made more effective at improving behavior outcomes. HE and PE should also be integrated into the core preK-12 school curriculum, standards, and tests in order to maximize long-term follow-through and impact. The CO prevention movement should also use curriculum theory and HE and PE associations with increased academic performance to help bridge the gap between health educators and school leaders.

Emotions and Innovative Leadership: An Interpretative Phenomenological Analysis

Michele Vincenti, Alumnus, 2013, HOD

The domain is Innovative Leadership, with emphasis on emotions and consciousness viewed through a phenomenological lens. In particular I am interested in understanding what people feel when they think of an innovative leader. The topic of innovative leadership is a very important domain to be studied because of its effect on the wellbeing of any organization.

Problem statement: I argue that emotions play an important role for followers in the way they see and evaluate their leaders; in addition, leaders need to understand the role of their and followers' emotions in their relationship.

Approach: I used interpretative phenomenological research (IPA). IPA is a qualitative research approach committed to the examination of how people make sense of major life experiences. IPA provides a fascinating and very rich way of engaging with, and understanding other people's worlds, which is the aim of this research.

Results: The major finding is that the innovative leader is a moral leader. The terms morality or ethics rarely emerged specifically in my interviews, but terms such as caring, trust, fairness and reciprocity, which are the cornerstone of morality, all emerged with high frequency. Informal leadership styles and leadership tools such as teaching and focus on details reinforce the understanding of an innovative leader.

Conclusions: The implications of my findings can be important to organizations that want to be perceived as innovative in their market. Leaders of such organizations can attend training to develop the leadership tools, leadership styles, and the cognitive themes identified in this research.

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