







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

April 30, 2010

**Welcome:**

Dr. Karla Hull, Interim Assistant Vice President for  
Research and Dean of the Graduate School

Dr. Patrick Schloss, President  
and Dr. Phil Gunter, Interim Provost  
Vice President for Academic Affairs

Dr. John Gaston, Dean College of the Arts  
Dr. Connie Richards, Dean College of Arts & Sciences  
Dr. Julie Lee, Interim Dean Dewar College of Education  
Dr. Anita Hufft, Dean College of Nursing  
Dr. George Gaumond, Director Division of Library &  
Information Sciences  
Dr. Martha Giddings, Director  
Division of Social Work

Dr. Karla Hull

---

---

College of Arts & Sciences

KRYTOLEBIAS MARMORATUS

Faculty Mentor

Kryptolebias marmoratus internal self-fertilization. Kmar utilizes an ovotestis, a unique mixed gonad consisting of both ovarian and testicular tissue. The main goal of this project is to complete a forward genetic screen to isolate zygotic mutations involved in Kmar development. As part of a long term goal of revealing if genes or hormones of normal ovotestis development. An ongoing genetic screen in Kmar with the mutagen N-ethyl-N-nitrosurea period as compared to untreated controls. The results of this genetic screen will provide proof-of-principle for future screens in this model organism. This will also lead to advancements in reproductive biology in other vertebrates as well.

Faculty Mentor

Research into the early life stages of the gopher tortoise has been minimal due to high mortality rates of eggs limited recapture observations, it was found that hatchlings had no clear preference for refuge, directionality, or the months of March and October. These results coincide with optimal foraging and basking hours, as well as variability between years. In summary, this work provides demography data on a life stage of the gopher tortoise often under represented.

Faculty Mentor

The vasa gene, an ATP-dependent RNA helicase, is localized to the polar granules during pre-gastrulation. Vasa is part of a family of DEAD-box proteins that is expressed as RNA and as protein. It is found early in embryogenesis and later on during gamete production from PGC's. When the vasa gene is not functioning normally, organisms cannot reproduce successfully via sperm and egg. Therefore, vasa is critical for sexual reproduction and is required from one generation to the next. Consequently, the vasa gene is highly conserved through evolution as it is passed from mother to offspring. Multiple sequence alignments of the K. marmoratus vasa protein demonstrate phylogenetic comparison of the vasa gene from Kryptolebias marmoratus, a syngonic hermaphrodite belonging to the



### Faculty Mentor

research exists to guide therapists in creating this therapeutic alliance. In this study we explored how the therapist contributed to fostering a therapeutic alliance between themselves and the client. Observations were made of two marriage and family therapy interns. The data was analyzed and six themes emerged. The implications for how therapists can increase therapeutic alliance will be discussed.

### Faculty Mentor

Thus far, most investigations of the therapeutic relationship have centered on the therapist and what he or she does or does not do to build the relationship. We believe that the client also plays a role in the creation of therapeutic relationships. In this study we explored how the client contributes to the building, maintenance, and hindrance of the therapeutic alliance. Marriage and Family Therapy Master's students observed and coded for therapist, attempts to physically engage therapist, and receptiveness to therapist. We also found four themes

### Faculty Mentor

Little empirical research has been conducted on therapist behaviors that may hinder the therapeutic alliance. Knowledge in understanding behavior that can impede the relationship between client and therapist will allow therapist to better facilitate an alliance. In this study observations were carried out in order to discover behaviors on the part of the therapist that they may unconsciously perform during therapy which may hinder the relationship between client and therapist. After we analyzed our data, four themes emerged that the



### Faculty Mentor

This paper examines the way two differing epistemologies, reductionistic and systemic, shape therapeutic approaches to transgenderism. The paper begins with a discussion of the differences between reductionistic and systemic epistemologies, then moves to exploring the way these complementary epistemologies shape the therapeutic experience from the perspective of both therapist and client. The reductionist perspective understand the transgender phenomenon as a gender identity disorder. It is proposed that a reductionist epistemology may limit client and therapist, given that therapeutic issues are reduced to neurobehavioral approach to transgender clients' therapeutic needs, which are grounded in unique individual contexts and meaning systems.

### Faculty Mentor

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

### Faculty Mentor

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



## Faculty Mentor

Ü^•^æ!&@Á, }ã•Ác@æcÁ, [ { ^ }Áã}Á& [ || ^ \* ^À^c, ^^ }Ác@^Áæ \* ^•Á [-ÁF] ËG I Áæ!^Á { [ !^Á|ã\^ | ^Ác [ Á^ç ] ^!ã^ } &^Á!æ ] ^ð•^ç ~æ|Á  
 æ••æ ~ |cÁc@æ}Á } [ ] Á•c ~ á^ }c•ÁçÓ [ ] ] ÉÁG€€ [ DÉÁÜ^•^æ!&@Áæ|• [ Á, }ã•Ác@æcÁ!æ ] ^•ð•^ç ~æ|Áæ••æ ~ |c•Áæ!^Á [-c^ } Á ~ } á^!Á  
 !^ ] [ !c^áÁçT&Ö!^\* [ !ÉÁY á^à^ÉÁTæ!ã [ }ÉÁBÁŠãçã } \*c [ ] ^ÉÁG€€€DÉÁY ác@ [ ~cÁ [-, &áæ|ÁáæcæÁ [-c^ } Ácã { ^•Áã••~^•Á•~! [ ~ } áã } \*Á  
 c@^Á ] !^ç^ } cá [ ] ÉÁã } c^!ç^ } cá [ ] ÉÁæ } áÁ& [ ! !^&cã [ ] Á [-Á!æ ] ^ð•^ç ~æ|Áæ••æ ~ |cÁæ!^Á } [ cÁæáá!^••^áá^Á& [ || ^ \* ^Áæ } áÁ  
 ~ } áç^! •ácá^•ÉAV@ã•Á ] !^•^ } cæcã [ ] Á, á||Áãã•& ~ ••Ác@^Á, } áã } \*Á [-ÁæÁÜ^ç ~æ|ÁcEccãc ~ á^•ÉÁÓ^@æçã [ !•ÉÁæ } áÁÒç ] ^!ã^ } &^•Á

# Dear College of Education

Faculty Mentor

The purpose of this investigation was to determine the relationship between the use of photography and investigation also looked at reinforcement and subject involvement in therapy. The results indicated that the value of photographs had no initial impact but in post treatment had an apparent residual effect. Implications and recommendations are presented.

Faculty Mentor

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

Faculty Mentor

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

## Faculty Mentor

The purpose of this study was to determine the effectiveness of auditory self-monitoring in the remediation of

exhibiting other mild articulation disorders as well as prove useful in group therapy environments. Future implications and recommendations are discussed.

## Faculty Mentor

Faculty Mentor

### Alan Bernstein

Faculty Mentor

V@ã•Á { äç^äË { ^c@[ ä•Á•c~ ä^Á^çæ { ä}^äÁ&[!|æcä[ ]•Áà^c, ^^}Áæ&æä^ { ä&Á|äà!æ!æ}Á[!\*æ}ä:æcä[ ]æ|Á&|æ••ä, &æcä[ ]Áæ}äÁ sense of place and sense of involvement with the educative mission of the institution. Further examination ä}&|~ä^äÁæ}^Ä•ä\*}ä, &æ}cÁ&[!|æcä[ ]•Áà^c, ^^}Áæ&æä^ { ä&Á|äà!æ!æ}Á&æ!^!Á]æc@Áæ}äÁ•^}•^Á[-Á]|æ&^Áæ}äÁ•^}•^Á[-Á ä}ç[|ç^ { ^}cÁ, äc@Äc@^Á^ä~ &æcäç^Á { ä••ä[ ]ÉV@^Á•c~ ä^Á•~!ç^~äÁHÌGÁæ&æä^ { ä&Á|äà!æ!æ}•ÁæcÁV}äç^!•äc^ÁÜ^•c^ { Á[-Á Ö^ [!\*æÄä}•cäc~ cä[ ]•ÉÁÜ~!ç^~Áæ}æ|^•^Á- [ ~ }äÁ [ Á•ä\* }ä, &æ}cÁ&[!|æcä[ ]•Áà^c, ^^}Á[!\*æ}ä:æcä[ ]æ|Á&|æ••ä, &æcä[ ]Á æ}äÁ•^}•^Á[-Á]|æ&^Á[!Áà^c, ^^}Á[!\*æ}ä:æcä[ ]æ|Á&|æ••ä, &æcä[ ]Áæ}äÁ•^}•^Á[-Á]ç[|ç^ { ^}cÁ, äc@Äc@^Á^ä~ &æcäç^Á mission. There was slight positive correlation between career path and sense of place. It was concluded that c@ [ ~ \*@Äc@^!^Áä•Á•c[! ] \*Äb~•cä, &æcä[ ]Á- [!Áæ&æä^ { ä&Á|äà!æ!æ}•Áà^ä} \*Á&|æ••ä, ^äÁæ•Á-æ&~|c^ÉÁæ&æä^ { ä&Á|äà!æ!æ}•Ä sense of place or sense of involvement with the institutional educative mission is not dependent on such &|æ••ä, &æcä[ ]É

Faculty Mentor

Ø!æc^!}äcä^•Á}! [ { [c^Á|^æä!•@ä]Á ä^ç^! [ ] { ^}cÁæ•Áæä à^}^, cÁ [-Á { ^ { à!•@ä]ÉÁ V@^Á ]!^•^}cÁ •c~ ä^Á ^çæ { ä}^äÁ c@^Á available evidence of commitment and engagement resulting from attending a leadership program offered by æÁØ!æc^!}äcä^•Á}c!æ|Á[-, &^ÉÁV@ä•Á•c~ ä^Á, æ•Áä^•ä\*}^äÁæ•Áæ}Á [ ~ c& [ { ^•Áæ••^•• { ^}cÁæ}äÁä}&|~ä^äÁG€Ì ÍÁ&æ•^ÉÄc@^Á c[çæ|Á} { à^!Á[-Á!æc^!}äc^Á { ^}Áæcc^}ää} \*Ää}Äc@^Ác^}É^~æ!Á]æ}Á- [ { ÁFJJJÈG€€ÌÉÁV@^Á- [|| [ , ä} \*Áäæccä, ^!^Á& [ { ]æ!^äÁ c[Áæä!^••Äc@^Á!^•^æ!&@^ ~ ^•cä [ ]•KÁæcc^}äæ} &^ÉÁ ~ }ä^! \*!æä~æc^Á|^æä!•@ä]ÉÁæ| { }äç [ | ~ }c^!^Áä}ç[|ç^ { ^}cÉÁæ}äÁ ä [ ]!Á! [ •c^!•ÉÁæ•Á, ^||Áæ•Á [ ]•cÉ]! [\*!æ { Á•~!ç^~Áä}•c!~ { ^}c•ÉÁÖ^•&!ä]cäç^Á•cæcä•cä&•Áæ}äÁ•ä\*}ä, &æ}&^Ác^•cÁ!^ç^æ|^Áä c@æcäçæDÄ ÎHÄ [-Á]æ!cä&ä]æ}c•Äc [ \ÁæÁ- [! { æ|Á ~ }ä^! \*!æä~æc^Á|^æä!•@ä]Á! [ |ÉÁçäDÄ ÎÄ [-Á]æ!cä&ä]æ}c•Äc [ \ÁæÁç [ | ~ }c^!^Á

## Faculty Mentor

The purpose of this study was to determine whether principal tenure, principal stability, principal experience,

## Faculty Mentors

This study examined the effects of small group instruction of basic multiplication facts in the resource and







---

## Division of Library and Information Science

---

, Faculty Mentor

Q}Ác@^Á|æ•cÁc, [Áâ^æâ^Áæ}Á~ [cÁ@æ•Áâ^Á}Á {æâ^Áâ^Á!^•^æ!&@!•Áâ}Ác@^Á|ä!æ!^Á, ^|äÁc[Á&[}ä~&cÁ!^•^æ!&@Á[}Á censorship as practiced by librarians. This censorship is known as pre-censorship or self-censorship. Very |äcc|^Á!^•^æ!&@Á@æ•Á|[ \^ÁâÁæcÁ]~à|ä&Á|ä!æ!ä^•^Áæ}äÁc@^Á•^|~É&^}•[!•@ä]Ác@æcÁ {æ^Á^çâ•cÁ, äc@Á^ [~}•Áæâ~|cÁÇYCEDA |äc^!æc~!^ÉÁV@^Á~^•cá [}Ác@æcÁc@ä•Á•c~ä^Á, ä|Áæâ!^••Áâ•KÁâ [^•Á•^|~É&^}•[!•@ä]Á^çâ•cÁ}Á]~à|ä&Á|ä!æ!ä^•^Áâ}ÁÖ^ [!•äæÑÁ CEÁ]ä|cÁ•c~ä^Á, ä|Áâ^Á&[}ä~&c^ÁâÁ}Ác@^Á•]!ä}•Á[-ÁG€F€Ác[Á•^Á\Áæ}•, ^!•Ác[Ác@æcÁ~^•cá [}ÉÁCEÁ•æ { ]|^Á[-Ác@^Á |G€Á ]~à|ä&Á|ä!æ!ä^•^Áâ}ÁÖ^ [!•äæÁ, ä|Áâ^Á!æ}ä [ {|^Á•^|~É&c^ÁâÁæ}äÁc@^Á!ÁU|}ä|ä&ÁCE&&^••ÁÖææ|[•ÁÇUÚCEÔ•DÁ, ä|Áâ^Á searched for a list of books that are considered controversial based on certain criteria. The libraries that own |^••Ác@æ}Á, -c^Á|^!&^}cÁ[-Ác@^Áâ [ \^Á [}Ác@^Á|ä•cÁ, ä|Áâ^Áä^•ä\*}æc^ÁâÁæ•Á•^|~É&^}•[!ä}•Á|ä!æ!ä^•^Á

Faculty Mentor

V@ä•Á]ä|cÁ•c~ä^Á•~!ç^~äÖ^ [!•äæÁ]~à|ä&Á|ä!æ!ä^•^Áæâ [~cÁc@^Á!Áæâ~|cÁ [ ]É, &cá [}Á]~!&@æ•ä}•Á]!æ&cá&^•ÉÁæâ!^••ä}•Á, @ä&Á•]^&ä, &Á!^• [!&^•Ác@^Á~•^Ác[Á•^|~É&cÁ|ä!æ!^Á {æc^!äæ|Áæ}äÁ, @ä&Áâ}c^! {^äâæ!^Áà [ \^Áâ•c|äâ~c [!•Ác@^ÁÁ employ. The primary goal of the survey was to establish to what extent only a small number of commercial ]~!ç^~ [!•Á]!çâä^Áæâ~|cÁ [ ]É, &cá [}Á {æc^!äæ|Á~ [!Ác@^Á {æb [iäc^Á[-ÁÖ^ [!•äæÁ]~à|ä&Á|ä!æ!ä^•^ÁÉÁV@^Á|äc^!æc~!^Á!çâ!^, Á includes news articles reporting trends in distributors merging, research articles on similar studies, and articles that discuss the theoretical implications of the ever-shrinking publishing and vending landscape on libraries' & [|^Á&cá [}Áäâç^!•c~ÉÁV@ä•Á•c~ä^Á^çæ { ä}^•Ác@^Á]!æ&cá&æ|Á!æcá [ ]•@ä]Áà^c, ^^]Á|ä!æ!ä^•^Áæ}äÁ- [!É]! [ , cÁ]~à|ä•@^!•Á and distributors, as well as the philosophical tension between the two, in the context of intellectual freedom principles.

Faculty Mentor

Ó| [••Á [~^!Áæ}Á^ç&^|~|^}cÁ, æ^Á- [!Á|ä!æ!ä^•^ÁcÁ [Á~^!Áâ}~! [ {æcá [}Ác [Ác@^Á!Á]æc! [ ]•Áæ}äÁ- [•c^!Á& [ { {~}ä&æcá [}Á with them through comments on blog posts. However, the majority of comments submitted to blogs are what is known as “comment spam.” Libraries have an interest in fostering genuine communication with their patrons and comment spam prevents this from occurring by making genuine comments @æ!äÁc[Á, }äÉÁ]^ç^}cá}•Á|^•äcá {æc^Á& [ { {^}c•ÉÁ!Áææ}ä}•Á~]Ác@^Ácá {^Á[-Ác@^Á!Á] [•Áæâ { ä}ä•c!æc [!ÉÁV@^Á\* [æ|Á of this study is to identify and describe how libraries are addressing comment spam.

# Division of Social Work

**Amie Satchell**

Faculty Mentor

This research focused on the past and present policies for Veterans with Post Traumatic Stress Disorder documentation for disability compensation. The research suggests that simple verbiage in their records or the \*^}ã^!Á[-Ác@^AX^c^!æ}Áæ!^Ác, [Á&[ { { [ ]Á!^æ•[ ]•Áã•æà|äc^Áà^}^, c•Áæ!^Áá^}ã^ãÉÁV@^Á!^•~|c•Á[-Ác@ã•Á!^•^æ!&@Á •~\*^\*^•cÁc@æcÁæÁ•ã\* }ã, &æ}cÁ} ~ { à^!Á[-AX^c^!æ}•Á, @ [ Á@æç^Áà^^}Áããæ\* } [•^ãÁ, äc@ÁÚVÜÖÁæ!^Á^ç&|~ã^ãÁ-! [ { Áà^}^, c•Á &[ç^!ã} \*Á&æ!^Á- [ !Ác@^ã!Á•^ { ]c [ { •Áæ}ãÁc@æcÁc@^!^Áæ!^Á { ^}cæ|Áæ}ãÁ]@^•ã&æ|Á&[ ]•^~^}&^•Á, @^}Áà^}^, c•Áæ!^Á delayed or denied due to documentation and gender issues.

, Faculty Mentor

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



