UROC-PREP/Access, Wellness, and Relational Determinants of School Success (AWARDSS)

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	UROC-PREP/Access, Wellness, and Relational Determinants of School Success (AWARDSS)
	JOSE ALBA *The Variability of Cultural Training in Corporations* The University of Arizona, Graduate Student, Non-Degree Mentor: Brandy Brown, Organizational Leadership **Abstract** Diversity is increasing in the workplace environment and employee demographic. This study measures the cultural training corporations are using to prepare employees to perform well in multicultural contexts. To this end, a mixed method design investigates the Top 50 Best Companies to Work for Ranked as by Forbes (2017). The present study analyzes open source data to quantify the promotion of cultural intelligence in company mission statements or cultural descriptions, which is then followed by survey asses sing the quality of cultural training of organizations. The design uses the four dimensions of cultural intelligence (CQ) identified by Ng, Van Dyne, & Ang (2011): knowledge, strategy, motivation, and behavior . This four-facet model is used to analyze the cultural and personal missions of these companies determining if their practices include CQ. This study also aims to construct an accurate estimation of CQ in the current cultural training provided by Fortune 500 companies via a survey. Results will serve as a gateway to become aware of current limitations in order to improve the quality of cultural training conducted in domestic and multinational corporations.
	ALYSSA BEGAY *CACREP Accreditation of the UA School Counseling Program: Implications of a Pilot Assessment for CACREP Standards* The University of Arizona, Graduate Student, Counseling Mentor: Sheri Bauman, Disability and Psychoeducational Studies **Abstract** In 2016, the School Counseling Program at the University of Arizona (UA) received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The CACREP accreditation standards prescribe content of counselor education programs, and specify the minimum knowledge and skills necessary for entry-level counselors with a school counseling specialization. However, there is little research regarding how these standards relate to the standards from the American School Counseling Association (ASCA) National Model for school counseling practice. School counseling students in CACREP-accredited programs are expected to be proficient in knowledge and skills outlined by both sets of standards and yet, there is a lack of cohesion in how these standards are assessed. Currently, the Praxis II: Professional School Counselor exam assesses student knowledge of ASCA National Model standards, while there is no assessment specific to CACREP school counseling standards. The current study explores the implications of UA graduate performance on two assessments required for graduation: the

Praxis II: Professional School Counselor exam, and a preliminary CACREP-standard assessment piloted at the UA in the Spring of 2016 and 2017. Analysis found no correlation between the total scores on the two assessments; however, a significant positive correlation was found in one sub-section of the Praxis and CACREP assessment. Additionally, a comparison of the assessments' underlying standards (CACREP and ASCA) was also conducted. The findings reemphasize the need to create a cohesive set of standards and an assessment that can better unify the educational requirements and professional role of upcoming school counselors.

SERGIO CASTRO
Student Success Building in Higher Education
The University of Arizona, Literacy, Learning, and Leadership
Mentor: Regina Diel-Amen, Higher Education

Abstract
Understanding how students succeed at the community college level is important for increasing student success in higher education. There are many studies regarding student success in terms of grade point average and persistence, but few look at multiple factors, large populations, or student perspectives. It is especially important to look at the numerous factors in the context of student perspectives and how the students' perceptions may be used to change current theory and application surrounding success frameworks. To identify students' methods for success, a qualitative coding process is used to analyze over 770 interviews collected from a pool of over 6500 students across the United States. Using an inductive approach, the interviews were coded into several nodes, that have led to a grouping of some of the nodes into barriers and supports to success. The complete results are still pending further analysis of the remaining interviews, but preliminary analysis shows multiple influential factors of success can be implemented as a core framework for institutional change to increase student success in higher education. Some of the primary factors an institution can employ are increasing faculty relationship building, promoting activities such as sports and clubs, and more partnerships with institutions to transfer. These factors are some of the more important aspects students attribute to their success and motivation to persist at the community college level. As this study progresses throughout the fall of 2017, the researchers will develop a model that institutions can utilize in order to promote student growth.

CELESTE CELAYA

Do Parent Support and Teacher Support Matter for School Adjustment Among Middle-School Students?

The University of Arizona, Psychology

Mentor: Jina Yoon, Disability and Psychoeducational Studies

Abstract

The present study examined how perceived support from parents and teachers Is related to middle school students' life satisfaction and academic grades. Specifically, the study sought to answer the following questions: (a) What is the relationship between levels of perceived support from parents and teachers and the perceive d importance of social support? (b) Do teacher and parent support predict life satisfaction and academic grades? (c) Can teacher support compensate for lack of parental support in predicting life satisfaction and academic grades? The sample consisted of 188 sixth graders between the ages of 11 and 13 from a middle school in the Midwest region of the U.S. Data was collected using the Child and Adolescent Social Support Scale (CASSS; Malecki, Demaray, & Elliot, 2000) and the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS; Huebner, 1997). Students' self-report of academic grades as also obtained. Results indicated that parent support was critical for students' self-perceived life satisfaction, but not students' self-reported academic grades. Teacher support was not found to be a significant predictor for life satisfaction or academic grades. Although no empirical support was found for teacher support as a compensatory factor for students with low parental support in this sample of 6th graders, the study provided strong support for the critical role of parent support.

JOE GRAHAM

Can Learning about the Science of Sleep Decrease Internalizing Symptoms in 4th and 5th Grade Students?

The University of Arizona, Non-Degree Graduate Student

Mentor: Michelle Perfect, Disability and Psychoeducational Studies

Abstract

Comorbidity of internalizing disorders and sleep problems have been demonstrated in late childhood and are highly interrelated. Prevalence rates in youth for internalizing disorders are at 20% (Richardson, Caldarella, Young, Young, & Young, 2009; Mash & Dozois, 2002). Alarmingly, sleep disturbances are upwards of 40% in youth (Lofthouse, Gilchrist, & Splaingard, 2009; Meltzer & Mindell, 2008). In school settings, sleep science is thin and uncomprehensive, and literature is typically for parents, not students. A ten-week sleep science curriculum was implemented to 9 to 12-year-old students in 4th and 5th grade in Southwest United States to increase sleep science knowledge and promote health and well -being. The curriculum consists of educating students about how sleep effects different functions of the human body, the consequences of lack of sleep, and analyzing their own data collected on how they sleep both individually and as a class. In the study, 533 total participants performed pre-curriculum (282 participants) and post-curriculum (251 participants) surveys that assessed both sleep habits and internalizing symptoms via a strengths and difficulties questionnaire. Specifically, the current study presents the paramount

of using a sleep curriculum as a catalyst to recognize internalizing symptoms in late childhood and ,thus, to reduce internalizing symptomology . Preliminary results demonstrate a moderate negative correlation between implementing a sleep curriculum and a decrease in internalizing symptoms. With these findings, further research is needed to determine how 4th and 5th grade students can benefit from learning about sleep science to ameliorate internalizing symptoms.

JESSALA GRIJALVA
An Examination of TANF: Is Arizona Shortchanging its Neediest Families?
The University of Arizona, Non Degree Graduate Student
Mentor: Brian Mayer, Sociology

Abstract

An Examination of TANF: Is Arizona Shortchanging its Neediest Families? Temporary Assistance for Needy Families (TANF), also known as cash assistance, is a key safety net program aimed at temporarily supporting families with children that fall below the official poverty line because of income shocks caused by the economy, unemployment, or transition. In 2015, only 23 of 100 TANF eligible American families received TANF benefits (CBPP, 2015). This statistic begs the question of why is TANF reaching so few TANF eligible families. This study uses data collected by the Tucson Wellbeing 2016 Survey, which surveyed 202 families whose financial situations qualify them for poverty status. Research shows that TANF block grants, which give states broad authority over spending and implementation of TANF within their state, is largely responsible for variation in TANF spending and support offered to eligible families among states. This study focuses on Arizona, one of the most TANF conservative states. Arizona spends the least on core TANF programs and was the first state to institute a 12 -month TANF limit. In this study, I use data from the Tucson Wellbeing 2016 Survey to examine differences in quantitative data. I compared survey responses to better understand the barriers that eligible TANF families are facing. The results of the survey were unexpected, but significant. The study found that respondents receiving TANF were more likely to endorse the belief that their family needs cash assistance, and were also more likely to report that language, the lack of understanding the application process, and time were difficulties they encountered when accessing assistance.

EDGARDO HERNANDEZ

Affective Intercultural Mentoring: Towards a theory of culturally inclusive mentoring

The University of Arizona, Psychology
Mentor: Brandy Brown, Organizational Leadership

Abstract

Globalization has increased our need to work with diverse individuals both within and acrossorganizations. It also places a higher priority and responsibility on organizations to ensure mutually positive interactions with other corporate organizations and individuals within other cultures (Chandler, Kram, & Yip, 2011; Dollwet & Reichard, 2014). The currently accepted method of focusing on providing employees with "country-specific factual knowledge" has proven impractical. Prior research has emphasized the importance of Cross/Inter-Cultural mentoring (CIC), which is the partnering of a mentor of a specific culture with a mentee of Another culture. However, this approach has been shown to be ineffective in lessening the strains of operating with or in a foreign environment (D'Souza, Singaraju, Halimi, & Sillivan Mort, 2016). Although unsuccessful in most cases, CIC does offer a guiding path toward creating culturally open and adaptive individuals within occupational organizations in the form of mentoring. This project introduces a theoretical framework and methodology for mentoring focused on incorporating concepts from several varied fields into a unified concept: Affective Intercultural Mentoring (AIM). AIM moves past CIC to address social concerns within cultural interactions rather than just knowledge, with the end goal of increasing the cultural intelligence and adaptability of employees and resulting in increased performance and positive interactions.

CHRISTOPHER LIEBER

Team Building Through Play: League of Legends as a Potential Virtual Exercise to Build Communications

The University of Arizona, Graduate Student, Non-Degree
Mentor: Brandy Brown, Organizational Leadership

Abstract

Team building exercises (TBE) are an integral part to optimizing the productivity of a team in order to seize positive team outcomes; however, little research exists on TBE's specifically catered to virtual teams. In order to seize the benefits of TBE's, the present study evaluates a video game, League of Legends (LoL) which possesses many of the same team elements as workplace virtual teams, as a potential activity which could be used as a TBE. In determining the extent to which LoL could be used as a virtual TBE, more must be known about the relationship between virtual team behaviors in the game and team outcomes, and whether these relationships mirror research on virtual team behaviors in work -related contexts and team outcomes. The present study has established methods to determine the relationship between communication frequency, measured through player activated alerts (pings), and team outcomes in the form of in game gold earned, objectives achieved and wins or losses, in LoL. The present study is awaiting approval and data collection, and results will be collected Fall, 2017. The anticipated sample size consists of 18 liv

e video game streams collected from the website twitch.tv. One match per sample will be observed, and the resulting team outcomes and number of pings issued will be coded for. The data will be interpreted using correlational statistics to determine the strength of the relationship between these two variables, and then compared to already existing research on communication frequency as it relates to team outcomes.

ANGELA MARTIN

Tohono O'odham and Higher Education: Exploring the Effects of Discrimination on Tohono O'odham Students
The University of Arizona, Literacy, Learning, and Leadership and American Indian Studies
Mentor: Francesca Lopez, Educational Policy Studies and Practice

Abstract
Like many Native American college students, Tohono O'odham students face many barriers while pursuing a postsecondary education. Barriers, including but not limited to the lack of financial resources, academic preparedness, and identity, can be overwhelming. If students do not have the tools to cope with these situations their dream of receiving a college degree is in danger. This study focused on Tohono O'odham college students and their experiences with discrimination. Using both qualitative and quantitative research methods , I examined the effect on Tohono O'odham students' identity, mentality and determination when faced with discrimination in and out of the classroom. I conducted one on one interviews with ten past and current students. Through these interviews, key factors and coping methods were identified. In the fall, an online survey will be conducted to determine how prevalent discrimination directed towards Tohono O'odham students and if and or how the incidents got resolved.

JEZABEL MEZA

Assessing Career Outcomes of Military Students: The Effects of Childhood Adversities and Resiliency on the Health Trajectories of Reserve Officer Training Corps (ROTC) Students
The University of Arizona, Psychology
Mentor: Sheena Brown, Human Services

Abstract
Various studies have suggested the presence of adverse childhood experiences (ACEs) to lead to increased risks of lifelong mental and physical health problems. Resiliency, the ability to recover from adversities and extreme stressors, has been Suggested to lead to the lessening of emotional impact of these existing adversities. However, continuing research on the matter indicate various elements unique to the individual and their environment that can affect healthy and sustainable development. This literature review serves to further extend the evidence for needed research in individual pre-military health screenings. Early recording of health risks can inform individual health trajectories recruits before their commitment to military

service. Although combat exposure and deployment experiences have been assumed to be the main predictor of mental health conditions in military populations, prior adversities have been increasingly noted to be a significant predictor of development altrajectory . The prevalence of ACEs has been noted in active duty and post - deployment service members, and particularly high in prevalence within Reserve Officers' Training Corps (ROTC) students. Collection of ACEs and baseline resilience data from University of Arizona ROTC students will commence in Fall of 2017 to determine the trajectories of development in the presence or absence of childhood adversity. Incorporation of the CDC Kaiser Permanente Adverse cildhood Experiences survey (ACEs) will assess participant's stressful or traumatic experiences prior to attending UA, and will apprise data collected from the Child and Youth Resilience Measure (CYRM) resilience and demographics survey.

ALEXIS NULSEN
Pre-service Teachers; Knowledge, Pedagogy, and Perception Regarding Students Diagnosed with Type 1 Diabetes
The University of Arizona, Elementary Education
Mentor: Michelle Perfect, Disability and Psychoeducational Studies

<div align="center">**Abstract**</div>

Type 1 Diabetes Mellitus (T1DM) is one of the most common pediatric chronic illnesses with approximately 1 in 400 youth diagnosed. There is little research done at the pre-service teacher level on training delivery and knowledge retainment of students diagnosed with T1DM . This is a three-phase study
aimed at examining pre-service teacher knowledge about working with students with T1DM. A training program is being developed to test the hypothesis that the designed training would be more effective in developing holistic classroom management and better prepare teacher candidates on their knowledge, perception, and pedagogy of students diagnosed with T1DM. Phase 1 of the study analyzes findings from literature review and recently completed studies on school success of students with T1DM. Findings showed a high absence rate, lack of parental knowledge regarding school support, and decreased academic performance according to glucose control. These findings are being applied during Phase 2 to adapt training materials to be reviewed using an iterative process that involves review by those with T1DM professional and personal experience . Phase 3 will test participants' working knowledge of T1DM through a baseline knowledge survey distributed before the training. Using a quasi-experimental pre-post design, participants who take part in the training will answer the questions related to perceptions, knowledge, and pedagogy. The results from this study will help predict change in training methods and protocol for pre-service teacher educators.

SAMANTHA STONEHAM

A Comparison of Methods in Teaching Receptive Labeling to Children with Autism Spectrum Disorder

The University of Arizona, Psychology

Mentor: John Umbreit, Disability and Psychoeducational Studies

Abstract

Children typically develop their communication and labeling skills during play (engaging in an activity for fun with others or alone). This is nottypically the case for children with Autism Spectrum Disorder (ASD). ASD is a disorder which causes deficits with social skills, repetitive behaviors, and speech and nonverbal communication (Autism Speaks Inc.). Typically, children with ASD must be taught these communication skills such as labeling since they do not normally learn during play . It was first recommended to teach children with ASD how to label by using an approach called the simple-conditional method which involves a nine -step teaching process. In more recent research, an approach called the conditional -only method which involves teaching al the stimuli (the labels) at once has found to be more efficient and helps the child learn the skill quicker. The current study seeks to replicate a previous study by Vedora and Grandelski (2015)that has shown that the conditional-only method is more efficient in teaching labeling to children with ASD. The methodology of the current study is to conduct sessions that last 5 -10 minutes in the participant's (2-3 YO) homes. Sessions include teaching two sets of pictures cards using the above methods to teach the child how to label. This fall, participants will be obtained and in September data collection will begin. The current study expects to find similar results as in Vedora and Grandelski (2015) in that the conditional-only method is found to be more efficient than the simple-conditional method.