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**ACF 2015 April - June Presentations**

**Abeare, Mackenzie**

April - June FY15

62nd Annual American College of Sports Medicine Conference

"Hand and Forearm, But Not Neck Cooling, Reduces Thermophysiological and Perceptual Strain Following Passive Hyperthermia"

Combined hand and forearm cooling effectively attenuates hyperthermia during exercise, and improves recovery between bouts of exercise in an uncompensable heat stress environment. Neck cooling can also be effective in reducing thermoregulatory strain during exercise in high ambient temperatures or with sufficient magnitude of cooling. PURPOSE: To determine the effect of active cooling on temperature, heart rate and thermal sensation following passive hyperthermia. METHODS: Eleven healthy participants (22±5 y; 173±10 cm; 71.8±15.1 kg) were passively heated to 39°C rectal temperature (Tre) by 40°C whole-body immersion. They were then removed from the water and sat quietly in a room (24.6±0.8°C and 49.8±6.3% rh) and used either a 2.6 m2 commercially available cooling towel wrapped against the surface of their neck (NT), hand and forearm immersion in 10.5±1.3°C water (H) or cooled passively (C) until Tre reached 38°C. Heart rate, Tre, mean skin temperature (T sk), and thermal sensation (TS) were measured pre and post whole-body immersion, and every 5 min during cooling. Nude body mass was measured before and after each trial. One and two way repeated measures ANOVA were used to determine differences across time and between groups. RESULTS: Time to cool was faster (p<0.01) with H (24±7 min) compared to C and NT (C: 37±13 min; NT: 38±9 min). There were Tre interaction effects (time and condition, p<0.01) at 10 min cooling with H (38.7±0.3°C) compared to NT (39.0±0.2°C) and C (38.9±0.2°C), and at 15 min cooling with H (38.4±0.4°C) when compared to NT (38.7±0.2°C) and C (38.7±0.3°C). There was also a lower T sk (p<0.05) when using H (34.5±2.7°C) compared to NT (34.9±2.9°C) and C (34.7±2.8°C). Mean heart rate during recovery was lower (p<0.01) when using hand cooling (96±19 beats"min-1) compared to both neck towel cooling (107±20 beats"min-1) and control (105±22 beats"min-1). Perceived TS was found to be lower (p<0.01) with H (4.1±1.7) compared to NT and C (NT 4.7±1.4; C 4.6±1.5). Across the duration of each of the trials, there was no significant difference in body mass change. CONCLUSION: Neck towel cooling was found to be an ineffective hyperthermia recovery strategy. However, hand and forearm cooling effectively reduced thermal strain and recovery time, along with decreasing heart rate and improving perceptual responses.

**Bilski, Brandan**

April - June FY15

National Association of Communication Centers Conference

"Critical Pedagogy in the Speaking Center: An Advocacy Oriented Approach"

As an epicenter of communication research, exploration, and praxis Speaking Centers serve as prime conduits for the emancipation and exploitation of both tutors and students seeking consultation services. When we examine Speaking Centers within the emerging tradition of critical pedagogy (CP) and consider our goals beyond the institutional expectations we access a more effective and fruitful pedagogical framework within which to approach our research and practice. Here we shall explore the dominating pedagogy now guiding educational practice, outline the subtle ways Speaking Centers inevitably challenge the toxic cooptation of inquiry by the commodification of knowledge, and outline core ways in which foundation in CP expand the poignancy of our consultations within Speaking Centers and on University campuses on the whole. This paper serves as a rhetorical deconstruction of the meta-narratives that tacitly uphold Speaking Center functions. Once we critically examine the motivations behind the institutional nature of Speaking Centers we see the need for a proactive discourse about the scarcity of speech and the social forces that reinforce the chronic fear and inability to speak publicly. Without this advocacy oriented engagement we fail to acknowledge the challenges of our time as explorers and explicators of rhetoric and speech instruction.

**Brown, Andrew**

April - June FY15

Conversations & Encounters: Exploring Ethics in the Writing Center

"Asking too much? Ethical Concerns of Growing Demands on Employees in a Growing Center"

In the pedagogy of nearly every writing center lies the desire to help as many writers as possible, with whatever assignment theyre working on, no matter what stage of the writing process they find themselves in. If writing centers are successful in this mission, then it is a reasonable assumption to make that they will see a continual increase in the number of students they work with, which will necessitate a growth in the number of hours and appointments available to students. Depending on the size and nature of the university and campus, these hours may be spread out over many locations or classrooms, adding to the difficulty of scheduling needs and concerns, likely resulting in an increase in the number of student employees that a center needs to hire. Provided the university provides the center with the funds and spaces necessary, the difficulties that remain fall to the consultants themselves, asking them to work early morning or late night hours, travel between campuses or locations, or be mentally active for much longer than a typical nine to five workday. For staffs that utilize lead consultants, they may have additional needs like supervising late night or weekend shifts, adding to the personal difficulty that their schedule necessarily places on them. However, this raises a serious ethical question: at what point does it become too much to ask of consultants to accommodate student need? In this roundtable discussion, we will describe the scheduling processes used at GVSU, the growing student needs of our university, the expansion of the writing centers hours and locations, and the policies that impact how and where employees are scheduled. We will also debate the ethical principles behind potentially putting the service provided to the student above the personal well-being of the staff of writing consultants, who are students themselves.

**Dahlstrom, Sarah**

April - June FY15

Midwestern Psychological Association

"Personal Values and Financial Success of Emerging Adults"

Purpose Many young adults today face substantial threats to their financial well-being. Online shopping and the credit card system present many ways to engage in risky financial behaviors. The aim of this study is to examine predictors for young adults financial behaviors, and how these in turn affect financial well-being and life satisfaction. According to Shim et al. (2009), early financial socialization from parents, school, or work predicts current financial behaviors and attitudes of emerging adults. We aim to expand these findings by examining whether ones values are predictive of financial behaviors and how current financial behaviors are linked to financial and domain-specific life satisfaction. Procedure The sample consists of approximately 300 freshmen college students. Personal values were assessed with the Portrait Value Questionnaire developed by Schwartz et al. (2001) which asks similarity judgments with oneself for each of 40 short portraits. For the financial behaviors component, students rated four different positive financial behaviors (i.e., track monthly expenses, spend within budget, save money each month for the future, invest for long-term financial goals) and they also answered questions about financial satisfaction and domain-specific life satisfaction. Results Preliminary results show significant correlations between the values of security, conformity, and tradition and students tracking of monthly expenses (r=.28, r = 17, r=.22; ps<.05). Furthermore, students who reported saving money each month are those who put lower emphasis on the values of stimulation (r=-.18, p<.05), and hedonism (r=-.19, p<.05). Positive correlations were also found between students long-term investment and their values of tradition, benevolence and security (r=.18, r=17, and r=.20; ps<.05). Significant relationships were found between financial behaviors and financial well-being, as well as between financial well-being and satisfaction with school and education, health, friends and social life, self, and general life-satisfaction. Conclusions and implications Students who scored highly on the values of security, conformity, tradition, and benevolence were more likely to have positive financial behaviors such as saving for the future and tracking monthly expenses. Financial well-being seems to affect ones greater life satisfaction. References Schwartz, S. H., Melech, G., Lehmann, A., Burgess, S., Harris, M., & Owens, V. (2001). Extending the cross-cultural validity of the theory of basic human values with a different method of measurement. Journal of Cross-Cultural Psychology, 32(5), 519-542. Shim, S., Barber, B., Card, N., Xiao, J., & Serido, J. (2009). Financial socialization of first-year college students: The roles of parents, work, and education. J Youth Adolescence, 39, 1457-1470.

**DeHart, Abigail**

April - June FY15

Pacific University Undergraduate Philosophy Conference

"The Philanthropy Machine"

Imagine the Philanthropy Machine: mathematically complex and capable of making perfectly logical evaluations while using all available information to aid in decision-making processes. The Philanthropy Machine is so powerful that the humanitarian efforts of both agencies and individuals worldwide utilize it for maximizing the efficacy of their giving. It is high-powered enough to immediately identify the greatest human need and allocate the funds necessary. The Philanthropy Machine would presumably eliminate the Identifiable Victim Effect (I.V.E.), which refers to the tendency of humans to donate to a specific and identifiable person as opposed to a large group in need. But, what may be lost when a direct link is removed between donor and cause? Neuroethicists have taken up these questions of empathy and rationality when applied to the I.V.E., and whether empathy prevents logical philanthropic decisions. In this paper I will argue that, in the field of neuroethics, moral sentimentalism should be taken more seriously. Moral sentimentalist philosophers like David Hume and Adam Smith provided careful work on the analysis of empathy (what they called sympathy). Empathy, as they conceived it, would involve an attempt to understand the emotional and logical rationale behind every decision.

**Dunlap, Ashley**

April - June FY15

Midwestern Psychological Association Conference

"Personal Values and Financial Success of Emerging Adults"

This study examines relationships between the values of emerging adults and their current financial behaviors. Three hundred freshmen college students participated in a survey. Findings suggest significant relations between specific values and positive financial behaviors, and the latter are linked to financial well-being and broad domains of life satisfaction. Students who scored highly on the values of security, conformity, tradition, and benevolence were more likely to have positive financial behaviors such as saving for the future and tracking monthly expenses. Financial well-being seems to affect ones greater life satisfaction.

**Harris, Danielle**

April - June FY15

National Conference for Undergraduate Research

"DDS/DGEBA Epoxy Used as a Model for Studying Polymer Confinement in Polymer Nanocomposites"

An interesting class of materials is polymer nanocomposites (PNC). Essentially, PNCs are polymer matrices with nanoparticles dispersed within it. These nanoparticles provide a surface for attachment within the polymer, potentially resulting in alterations of macroscopic properties, such as conductivity, hardness, and flame-retardence. This change in attachment can also alter microscopic properties, such as voids in the polymer. Since the polymer made of diglycidyl ether bisphenol A (DGEBA) with 4,4-diaminodiphenyl sulfone (DDS) hardener has been well studied, it is an ideal model system for studying polymer attachment to silica nanoparticles (15-20 nm in diameter for this study). Using Positronium Annihilation Lifetime Spectroscopy (PALS), we can study these voids by analyzing the lifetime of positronium (the bound state of an electron and its antiparticle, a positron) which tends to localize in the voids of the polymer matrix. We will investigate how the polymer attachment changes with respect to temperature as well as nanoparticle concentrations. We also plan to develop a method to determine nanoparticle distribution within the polymer.

**Herpst, Shelby**

April - June FY15

Midwestern Psychological Annual Meeting

"Effects of Parenting Style on Students"

Effects of Parenting Style on Students Financial Socialization Purpose Financial socialization is the process by which adolescents develop their own knowledge, beliefs, values, behaviors, and norms that influence their subsequent financial practices (Danes, 1994). Parents play a critical role in shaping their childrens financial skills and attitudes through modeling, reinforcement, and intentional teaching (Danes & Haberman, 2007). Previous studies showed that parents who are perceived as displaying healthy financial behavior and engaged in direct teaching during adolescence were more highly regarded as financial role models by their children during the first year in college (Shim et al., 2010). However, very few studies looked at how family processes, such as parenting style, affect the degree of influence parents have on their childrens financial behaviors. In this study, we will use parenting dimensions (e.g., responsiveness and psychological control) to investigate their predictive influence on childrens financial behaviors/satisfaction. Procedure The sample consists of approximately 300 first-year students. Students evaluated maternal and paternal responsiveness, psychological control, behavioral control, and autonomy support (scales adapted by Soenens, Vansteenkiste, Luyckx, & Goossens, 2006). For the financial behaviors component, students evaluated their engagement in four different positive financial behaviors (track monthly expenses, spend within budget, save money each month for the future, and invest for long-term financial goals). They also answered three items with regard to their satisfaction with financial issues. Results Preliminary results showed that childrens behavior of tracking monthly expenses correlated significantly with fathers responsiveness/support, expectation of behavior, and monitoring of behavior (r=.24, r=.28, r=.33; all ps < .05). These three dimensions also had a significant effect on whether children saved for the future (r=.25, r=.20, r=.20; all ps < .05). The mothers monitoring behavior was only related with tracking monthly expenses (r=.25, p<.01). Conclusions and Implications: Our results show that perceived paternal parenting style has a greater impact on financial socialization of children than maternal parenting style. Results will be discussed using a developmental perspective. References Danes, S. M. (1994). Parental perceptions of children's financial socialization. Journal of Financial Counseling and Planning, 5, 127-146. Danes, S. M., & Haberman, H. R. (2007). Teen financial knowledge, self-efficacy, and behavior: A gendered view. Journal of Financial Counseling and Planning, 18(2), 48-60, 98-99. Soenens, B., Vansteenkiste, M., Luyckx, K., & Goossens, L. (2006). Parenting and adolescent problem behavior: An integrated model with adolescent self-disclosure and perceived parental knowledge as intervening variables. Developmental Psychology, 42(2), 305-318.

**Hines, Kelsey**

April - June FY15

NACC

"The Knowledge Market: A study of group salience"

The Knowledge Market (KM) is a unique service to a midsize Midwestern University that enables three consulting services (e.g., Writing Center, Speech Lab, & Research Consultants), to congregate in the same space to provide collaborative tutoring. The purpose of this research is to measure and compare the perceptions of the KM staff attitudes toward their primary services as well as attitudes toward the larger Knowledge Market. In particular, this study applies Social Identity Theory to these groups and aims to explore the undergraduate consultants feelings regarding prototypes, leadership, metacontrast and group cohesion within their primary service and within the KM. This research concludes with the hypothesis that each individual will identify stronger with their own particular service group than the larger KM. A discussion and implications of findings are offered. Keywords: Social Identity Theory, group salience, group cohesion, undergraduate consultants

**Holtrey, Nathan**

April - June FY15

East Central Writing Centers Association (ECWCA).

"Establishing a Common Ground: A Discussion of Open Dialogue on Beliefs and Controversial Issues in Student Writing"

In theory, the writing center is meant to be a location for open, one on ­one conversations with a student about their writing. But what happens when a student and consultant's fundamental beliefs oppose each other for an argumentative/persuasive essay? Using renowned theorist David Bohm's essays as a starting point, we will discuss the importance of having an open dialogue with students, considering controversial topics and audience, and whether maintaining neutrality or engaging with personal beliefs is appropriate.

**Kade, Emily**

April - June FY15

Midwestern Psychological Association 2015 Annual Meeting

"Analog Parenting Task Revised: Validity and Responses to Video vs. Still Images"

The original Analog Parenting Task (APT) (Zaidi et al, 1989; Russa & Rodriguez, 2010) is an established instrument that assesses risk for harsh, physically aggressive parenting by displaying a visual stimulus of child behavior for which a parenting response is selected. The purpose of this study was to validate two revised versions of the APT instrument with updated child images presented in either video (V) or still (S) format. Stills were single frame images taken from the corresponding video clip. Validity of the revised APT was evaluated over two consecutive semesters using independent samples for each revised version (n=261; n=251). In each case, undergraduate participants from the available subject pool viewed the images and selected strategies to address each child behavior. As shown on Table 1, both versions of the revised APT showed evidence of validity by correlating in expected directions with other measures of physical abuse potential (e.g., Adult-Adolescent Parenting Inventory-2 (AAPI-2) and Attitudes Toward Spanking (ATS)). In addition a series of independent samples T-tests were used to allow preliminary comparison of disciplinary strategies selected in response to the still and video image APT versions. APT physical discipline was significantly greater in the V condition (M=9.79, SD=5.04) than in the S condition (M=1.93, SD=3.36; t(510)=20.67, p = .000). APT non-physical to physical escalation scores in the V condition (M=7.02, SD=3.44) were also higher than these scores in the S condition (M=1.18, SD=2.19; t(510)=22.77, p = .000). Participants selected more physical disciplinary responses in the V condition (M=2.08, SD=3.22; t(510)=6.87, p = .000) than in the S condition (M=.57, SD=1.38) as an initial response to child behavior. This same pattern held for physical discipline responses if the child persisted in the behavior (t(510)=23.63, p = .000; V condition M=7.71, SD=3.52; S condition M=1.36, SD=2.43). With regard to gender differences, in the V condition women (M=7.43, SD=3.43) had significantly higher total escalation non-physical to physical scores (t(258)=-.2.75, p = .006) than men (M=6.23, SD=3.30). These data provide evidence of validity for both the still and video versions of the APT revised. In addition, they suggest that a more realistic video image portrayal of child behavior may evoke physical disciplinary responses and disciplinary escalation at higher rates than corresponding still images.

**Koren, Erin**

April - June FY15

Conversations & Encounters: Exploring Ethics in the Writing Center

"Tact in the Writing Center: The Good, the Bad, the Ugly"

One of the toughest jobs as a writing consultant is finding the balance between communicating to a student what they need to do to improve as writers and doing so in a way that provokes confidence, builds rapport with the student, and expresses respect for a diverse range of abilities--including writing proficiency, communication skills, and willingness to receive criticism. While this task may seem daunting enough, adding on the additional criteria of accomplishing all of this within a thirty-minute time frame makes it appear near impossible. Nevertheless, by using considerate, clever, and sensitive techniques, such as employing delicate and thoughtful judgment to modify the content of the message to make it less insulting (Pearl, Donahue & Bryan, 1985) to the writer, writing consultants can conquer even the toughest issues, including explaining to a student why they need to cite their sources and how to use non-offensive language within their pieces. With our round table presentation, we plan to present research-based techniques on how to to avoid displaying superior skill (Foster, 1975). Our presentation will utilize Brown and Levinsons (1987) specific politeness strategies and the negative politeness strategy set forth by Mackiewicz and Thompson (2013). Both approaches address how to handle difficult consultations, such as those with unconfident or complaining students. We will supplement these methods with both personal anecdotes of interpersonal strategies, including simply asking a student how he or she would like the consultation to transpire, as well letting the student know that it is recognized that he or she put forth time and effort in their writing, and those from our coworkers at the Frederick Meijer Center for Writing and Michigan Authors at Grand Valley State University. It is our hope that a lengthy discussion will open up about the best, and maybe the not so great, encounters that other members of our field have experienced, creating a beneficial aggregate of knowledge and approaches. Our goal is for everyone to gain insight about strategies that can help in tough situations and to realize that they may not have been alone in the struggles, or the triumphs, that they have experienced.

**Kuznicki, Michelle**

April - June FY15

East Central Writing Centers Association 2015 Conference

"All of My Poems Begin with Profanities : The Ethical Considerations of Working with Poets in the Writing Center"

Writing Centers deal with a variety of writing genres from historical research papers to portfolios of poetry. While a majority of pieces that consultants work with are founded in professional and technical forms, the creative writing genre is equally important for consultants to be comfortable working with. With the growth of popularity of creative writing pieces, Writing Centers should expect their numbers of creative writers to grow. When considering poetry many consultants feel overwhelmed, or unprepared to work with the piece because they lack training, or understanding of the genre. It is important to keep an open discussion during the consultation with a student if the genre is unfamiliar to the consultant. Beyond this, it is equally essential that Writing Centers train and prepare consultants to be able to discuss poetry while maintaining an ethical perspective as this genre is increasing. In this workshop, we will discuss how to work with poetry, and also the ethical line that consultants can cross during a consultation when working with a creative piece. Creative oriented consultants must ensure they are not crossing the line into partial authorship, and technical focused consultants must consider their unfamiliarity of creating writing genres when entering a session. In our presentation, we will lead a session that focuses on the interdisciplinary techniques necessary in consulting that are universally designed, but also applicable to the realm of poetry. This discussion will include samples from multiple genres in order to compare and contrast different techniques consultants would use in accordance to each genre and interchangeable qualities of these approaches. Following a miniature workshop of the different genres, a conversation about the ethicality and necessity of creatively knowledgeable consultants will expand attendees consulting toolbox. Consultants will leave with a better idea of how to approach poetry in consultations with questions and topics they can openly discuss with the student no matter what background they come from. Attendees will also gain experience in critiquing a poetry piece, and acquire language that is appropriate for the genre, as well as the presence of poetry growing in Writing Centers.

**Lower, Krzysztof**

April - June FY15

Solo Exhibition at Craft House

"Accelerating the new Cosmic order"

(Project statement) Accelerating the new Cosmic order - The new Cosmic order is spatial, spiritual, social, and mystical. It is energized by capitalism, the future, architecture, and dreams. The new Cosmic order situates itself in relationship to global and local construction companies, real estate investment firms, and corporate research and development. The new Cosmic order is made up of organic-kale-eating-vegan activists and philanthropists, jeans-and-hoody-wearing social entrepreneurs and executives, and Macbook-Pro-owning-coffee-shop-dwelling creatives and freelancers. Most individuals in the new Cosmic order embody all of these characteristics simultaneously.

**May, Kelsey**

April - June FY15

East Central Writing Centers Association 2015 Conference

"Ima College Student, Too"

Students who come to higher education from backgrounds where academic English is not the language spoken at home are not given equal opportunities in the classroom to demonstrate their mastery of the material. Language use directly affects the routes students take to communicate their ideas and understanding to professors, but there is a disconnect between students background and academic English. Many of these minority students learn to adapt on their own, but we see others of these students in our writing centers. This issue has thus far been unaddressed in professional development opportunities. My workshop would take the material I researched and present it to interested consultants and staff members. Then, participants would role play as students from different regions and cultural backgrounds with previously-created assignment sheets. This would allow participants to empathize with students of different backgrounds. At the end of the workshop, we would discuss ways to improve our writing centers and acceptance on campus of different forms of English.

**McCann, Sydney**

April - June FY15

East Central Writing Centers Association Conference

"Asking Too Much? Ethical Concerns of Growing Demands on Employees in a Growing Center"

In the pedagogy of nearly every writing center lies the desire to help as many writers as possible, with whatever assignment theyre working on, no matter what stage of the writing process they find themselves in. If writing centers are successful in this mission, then it is reasonable to assume that they will see a continual increase in the number of students they work with, which will necessitate a growth in the number of hours and appointments available to students. Depending on the size and nature of the university and campus, these hours may be spread out over many locations or classrooms, adding to the difficulty of scheduling needs and concerns, likely resulting in an increase in the number of student employees that a center needs to hire. So long as the university provides the center with the funds and spaces necessary, the difficulties that remain fall to the consultants themselves, asking them to work early morning or late night hours, travel between campuses or locations, or be mentally active for much longer than a typical nine to five workday. Staffs that utilize lead consultants may have additional needs, such as supervising late night or weekend shifts, which ultimately increases the personal difficulty that their schedule necessarily places on them. Governing all of this is the reality that writing consultants are students themselves, who need time to do homework, study, and practice self-care. However, this raises a serious ethical question: at what point does it become too much to ask of consultants to accommodate student need? In this roundtable discussion, we will describe the scheduling processes used at GVSU, the growing student needs of our university, the expansion of the writing centers hours and locations, and the policies that impact how and where employees are scheduled. We will then discuss specific situations where scheduling needs conflicted with convenience of consultant schedules, and we will conclude the presentation debating the ethical principles that are in question when the personal well-being of student employees and the dedication to serving all students wherever and whenever is necessary.

**McLaughlin, Nicole**

April - June FY15

East Central Writing Centers Association

"Tact in the Writing Center: The Good, the Bad, the Ugly"

One of the toughest jobs as a writing consultant is finding the balance between communicating to a student what they need to do to improve as writers and doing so in a way that provokes confidence, builds rapport with the student, and expresses respect for a diverse range of abilities--including writing proficiency, communication skills, and willingness to receive criticism. While this task may seem daunting enough, adding on the additional criteria of accomplishing all of this within a thirty-minute time frame makes it appear near impossible. Nevertheless, by using considerate, clever, and sensitive techniques, such as employing delicate and thoughtful judgment to modify the content of the message to make it less insulting (Pearl, Donahue & Bryan, 1985) to the writer, writing consultants can conquer even the toughest issues, including explaining to a student why they need to cite their sources and how to use non-offensive language within their pieces. With our round table presentation, we plan to present research-based techniques on how to to avoid displaying superior skill (Foster, 1975). Our presentation will utilize Brown and Levinsons (1987) specific politeness strategies and the negative politeness strategy set forth by Mackiewicz and Thompson (2013). Both approaches address how to handle difficult consultations, such as those with unconfident or complaining students. We will supplement these methods with both personal anecdotes of interpersonal strategies, including simply asking a student how he or she would like the consultation to transpire, as well letting the student know that it is recognized that he or she put forth time and effort in their writing, and those from our coworkers at the Frederick Meijer Center for Writing and Michigan Authors at Grand Valley State University. It is our hope that a lengthy discussion will open up about the best, and maybe the not so great, encounters that other members of our field have experienced, creating a beneficial aggregate of knowledge and approaches. Our goal is for everyone to gain insight about strategies that can help in tough situations and to realize that they may not have been alone in the struggles, or the triumphs, that they have experienced.

**O'Neil, Allison**

April - June FY15

Annual ACSM 2015

"Core Muscle Activation During Unstable Leg Extension Using a Water-Filled Training Tube"

Creating muscle instability may be an effective means of training for stability. Instability may be achieved using an unstable surface or load. PURPOSE:The purpose of this study was to assess the degree of muscle instability created during a seated leg extension using a novel unstable load (slosh tube) under three different conditions. METHODS:Eight men (age= 19.9± 1.6y, ht=178.8 ± 8.9cm, mass= 103.3 ± 48.5kg, Leg Ext 1RM= 136.5 ± 15.9kg ) and eight women (age= 20.1 ± 1.1y, ht=164.9 ± 9.8cm, mass= 62.9 ± 12.2kg, Leg Ext 1RM= 91.5 ± 15.5kg ) completed three, 30s trials of leg extension using an 11.4 kg tube partially filled with water. A central valve allowed three conditions of water movement: 50% open, 100% open, and a stable, balanced valve setting. The valve settings allowed for different water flow dynamics, creating movement during the lift. Subjects completed 8-10 repetitions (20 reps/min) within each condition using a counter-balanced design. Muscle activation was assessed on the right side, with bipolar surface electrodes placed over the vastus lateralis, vastus medialis, rectus abdominus and paraspinal muscles. Integrated EMG was measured (1,000Hz/s) for each repetition and converted to a %MVC for each muscle. Instability was determined using the coefficient of variation across repetitions. A two way repeated measures ANOVA (gender, condition, gender x condition) with post hoc t-tests was used to examine concentric contractions only. RESULTS: : Percent MVC activated for the vastus lateralis was significantly greater in women (81.8 ±52.7%) compared to men (48.0 ±27.8%) across all conditions. No differences in % MVC were seen for vastus medialis, rectus abdominus, and paraspinal muscles. There were no differences in instability for any muscle or condition, however abdominal instability was trending toward differences between men( CV= 24.8 ±15.9) and women (CV= 30.5 ± 28.3 p= .06). CONCLUSIONS: We conclude that utilizing an 11.4kg unstable device during seated leg extension does not result in significant instability, however it does result in greater vastus lateralis activation in women compared to men. A heavier load may be required to create the desired unstable conditions for core muscle activation.

**Orr, Samantha**

April - June FY15

ACSM's 62nd Annual Meeting, 6th World Congress on Exercise is Medicine® and World Congress on the Basic Science of Exercise Fatigue

"Cognitive and Motor Skill Performance Are Improved By Active Cooling Following Passive Hyperthermia"

Hyperthermia causes a number of deleterious effects including decreased exercise performance and mental acuity. Neck cooling and hand and forearm cooling are both effective in attenuating heat strain during exercise in hot environments. However, only limited research exists on the effectiveness of either cooling methods on cognitive and motor skill performance following whole-body hyperthermia. PURPOSE: To investigate the effect of two active cooling modalities on cognitive and motor skill performance following passive hyperthermia. METHODS: Eleven healthy participants (6 females and 5 males; 22±5 y; 173±10 cm; 71.8±15.1 kg) were passively heated to 39°C rectal temperature (Tre) by 40°C whole-body immersion. They were then removed from the water and sat quietly in a room (24.6±0.8°C and 49.8±6.3% rh) and used either a 2.6 m2 commercially available cooling towel wrapped against the surface of their neck (NT), hand and forearm immersion in 10.5±1.3°C water (H), or cooled passively (C) until Tre reached 38°C. Simple reaction time, Stroop word color, time to complete a trail-making task (TMT), and time to screw three nuts on three bolts (N&B) were measured pre and post whole-body immersion and every 15 min during the cooling phase. One and two-way repeated measures ANOVA were used to determine differences across time and between conditions. RESULTS: Reaction time was faster (p<0.05) with H (349±41 ms) compared to both NT (364±60 ms) and C (380±65 ms). Success in the Stroop word color test was improved (p<0.05) when using NT (31±3) but not H (31±4) compared to C (29±4). Neither hand and forearm cooling nor neck cooling improved TMT ability. Time to complete the N&B task trended towards an improvement (p=0.06) with H (39.4±11.4 s) but not NT (43.1±12.0 s) compared to C (45.5±12.4 s). CONCLUSION: Reaction time and color-word interference ability were found to improve with hand and forearm cooling and neck cooling, respectively.

**Pearson, Spencer**

April - June FY15

62nd Annual American College of Sports Medicine Conference

"Core Muscle Activation During Unstable Leg Extension Using a Water-Filled Training Tube"

Creating muscle instability may be an effective means of training for stability. Instability may be achieved using an unstable surface or load. PURPOSE:The purpose of this study was to assess the degree of muscle instability created during a seated leg extension using a novel unstable load (slosh tube) under three different conditions. METHODS:Eight men (age= 19.9± 1.6y, ht=178.8 ± 8.9cm, mass= 103.3 ± 48.5kg, Leg Ext 1RM= 136.5 ± 15.9kg ) and eight women (age= 20.1 ± 1.1y, ht=164.9 ± 9.8cm, mass= 62.9 ± 12.2kg, Leg Ext 1RM= 91.5 ± 15.5kg ) completed three, 30s trials of leg extension using an 11.4 kg tube partially filled with water. A central valve allowed three conditions of water movement: 50% open, 100% open, and a stable, balanced valve setting. The valve settings allowed for different water flow dynamics, creating movement during the lift. Subjects completed 8-10 repetitions (20 reps/min) within each condition using a counter-balanced design. Muscle activation was assessed on the right side, with bipolar surface electrodes placed over the vastus lateralis, vastus medialis, rectus abdominus and paraspinal muscles. Integrated EMG was measured (1,000Hz/s) for each repetition and converted to a %MVC for each muscle. Instability was determined using the coefficient of variation across repetitions. A two way repeated measures ANOVA (gender, condition, gender x condition) with post hoc t-tests was used to examine concentric contractions only. RESULTS: : Percent MVC activated for the vastus lateralis was significantly greater in women (81.8 ±52.7%) compared to men (48.0 ±27.8%) across all conditions. No differences in % MVC were seen for vastus medialis, rectus abdominus, and paraspinal muscles. There were no differences in instability for any muscle or condition, however abdominal instability was trending toward differences between men( CV= 24.8 ±15.9) and women (CV= 30.5 ± 28.3 p= .06). CONCLUSIONS: We conclude that utilizing an 11.4kg unstable device during seated leg extension does not result in significant instability, however it does result in greater vastus lateralis activation in women compared to men. A heavier load may be required to create the desired unstable conditions for core muscle activation.

**Rodawold, Megan**

April - June FY15

2015 ECWCA Conference

"Whose Service is it Anyway?: Examining the Ethics of Efficiency"

It has been almost two years since Grand Valley State University opened its brand new library to students. From its early beginnings, the Mary Idema Pew Learning and Information Commons was designed and built around a common space, known as the Knowledge Market. The Knowledge Market houses three collaborative peer-tutoring services: the Writing Center, the Speech Lab and the Research Consultants. Over the last three semesters, the three different services have been working together in the same space towards a common goal: empowering students on their way to becoming better writers, smarter researchers, and more confident presenters. The Knowledge Market has been largely successful in this endeavor, and that success has come from the efficiency of the services working together. At first glance, the efficiency of three services working together may not seem to have many ethical implications, but there are a variety of topics we feel are pressing for discussion. Through a roundtable presentation/conversation, we hope to focus on one question from multiple angles: how do our services work best together to empower students? The first portion of our presentation will be introducing the Knowledge Market, its basic functions, and the ethics of common situations unique to our three-service work environment, including: " How do we hold joint consultations (two consultants from the same or different services working with one student) without overpowering the student? " How do we tactfully execute referrals (e.g., a student needs help finding sources but went to a writing consultant) so that the student doesnt feel like theyre being handed off? We will also be discussing the ethics behind how the services interact with each other. Since the goal is also to ensure that both the student and consultant are satisfied, having three services in one place necessitates a certain type of professional conduct, and questions have surfaced such as: " How do we maintain professionalism in a more open and relaxed environment? " Do the services have jurisdiction over the others if someone steps out of line? " Is a system of checks and balances necessary for success and respect? " What is the most effective strategy to communicate each other about work related issues? Through our discussion we also hope to learn from other university writing centers. How have they utilized collaboration? How do they work with libraries? Are speech and presentation help seen as something entirely separate? Where does research come in? We ultimately wish to utilize the different perspectives in attendance to provide answers to our own questions, as well as suggest strategies and ideas that other writing centers may implement in the future.

**Rykse, Caitlin**

April - June FY15

East Central Writing Centers Association

"Whose Service is it Anyway?: Examining the Ethics of Efficiency in the Knowledge Market"

It has been almost two years since Grand Valley State University opened its brand new library to students. From its early beginnings, the Mary Idema Pew Learning and Information Commons was designed and built around a common space, known as the Knowledge Market. The Knowledge Market houses three collaborative peer-tutoring services: the Writing Center, the Speech Lab and the Research Consultants. Over the last three semesters, the three different services have been working together in the same space towards a common goal: empowering students on their way to becoming better writers, smarter researchers, and more confident presenters. The Knowledge Market has been largely successful in this endeavor, and that success has come from the efficiency of the services working together. At first glance, the efficiency of three services working together may not seem to have many ethical implications, but there are a variety of topics we feel are pressing for discussion. Through a roundtable presentation/conversation, we hope to focus on one question from multiple angles: how do our services work best together to empower students? The first portion of our presentation will be introducing the Knowledge Market, its basic functions, and the ethics of common situations unique to our three-service work environment, including: " How do we hold joint consultations (two consultants from the same or different services working with one student) without overpowering the student? " How do we tactfully execute referrals (e.g., a student needs help finding sources but went to a writing consultant) so that the student doesnt feel like theyre being handed off? We will also be discussing the ethics behind how the services interact with each other. Since the goal is also to ensure that both the student and consultant are satisfied, having three services in one place necessitates a certain type of professional conduct, and questions have surfaced such as: " How do we maintain professionalism in a more open and relaxed environment? " Do the services have jurisdiction over the others if someone steps out of line? " Is a system of checks and balances necessary for success and respect? " What is the most effective strategy to communicate each other about work related issues? Through our discussion we also hope to learn from other university writing centers. How have they utilized collaboration? How do they work with libraries? Are speech and presentation help seen as something entirely separate? Where does research come in? We ultimately wish to utilize the different perspectives in attendance to provide answers to our own questions, as well as suggest strategies and ideas that other writing centers may implement in the future.

**Stephens, Brianne**

April - June FY15

East Central Writing Centers Association - Conversations & Encounters: Exploring Ethics in the Writing Center

"Learning Disabilities in the Writing Center"

There are a multitude of variables at play in the student-consultant relationship that can be potential obstacles for communication and success in a writing consultation. One such variable is that of learning disabilities. This presentation will discuss the ethics at play in a consultation with a student who has a learning disability. Background information will be given on the learning disabilities that consultants may come into contact with, but the presentation will largely focus on how consultants can best navigate these sometimes tricky consultations. Another question asked will be how a writing center can best train its employees for working with students with learning disabilities. The goal is to provide audience members with tools that will equip them to better serve these students so that they too can become more confident, competent, and autonomous writers.

**Swartz, Marissa**

April - June FY15

Midwest Political Science Association 2015

"Economic Context and Civic Engagement: the Effects of Localism in Four Michigan Cities"

The economic structure of a city affects the civic well-being of its residents. The degree of localism in an economy affects the areas social capital, contributing to the development of its civic institutions. I examine the relationship between localism and social capital in case studies of four Michigan cities: Flint, Grand Rapids, Kalamazoo, and Pontiac. A more local, or independent economic structure, is resilient to harmful effects of globalization. Local business leaders support civic institutions. Bridging social capital flourishes, creating a civically engaged population. Big-business dominated economic structures, on the other hand, foster an unstable environment and are relatively more susceptible to the effect of global economic forces. The heart of a localitys economic structure, thus, provides insight into the development of a citys civic institutions.

**Thompke, Heather**

April - June FY15

Midwestern Psychological Annual Meeting

"Effects of Parenting Style on Students' Financial Socialization"

Effects of Parenting Style on Students Financial Socialization Purpose Financial socialization is the process by which adolescents develop their own knowledge, beliefs, values, behaviors, and norms that influence their subsequent financial practices (Danes, 1994). Parents play a critical role in shaping their childrens financial skills and attitudes through modeling, reinforcement, and intentional teaching (Danes & Haberman, 2007). Previous studies showed that parents who are perceived as displaying healthy financial behavior and engaged in direct teaching during adolescence were more highly regarded as financial role models by their children during the first year in college (Shim et al., 2010). However, very few studies looked at how family processes, such as parenting style, affect the degree of influence parents have on their childrens financial behaviors. In this study, we will use parenting dimensions (e.g., responsiveness and psychological control) to investigate their predictive influence on childrens financial behaviors/satisfaction. Procedure The sample consists of approximately 300 first-year students. Students evaluated maternal and paternal responsiveness, psychological control, behavioral control, and autonomy support (scales adapted by Soenens, Vansteenkiste, Luyckx, & Goossens, 2006). For the financial behaviors component, students evaluated their engagement in four different positive financial behaviors (track monthly expenses, spend within budget, save money each month for the future, and invest for long-term financial goals). They also answered three items with regard to their satisfaction with financial issues. Results Preliminary results showed that childrens behavior of tracking monthly expenses correlated significantly with fathers responsiveness/support, expectation of behavior, and monitoring of behavior (r=.24, r=.28, r=.33; all ps < .05). These three dimensions also had a significant effect on whether children saved for the future (r=.25, r=.20, r=.20; all ps < .05). The mothers monitoring behavior was only related with tracking monthly expenses (r=.25, p<.01). Conclusions and Implications: Our results show that perceived paternal parenting style has a greater impact on financial socialization of children than maternal parenting style. Results will be discussed using a developmental perspective. References Danes, S. M. (1994). Parental perceptions of children's financial socialization. Journal of Financial Counseling and Planning, 5, 127-146. Danes, S. M., & Haberman, H. R. (2007). Teen financial knowledge, self-efficacy, and behavior: A gendered view. Journal of Financial Counseling and Planning, 18(2), 48-60, 98-99. Soenens, B., Vansteenkiste, M., Luyckx, K., & Goossens, L. (2006). Parenting and adolescent problem behavior: An integrated model with adolescent self-disclosure and perceived parental knowledge as intervening variables. Developmental Psychology, 42(2), 305-318.

**Vega, Jacqueline**

April - June FY15

2015 ECWCA Conference

"Whose Service is it Anyway?: Examining the Ethics of Efficiency in the Knowledge Market"

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**Whinnen, Matthew**

April - June FY15

East Central Writing Center Association 2015 Conference

"Beyond Ethics: Resolving Conflict Through Human Practice"

Ethics provide us with a set of principles to resolve conflicts that we encounter in the writing center on a daily basis. It is this simple task that becomes increasingly complex when one tries to figure out which ethics or set of principles is the correct one to use. This may lead to a debate on the philosophical level, but often it is only resolved in our practice. Using Marxs ontology and method as well as concrete examples of conflicts, it will be argued in this presentation that rather than debate which ethics should be used in the writing center, we should examine the structures that pull our practices in different directions.

**Yoder, Lauren**

April - June FY15

87th Annual Meeting of the Midwestern Psychological Association

"Does self-objectification hinder women s experience of peak motivational states?"

Objectification theory posits that living in a culture that objectifies women leads girls and women to adopt an observers perspective on the self, resulting in self-objectification. This is proposed to cause many consequences including diminished ability to reach peak motivational states, or flow, due to a disruption in focused attention. In the current study, we examined whether exposure to ideal images could affect the ability to experience flow among women who were high vs low on trait self-objectification. It was found that participants low in trait self-objectification who viewed ideal images experienced more flow than those women who viewed neutral images; for women high in trait self-objectification there was no difference between image conditions.

**Zucker, Ari**

April - June FY15

National Association of Communication Centers Conference

"The relationship between learning styles, feedback, and feedback satisfaction"

This paper explores the relationship between learning styles, feedback, and feedback satisfaction. The proposed hypothesis is that diverse feedback is more effective and more satisfying than non-diverse feedback. To test this hypothesis, research was conducted using both feedback styles. Student satisfaction of this feedback was compared between two groups. This paper is intended to stand on the shoulders of the previous research done by David Kolb and his development of the Experiential Learning Theory (1984), and to further develop the ideas presented by Brown, King, and Venette (2014). Results are applicable and relevant to communication centers and their consultants. Consultants who are able to give well-rounded and diverse feedback should be able to better assist their clients by increasing their capacity to understand and grow in the communication center environment.