

American Association of
Family & Consumer Sciences
**106TH ANNUAL
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Advancing the Field
with New Technology

Family & Consumer Sciences

#AAFCSac

American Association of Family and Consumer Sciences

**Community of
Colleges, Universities, and Research**

Conference Proceedings:

Oral and Poster Presentation Research Abstracts

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Jacksonville, Florida
June, 2015



Colleges, Universities, and Research (CUR) Report
ACCEPTED POSTER PRESENTATIONS
AAFCS June 26, 2015
Jacksonville, FL

The Colleges, Universities, and Research (CUR) community had a total of 33 peer-reviewed presentations during the 2015 Annual Expo and Convention. A total of 24 abstracts were accepted for a poster presentation in the seven categories. The category and number accepted after a peer-review are listed below.

| Category | Number |
|--|---------------|
| Apparel, Design & Textiles | 1 |
| Education & Technology | 4 |
| Family Economics & Resource Management | 4 |
| Family Relations & Human Development | 4 |
| Interior Design | 2 |
| Nutrition, Health & Food Management, Hospitality Management | 3 |
| Other | 6 |

The abstracts for the poster presentations are in these proceedings on pages 5 – 48.

There were nine research projects presented during two separate sessions during the annual conference. These abstracts are featured on pages 50 – 66.

Abstracts were also submitted from graduate students, which was indeed encouraging. Advisors are encouraged to continue the work with prospective peers.

It is a pleasure to report that there were five abstracts submitted from international scholars and three of those were co-authored with US scholars. During the annual CUR meeting each year, members mention the value of collaboration with international scholars.

As the individual receiving and reporting on the abstract submissions, the process went very well. Each participant who had a poster presentation peer-reviewed and accepted received an email with directions for the Poster Presentation Session at AAFCS and how the poster should be displayed.

Respectfully,

Bettye P. Smith, Co-chair
Research Committee

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TEACHING DESIGN THROUGH AN OBSERVATIONAL PEDAGOGY

Barbara L. Stewart, University of Houston,
Chiara Colombi, Politecnico di Milano, Italy

This research examines a prototype course case designed to teach principles of visual merchandising and includes the results of a ten-year documented cycle of design-test-redesign which resulted in the current university course format.

Controlled and inhibited by multiple constraints, an instructional methodology was desired that could achieve student success within the following confines. They are: 1. Students had no design experience, 2. The class was presented completely online, 3. Class enrollment ranged from 35-65 students per section.

Observation and reflection were selected as primary components of the course. Through multiple assignments, students were caused to observe specific applications of visual merchandising design in their local environment, reflect on the observed situations/contexts, and synthesize abstract concepts and generalizations of design. The primary tools and strategies included a.) an interactive discussion board and b.) topic-related assignments.

Evaluation of student achievement was based on discussion board quality, grades on topic-related assignments, and exams. Input to evaluation and revision of the course pedagogy was provided through pre-post assessments, discussion board review, and student feedback on a Student Evaluation of Instruction instrument.

Over the ten-year history of offering and assessing the observational pedagogy, the following outcomes emerged: 1. Overall, assessments indicated that observation-reflection-synthesis was a valid method for teaching design, 2. The use of observation in the online format was also found to hold limitations which hindered student learning: a. Students procrastinated, b.

Students short-circuited the observation process by attempting to submit observations from the Internet rather than first-hand observations.

Contrastingly, other students experienced exceptional learning outcomes. Many greatly enjoyed engagement in the retail community and learned quickly and accurately.

In conclusion, while individualized, practice-based instruction in the development of design capabilities is desirable, within the constraints of large, online courses, guided observations, within the context of this case, were found to offer a reasonable alternative.

EXAMINING THE RELATIONSHIP BETWEEN RECREATIONAL SCREEN TIME AND PHYSICAL ACTIVITY IN YOUTH

Gativitis A. Price, M.P.H., Florida State University,
Penny A. Ralston, Ph.D., Florida State University

The purpose of this study was to examine the relationship between recreational screen time and physical activity (PA) in youth.

Obesity continues to be an ongoing health issue for youth in the U.S. Lack of PA is a key risk factor for obesity. Increasingly, technology use is being linked to the lack of PA. However, there is limited research regarding the relationship of PA to different types of technology used by youth, including cell phones and video games.

The sample (n=42) for the study included two cohorts of youth who participated in the Youth Health Leadership Program in North Florida. Baseline data were collected in 2013 and 2014 via a self-administered questionnaire that included items on recreational screen time (cell phone hours/day, video game hours/day, and total screen time) and PA (minutes per day). Data were analyzed using descriptive statistics and correlations.

The sample was aged 13 to 18, and primarily African American and female. Preliminary results showed that youth averaged 45 minutes of PA daily, and had 2.6 hours/day of cell phone use, 1.4 hours/day of video game use, and 3.6 total hours/day of screen time. PA was negatively related to video game use. However, cell phone use and total screen time were positively related to PA.

The relationship of PA and recreational screen time varied by type and amount of technology used.

Further research is needed to examine PA and types of recreational screen time, especially studies using larger sample sizes and more rigorous analyses.

HOW EARLY CHILDHOOD CLASSROOMS ARE IMPACTED BY CLASSROOM RESOURCES BEYOND TECHNICAL ASSISTANCE

Julie A. Sims, PhD, Mississippi State University,
Michael E. Newman, PhD, Mississippi State University,
Donna J. Peterson, PhD, Mississippi State University,
Louise E. Davis, PhD, Mississippi State University

The purpose of this research was to determine whether early childhood classrooms receiving classroom resources and technical assistance in phase 1 would have greater improvements in quality than classrooms receiving only technical assistance in phase 2. Quality in early childhood classrooms can be assessed through the Environment Rating Scales (ERS). The classroom resources provided beyond technical assistance can potentially improve the quality of the environment that children experience. Therefore, this study examined seventeen variables that potentially impacted quality, including classroom resources and technical assistance. Bivariate correlations were generated to determine if the variables were correlated with the ERS post-assessment quality scores. Of the variables that showed strong correlations with the post-assessment scores, only accessibility of materials remained strongly associated with the dependent variable in ITERS-R classrooms after further analysis. A Factorial Analysis of Covariance (ANCOVA) was used to study the differences between the phases of early childhood classrooms. Differences were found between the groups; therefore, group differences for each scale were evaluated separately using ANCOVAs. Both phase and scale impacted the ERS post-assessment scores for the overall sample. However, there were no significant differences found between the phases for individual scales. Infant and toddler classrooms that missed accessibility of materials had significantly lower ERS post-assessment scores than classrooms that did not miss accessibility. The study revealed that while there were no significant differences found between the phases, there were practical differences related to the

number of technical assistance hours received, teacher turnover, and number of classrooms served by technical assistants. Accessibility of materials was significant in ITERS-R classrooms as it relates to quality improvements.

LEARNING OUTCOMES AMONG MAJORS IN TEXTILE AND MERCHANDISING

Bettye P. Smith, University of Georgia

The purpose of this study was to determine the intercultural learning outcomes for textile and merchandising majors participating in the Interdisciplinary Ghana Study Abroad Program (IGSAP). The study was based on experiential learning theory, indicating experiential learning is the application of knowledge (Rogers, 1994). The Intercultural Learning Outcomes (ILO) questionnaire was used for 28 students participating in study abroad program. Data were collected before students engaged in and after they completed the program for three consecutive years (2012, 2013, and 2014). Paired t-test revealed that a significant increase in ratings for two dimensions of the ILO, Functional Knowledge and Knowledge of Global Interdependence.

The Interdisciplinary Ghana Study Abroad Program (IGSAP) is a faculty-led 21 day program at the University of Georgia. Students participating in this program may select at least one course from among the offerings in workforce education, social work, or textile and merchandising depending on their major area of concentration and interest. This study focuses on the textile and merchandising majors.

The purpose of this study was to determine the intercultural learning outcomes for students before beginning and after completing the short-term study abroad program in Ghana. Learning outcomes consist of five dimensions: functional knowledge, world geography knowledge, interpersonal accommodation knowledge, global interdependence knowledge, and cultural sensitivity knowledge (Sutton & Rubin, 2004).

The specific objectives were to: Determine the intercultural learning outcomes before beginning and after completing a study abroad program for the 2012, 2013, and 2014 cohorts;

and Compare the five dimensions of intercultural learning outcomes before beginning and after completing a study abroad program for the 2012, 2013, and 2014 cohorts.

The experiential learning theory (Rogers, 1994) undergirded this study. Rogers (1994) conceptualized two types of learning, cognitive and experiential. He asserted that cognitive characterized as academic knowledge such as learning vocabulary and is likened to meaningless. Whereas, experiential learning is categorized as applied knowledge such as learning about engines in order to repair a car and therefore, known as significant. A major distinguishing feature is that experiential learning addresses the needs and wants of the learner.

Participants in this study were undergraduate students in the College of Family and Consumer Sciences with a major in textile and merchandising. The *Intercultural Learning Outcomes* (Sutton & Rubin, 2010) questionnaire containing 29 statements was used to collect data before student began and after completed the program. It was developed to test learning outcomes that might be derived from studying abroad.

Data in pre- and post- test were normally distributed, $p > .05$. Participants had significantly more functional knowledge in post-test ($M= 3.8$, $SD= 0.46$) than in pre-test ($M= 3.0$, $SD= 0.73$), $t(27)= -5.3$, $p < .05$, $r= .71$.

Pre-test ($M= 3.6$, $SD= 0.85$) and post-test ($M= 3.9$, $SD= 0.62$) in knowledge of global interdependence were significantly different, $t(27)= -2.1$, $p < .05$, $r= .37$.

In pre-test, knowledge of global interdependence had the highest score ($M= 4.5$, $SD= 0.49$), while functional knowledge had the lowest score ($M= 3.0$, $SD= 0.73$). In post-test, knowledge of global interdependence ($M= 4.5$, $SD= 0.53$) and knowledge of cultural sensitivity ($M= 4.5$, $SD= 0.6$) were ranked as the top ones, while knowledge of world geography ($M= 3.6$, $SD= 0.53$) had lowest score.

IGSAP was helpful in improving students' functional knowledge and knowledge of global interdependence. However, program design to improve other dimensions of learning outcomes should be emphasized in the future.

TECHNOLOGY & CAREER PREPARATION: A CASE STUDY WITH AN APPAREL, DESIGN, & TEXTILES PROFESSIONAL SEMINAR COURSE

Rachel J. Eike, Georgia Southern University,
Amy Rowell, Georgia Southern University

The purpose of this study was to explore the use of virtual interviewing software (Interview Stream) as a tool to prepare Apparel, Design, & Textile (ADT) students to secure employment post-graduation.

Application procedures have become more complex and competitive over recent years with new technologies that scan and sort digital resumes, and now conduct applicant interviews. Some apparel industry companies have recently employed a virtual interviewing instrument to assess viable candidates. Collaboration with university career services allowed for sampling and selection of new career preparation software for ADT Professional Seminar course integration. This case study executed an action research design. Qualitative data were collected and analyzed from recorded Interview Stream recordings and software use student feedback.

Findings of this action based case study indicated five skill enhancement areas for effective communication in virtual interviews. These skill areas are: 1) Eye Contact, 2) Friendly Demeanor, 3) Clear and Concise Message Delivery, 4) Time Management, and 5) Quality Submission Review. Students indicated interest in exploring the “new way” of interviewing. Students appreciated the opportunity to review submissions and re-record if necessary, although this setting may not be permitted during an actual virtual interview invitation. Students found the virtual interview to be less stressful compared to an in-person (mock) interview. Some students expressed a disconnection with the employer (who was virtually simulated on the software), which may be related to the skill improvement areas of Eye Contact and Friendly Demeanor. Methodology and findings from this case study may be applied in other discipline-specific career preparatory courses across a university. Higher academic programs may want to consider the

integration of a virtual interviewing component into curriculum to help students prepare for this new type of application procedure. Faculty may consider the approach to collaborative research and course development by involving career service personnel.

ASSESSING ANXIETY IN FINANCIAL COUNSELING CLIENTS: AN OBSERVATIONAL APPROACH

Kevin J. Zimmerman; Janet N. Melby; and Clinton G. Gudmunson

The purpose of this study is to understand the overlap and differences between self-reported financial anxiety and observed client anxiety. We describe an exploratory application of an observational coding system to assess anxiety in a university-based financial counseling clinic. We discuss the purpose and value of direct instruction to financial counselors-in-training related to Emotional Intelligence (EI) by systematically observing client anxiety. Attending to anxiety can enrich the professional development of financial counseling professionals and counselors-in-training. The real-world benefit to better understanding financial stress and anxiety in general among financial counseling clients is to ameliorate the psychological stress that can be brought on by debt that negatively impacts students' academics and results in greater work absenteeism. Thirty participants completed pre- and post-session questionnaires that included two questions related to their financial stress. The first author coded videos of 30 financial counseling sessions, attending both to what could be heard and to physical behaviors visible in the video recordings. The observational coding of anxiety scores correlated moderately with clients' financial stress scores, which clients self-reported before and after their counseling session. Perhaps the most notable implication of this research is that financial counselors-in-training can attend to anxious behaviors as another source of information about their clients in order to better serve them. The application of EI training to a financial counseling context offers some exciting opportunities for further research. Ultimately, we would want to know whether direct EI training—and we can begin with the one emotion that predominates financial counseling sessions: anxiety—enables financial counselors-in-training to increase their effectiveness in their counseling.

INFLUENCES ON STUDENT TIME MANAGEMENT: EMPLOYMENT, ORGANIZATIONAL MEMBERSHIPS, AND RELATIONSHIPS

Barbara L. Stewart, Susan Miertschin, and Carole Goodson
University of Houston

Time management has historically been a critical component of FCS curricula. Hence, the purposes of this study were to investigate the impact on time management of: a) Student employment, b) Student participation in campus organizations, c) Student anxiety regarding spending time with friends and family.

One-hundred-ninety-one students were measured using an inventory which included demographic, time management, and lifestyle items. The time management inventory items were compiled to create a single time management score (TMS) for each student. Time Management Scores were cross-analyzed with the factors: employment, campus organization involvement, and anxiety regarding time with friends and family. The composite TMS was derived from sub-inventory items involving: Keeping a time-based schedule planner or calendar; Using a schedule planner or calendar to schedule course study and homework; Scheduling time to complete long-term assignments; Scheduling time for course assignments in a time-based schedule planner; Having a study routine; Adhering to a study schedule; Planning extra time for study before tests; and Transferring dates from a syllabus to a time-based schedule planner.

Using this composite score, the following relations were found: Students not employed or employed on a part-time basis were more likely to have a high TMS; Among students employed full-time, there was an equal distribution of low and high TMS; Among students who participated in two or more organizations, the majority had strong TMS; Among students who participated in one organization, the majority had strong TMS; and The greatest percentage of

students who were anxious about spending time with family and friends had slightly stronger TMS.

Since this study suggests a relationship between time management and employment, membership in campus organizations, and anxiety about spending time with friends and family, it appears that both students and university educators may benefit by consideration of these factors in enrolling in and designing courses.

PROMOTING CONSUMER AWARENESS ON FOOD AMONG COLLEGE STUDENTS', ADEYEMI COLLEGE OF EDUCATION, ONDO STATE, NIGERIA

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Ondo State, Nigeria, West Africa

The major purpose of this study is to find out the consumers' protection awareness of students consumers for effective consumption of food products. Specifically the study: 1) found out students awareness of the rights and responsibility as consumer, 2) found out students awareness level of the consumer protection agencies that protect their rights as consumer, 3) identified some hindrances to awareness level of consumers, 4) suggested ways of improving consumer awareness level among consumers.

This study adopts descriptive survey research design. This study adopts this design because it is a design that involves gathering information through the opinion of the respondents. Also involves collection of data or information from the respondent through questionnaire without interference in their response.

This study revealed that male students in the college agreed that they are aware of their rights and responsibilities as consumer. Male students also agreed that they know their rights such as right to safety, right against deceitful products, rights to know details of products etc., and also backed up by basic rights of consumer under the United Nations Guideline of (1985) which addressed right of consumer as paramount issue. This work also revealed that female students in the college do not know their rights such as right to safety, right to react against deceitful products, rights to details of products and right to institute civil suits against producer of fake products. It has been revealed by consumer protection council of Nigeria (2008), which spell-out the right of consumer. According to the mean of female respondents, the mean is below the assume mean of 2.50 which indicated that female students do not know their rights.

Respondents were of the view that female consumers were affected by ignorance, deceitful advertisement and unclear language etc.

This work concluded that only male students in the college are aware of their rights and responsibilities most of them have acquired base knowledge which have help them in certain situation in life. Also based on the critical analysis, it can be deduced that only male students are aware of consumer protection agencies that protect their rights. The following recommendations were made based on the above findings; (i) There should be consumer education integrated into the curriculum of higher institutions to enable those who are not aware of their basic consumer rights to embrace the rights. (ii) There should be consumer education seminar series organized in schools.

RETAIL THERAPY: ITS RELATIONSHIP TO GENDER, LIFE ENGAGEMENT, AND SUBJECTIVE HAPPINESS

Priscilla N. Gitimu and Abel G. Waithaka
Youngstown State University

The purpose of the study was to determine college students' involvement in retail therapy, and how it relates to an individual's gender, life engagement and subjective happiness.

The rationale of the study was to contribute to a better understanding on the impact of retail therapy on individuals. This study will contribute to quantitative research that focuses on consumer shopping behavior that are driven by mood alleviate intentions.

Human subjects approval was received before commencing the data collection. Participants were college students from varying majors in a Midwestern university. Three scales were used- Retail Therapy Scale, Subjective Happiness scale and Life engagement. Demographic section asked age and gender. The data was collected in various classes during usual class time. Data was processed using SPSS.

Participants were 374 college students. Females were 268 while males were 106. ANOVA revealed that; 1) Females' retail therapy mean ($m = 62.96$) was significantly higher compared to males ($m = 44.09$), ($F(1, 372) = 56.47, p < .05$), 2) Individuals with higher life engagement had significantly higher retail therapy means ($m = 59.94$) compared to those low in life engagement ($m = 54.96$), ($F(1, 375) = 4.25, p < .05$), 3) However, retail therapy means did not differ significantly between those high in subjective happiness ($m = 57.24$) and low in subjective happiness ($m = 58.52$), ($F(1, 375) = .264, p > .05$)

Retail Therapy differed by gender and individuals' engagement in life. However, one's subjective happiness did not seem to impact retail therapy like other studies have previously indicated.

The findings of this study make an important contribution to understanding consumer behavior in retail therapy.

CAN QUALITY CHILDCARE PREPARE AT-RISK CHILDREN FOR KINDERGARTEN?

Martha Herndon, University of Tennessee at Martin;
Cathy Waggoner, Promethean Foundation, Union City, TN

The purpose is to report results that participation in high-quality early childhood programs helps at-risk children prepare for kindergarten.

The rationale is to demonstrate the positive impact of high-quality childcare on kindergarten readiness and share these results with conference participants.

The research method used was a quasi-experimental design. At-risk children were provided scholarships for childcare in one of 7 licensed centers. Children between 6 weeks and 4 years of age were accepted through an application and review process developed by a non-profit foundation sponsoring the scholarships. Children in the treatment group were those who remained in childcare and meet program attendance guidelines. Children in the control group were accepted, but did not meet program attendance guidelines. When children entered kindergarten, teachers used the Brigance Early Childhood Screen II K &1 to evaluate readiness. T-tests were used to compare mean scores in the treatment and control groups.

Results were that children in the treatment group scored significantly higher on the Brigance than children in the control group. The treatment group (n=266) had a mean score of 65.9. The control group (n=103) had a mean score of 59.1. An independent samples t-test was used to compare the group means. The groups were significantly different ($p < .05$).

The conclusion was that at-risk children who participated in consistent, high-quality childcare were better prepared for kindergarten than a similar control group who did not attend.

Implications are that high-quality and consistent childcare attendance prepare young children for kindergarten. This matches the growing body of literature demonstrating the importance of quality childcare, especially for at-risk children.

CORRELATIONS BETWEEN PARENTS' ACADEMIC ACHIEVEMENTS, EMERGING ADULT CHILDREN'S PERCEPTION OF THEIR PARENTS' SOCIO-ECONOMIC STATUS AND THE EDUCATIONAL ATTAINMENT OF THE EMERGING ADULT CHILDREN

Iris Young-Clark, Florida State University,
Robert Bosselman, Iowa State University,
Virginia Caples, Alabama A&M University

Determine the correlations between parents' academic achievement, emerging adult children's perception of their parents' socio-economic status, and the educational attainment of the emerging adult children.

Having a higher SES enables one to have greater access to an array of materials, goods, and services to promote or support academic achievement. The investment in one's higher education benefits not only the individual but also broader society and the fundamental well-being of our nation. Given that vital educational decisions are made during the span of years characterized by adolescent becoming emerging adults, research is needed to explore the basis or association of these decisions, measured by the potential connection between parental SES and emerging adults' educational attainment.

Preexisting data from a national, longitudinal data set, Panel Study of Income Dynamic Study (PSID) 2011 Main Family of emerging adult respondents ($N=1,134$) between 25 and 29 years old was used for this study. Respondents completed questionnaires through detailed interviews in person or by telephone. The Family Investment Model (FIM), which outlines the positive correlation between SES and parental investments in children, served as the conceptual framework due to the later prediction of educational attainment of emerging adults by the SES-dependent parental investment.

There was a positive correlation observed between emerging adult educational attainment and the following variables: fathers' academic achievement, mothers' academic achievement, emerging adults' perception of their parents' SES, age, and gender.

Study showed significance of the correlation between parents' academic achievement, emerging adult children's perception of their parents' SES, and the educational attainment of the emerging adults.

Results provide a new starting point for community organizations, public school systems, colleges and universities, youth and family-serving state agencies, and federal and policy research organizations to reassess the influence that proxy parenting has on educational attainment.

DEVELOPING OPPORTUNITY: BUILDING PATHWAYS TO EMPLOYMENT FOR HOMELESS PERSONS

Kristin M. Davis and Katie Shaw
Eastern Illinois University

The purpose of this study is to identify the perceived barriers to employment of unemployed and underemployed homeless persons while building relationships with local employers.

Homeless persons are faced with multiple barriers to employment; often lacking resources, skills, and knowledge of the employment process. Lack of employment and less secure jobs directly contribute to the growing homeless population.

The researchers interviewed unemployed or underemployed homeless persons to identify perceived barriers to employment. Also, local employers were interviewed to identify specific skills necessary for local jobs. There was a presentation to local employers to educate on the specific barriers to employment and develop strategies to close gaps for homeless.

Collected information will provide training and educational guidance to obtain employment. Development of an electronic employer data base and resource binder will provide information including job skills, interview preparatory information and expectations for dress specific to each employer. An employment clothing closet will provide job search, interview and employment attire suitable to various positions. The education of local employers of the specific needs of the homeless population will decrease barriers to employment.

Development of a resource binder and electronic employer data base will support underemployed and unemployed homeless persons by giving a directory of employers and knowledge of skills necessary for employment. The development relationships with local employers will reduce gaps in the employment process.

Practitioners can use this model can be used to develop vocational education programs for homeless persons and provide a resource to other social service agencies.

IMPACTS OF SOCIAL SUPPORT, ADULT ATTACHMENT AND SUBJECTIVE HAPPINESS ON COLLEGE STUDENT FAMILY QUALITY OF LIFE

Abel Gitimu Waithaka and Priscilla Njeri Gitimu
Youngstown State University

The study explores the impacts of subjective happiness, social support and adult attachment on college students' family quality of life. The study will be to examine whether college student perceive family quality of life is significantly influenced by the level subjective happiness, social support and adult attachment they obtain in their lives.

Student family quality of life is an important outcome in both research and applied settings. Study on college student general wellbeing in relation to the support they obtain from family and significant others would lead to improved individual quality of life for students as well as interventions and service programs by institutions. The conception of social support, subjective happiness and adult attachment offers some aspects that can be incorporated locally within the vicinity of students to their positively.

Survey research will be used in this study. Three instruments; Adults attachment scale (AAS), Family Quality of Life scale (FQLS) and Subjective Happiness scale (SHS) will be used in this study.

One way ANOVA indicated statistically significant difference on students who has high social support, adult attachment and subjective happiness on family quality of life.

This study will provide a better understanding of how family support, social support and adult attachment impacts college student's general well-being. Results from this study can guide institutions that deal with college students to develop strategies and programs that can help college students in diverse ways.

DO WEBSITES MATTER? POTENTIAL STUDENTS' IMPRESSIONS OF INTERIOR DESIGN PROGRAMS

Dana Moody, Catherine Kendall, Jessica Etheredge, and Angela Ballard
University of Tennessee at Chattanooga

Websites influence today's students when deciding which school to attend (Crumpton & Moody, 2014; Pratt, Alfonso, & Rogers, 2014). Providing information about a university or program is straightforward, but persuading them to apply or attend is more complicated. Highly visual, creative majors like Interior Design must be particularly sensitive to this reality. The purpose of this study was to gather perceptions towards interior design websites in an effort to form effective recruiting strategies.

This study polled 148 1st-year interior design students at 14 universities. Each student reviewed 4 randomly generated interior design websites from a list of 10 programs that volunteered for this study. Websites were rated on ease of navigation, page layout, images, student culture, diversity, and overall strength. Students were asked if each website would make a potential Interior Design student want to attend the program.

Of the student's surveyed, 68% felt that a university's website design is *very* or *extremely* important when deciding which school to attend. Participants believe websites should be a priority in marketing Interior Design programs to prospective students. Responses also revealed that the design of each website reflected the professionalism of the program and ability of the faculty. Survey participants frequently cited their desire for more photos, particularly on the main page, more examples of student work, less generic imagery, more color and fewer lists. Broken links were very frustrating. Students indicated that the websites would make a potential Interior Design student want to attend the participating universities 68% of the time.

This poster presentation will reveal specific examples of good website design forming a guide for all university programs as they create strategies to get the most from their websites. Participants' perceptions are revealed through quantitative data, qualitative student statements, and images.

LA CHARRETTE: A CREATIVE PROBLEM SOLVING METHOD

Julie Temple, Radford University

The purpose of this poster is to present an approach to problem solving, the design charette. A charette is a term that describes a period of intense design activity, often within a limited amount of time, with the intent to solve a multi-issue problem, and with a diverse constituency.

Due to time constraints, lack of knowledge, budget issues and various other factors, it is often difficult to get students to collaborate with a real-world client. Traditionally a design technique, this method of problem solving can be applied to all professions and academic settings and is ideal for quick problem solving.

On Saturday, our department held a design charette that focused on producing creative concepts in faculty office layouts for the new academic building planned for our campus. A unique mix of 60 participants including interior design students, faculty, administration, facilities management, and design professionals were divided into 10 teams. Each team was tasked in defining needs and producing floor plans for the space termed Integrated Inquiry Environments (IIE). Unlike a typical private office, the IIE focuses on the concept of a space that integrates the act of collaborative inquiry between students and faculty, colleagues, and the community, while supporting the needs of the individual faculty member.

At the end of the 6 hour charette, the teams presented 20 unique layouts. The pros and cons of each design were discussed and then narrowed to the top 3 by a vote. These layouts will guide the purchase of furniture and equipment for the IIE spaces in the new building.

The charette was a success in many ways. Not only did students have the opportunity to work closely with their faculty client, they also gained experience in time management, decision making, compromise, and sensitivity to age and work style differences. Their

faculty counterparts gained insight into design thinking, the charette method, camaraderie between departments, and agreement on the design of their offices.

The charette is commonly used by professional design firms, so the students who participated in this activity may integrate into the work environment with more ease and confidence. The faculty and administration, who are not members of the arts college, now have a new active-learning technique they may incorporate into their classroom.

BEST PRACTICES IN PARTICIPANT MANAGEMENT WITH AFRICAN-AMERICANS IN CHURCH-BASED HEALTH RESEARCH

Iris Young-Clark and Penny A. Ralston,
Florida State University

Describe participation rates and participant management best practices in a church-based study to reduce cardiovascular disease (CVD) risk in African-Americans.

African-Americans are disproportionately affected by CVD in comparison to other racial/ethnic groups. Churches are key community organizations to promote health with this population. However, recruitment and retention of African-Americans in health-related research is an ongoing problem, based on a long standing history of distrust. There is limited research on best practices in participant management with African-Americans, especially longitudinal health studies. Thus, this paper highlights best practices for participant management in a longitudinal study to reduce CVD risk in African-Americans.

Using a quasi-experimental design, six churches (three treatment, three comparison) in a two county area of North Florida were recruited. The sample (n=221, n=104 clinical subsample) included mid-life and older African-Americans (45 +) who were randomly selected, stratifying for age and gender. Community-based participatory research (CBPR) approaches were used throughout the study, including internal protocol development. Four waves of data were collected over a period of 24 months using self-administered questionnaires and clinical assessments. Participation rates were computed using descriptive statistics. Internal protocols were analyzed retrospectively to identify best practices.

Participation rates were 89.5% (overall sample) and 72.9% (clinical subsample) across the four phases of data collection. Three best practices were identified: relationship building, communication and internal process systems.

CBPR can yield high participation rates for mid-life and older African-Americans in longitudinal church-based health research.

Internal protocols can be established based on CBPR and tailored to specific populations to garner high participation rates in community-based research.

HOUSEHOLD FOOD SECURITY: COPING STRATEGIES OF HOUSEHOLDS IN SELECTED AGRICULTURE PROJECTS OF SEKHUKHUNE DISTRICT, SOUTH AFRICA

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University of Venda, South Africa

Agricultural projects aimed at improving food security of farming communities are often not successful due to the high cost of farming machinery, infrastructure and lack of skills to store agriculture products. Sekhukhune District is located in a rural area where farming activities contribute to the livelihood of most households. The aim of this study was to investigate the role of farming to food security and to identify coping strategies used by farming households.

The study was carried out in five Municipalities (Ephraim-Mogale, Tubatse, Elias-Motswaledi, Makhuduthamaga and Fetakgomo) that have active Flagship Agriculture Projects. A total of 61 households who are members of the projects were randomly selected from those willing to participate in the study. A questionnaire was used during face to face interviews to collect data. Descriptive statistics were used to analyse quantitative data while content of qualitative data was analysed.

Although most of the households had food available, this food was often acquired through various coping strategies. These strategies included borrowing food or money to buy food, purchasing food on credit, limiting portions at meal times, reducing number of meals per day, and limiting own intake to ensure that children gets enough food. Priority was given to the staple foods while indigenous fruits and vegetables were consumed only when in season.

These findings are an indication that households in funded agricultural projects may not be always food secure. There is a need to properly package agricultural projects so that they contribute to increased incomes and food security of participating households.

OSTEOPOROSIS KNOWLEDGE AND HEALTH-BELIEFS IN AFRICAN-AMERICAN SENIORS IN A RURAL SOUTHEASTERN NORTH CAROLINA COMMUNITY

Oyinlola T. Babatunde and Bernice A. Dodor
East Carolina University

The purpose of this study was to: (1) examine osteoporosis related knowledge, self-efficacy, and health beliefs in African American seniors in an Eastern North Carolina community and (2) examine the relationship among these variables

The chance of developing osteoporosis increases with aging. Evidence shows that osteoporosis is understudied among African-Americans seniors and in Southeastern North Carolina; this population is a medically underserved minority with a history of health disparity.

A convenience sample of African-Americans seniors aged 60 years and older (male and female) were recruited through church senior fellowship group completed measures of osteoporosis knowledge, self-efficacy, and health beliefs constructs based on a Health Belief Model. Descriptive statistics and Pearson Coefficient Correlations were conducted using SPSS 22.0.

Thirty-five of the 54 participants (approximately 65%) returned completed surveys. Majority were females (80%). The age of the participants ranges between 60 and 80 years with an average age of 70.35. Mean for OKT, OSE, and OHBS subscales indicated the participants OKT were low (10.89 ± 5.17) with mixed results reported on health belief subscale (moderate for perceived susceptibility benefits (17.83 ± 5.10) and seriousness (17.34 ± 4.79), while higher levels were reported for perceived exercise benefits (23.09 ± 3.94), calcium benefits (23.29 ± 3.95) and health motivation (23.89 ± 2.53). Pearson's bivariate correlations show statistically significant relationships among these health belief subscales ($p < 0.01$)

Results from the reported pilot study points to the limited osteoporosis knowledge in this population and the need for culturally relevant strategies to osteoporosis prevention, a step to reducing health disparities in this medically underserved minority seniors in rural communities of Southeastern North Carolina Community.

DEMONSTRATING THE VALUE OF FAMILY AND CONSUMER SCIENCES THROUGH THE DESIGN OF A TEEN MOTHER MENTORING PROGRAM

Elizabeth Newcomb Hopfer, Devona L. Dixon, Yi-ling Pan, and Meeshay Williams-Wheeler,
NC A &T State University

The first goal was to design a mentoring program, using Family and Consumer Sciences (FCS) content, to positively impact teen mothers' lives. A secondary goal was to recruit and train undergraduate FCS students as mentors, giving them a chance to apply classroom knowledge in the field.

Teen mothers often have significant financial, health, educational, and emotional issues due to having a child during their own adolescence. The FCS discipline is uniquely positioned to positively impact teen mothers and their children.

This project was addressed through qualitative research methods. Researchers first conducted a needs assessment interview with program directors of a community-based teen mother mentoring program. Next, researchers developed curriculum ideas to address nutrition, appearance, parenting, and finance. Teen mothers were then surveyed to determine their interest in the proposed topics. FCS undergraduate students were then recruited and trained to deliver the program.

Program directors stressed the importance of creative programming to allow teens to learn by application, and the use of technology to keep the teens' interests. Curriculum ideas were developed across FCS content areas, and deliberately incorporated tablet and smartphone apps. When surveyed, teen mothers were most interested in finance and parenting topics, and were excited to provide input before program delivery. FCS undergraduate students were easily recruited as mentors due to the chance to put their classroom knowledge into action. Mentors are currently delivering the program and teens respond best to activities that use technology.

The interview and survey process to determine the needs and interests of teen mothers can be used to develop other community-based programs and field experiences for FCS undergraduate students.

EXPLORING THE INFLUENCE OF SOCIAL CAUSE NETWORKING FOR MILLENNIAL FAMILY AND CONSUMER SCIENCES PROFESSIONALS

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Sharon S. Pate, Management and Marketing Directions, Apollo Beach, FL

The American Association of Family and Consumer Sciences (AAFCS), encourages members to participate in community causes through advocacy (AAFCS Public Policy, 2015). The researchers surveyed millennials to determine the influence of social media on promoting causes and social awareness.

Millennials (77%), spend one to four hours daily on social media sites (Statista, 2014). Thus, it was a natural shift for retailers and advertisement companies to include social cause networking to increase awareness and promote social causes (Maier, F., Meyer, M., Steinbereithner, M., 2014).

The participants for this study were undergraduate students. Students were recruited from the researchers' classes by a voluntary and anonymous survey. Participants were asked a series of questions concerning the amount of time spent on-line, their opinions about social media, and social cause networking.

The survey included descriptive questions, Likert scale questions, and categorical questions. Likert scale questions were used to gather participant's views on likelihood of participation in social causes.

Using SPSS, descriptive statistics were used to provide the frequency of the categorical items for participants. Correlations were performed to determine if relationships existed between age and influences on social cause recommendations and participation.

Researchers found that the respondents in this study, ages 18-24, have strong ties to social networking sites. Respondents in this study indicated that they would be more likely to

support social causes “liked” by “friends” on social networking site. The results indicated a large percentage (57%) would recommend social causes and (84%) believe social media made them more aware of causes.

Family and Consumer Sciences professionals, desiring to influence change may embrace Social Media, to more effectively include the Millennials and better support the communities in which they serve.

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INFLUENCES ON CHOICE OF FASHION, INTERIORS AND FAMILY AND CONSUMER SCIENCES EDUCATION MAJORS: IMPLICATIONS FOR FUTURE UNDERGRADUATE RECRUITMENT EFFORTS

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This exploratory study focused on factors that affect choice of major among Family and Consumer Sciences Education (FCSE), Fashion Merchandising and Interior Design undergraduate students. The rationale for the study is to use the pattern of responses to examine current recruitment and devise future strategies to increase enrollment in the three majors. The quantitative method of data collection was acquired from a survey that encompasses 11 questions of various formats resulting in nominal, rank-order, open-ended, and Likert scale data. The survey was electronically distributed to 397 undergraduates enrolled in family and consumer sciences education (FCSE), fashion merchandising (FSMR), and interior design (INDS). Family and consumer sciences (FACS) secondary school courses and teachers contributed to FCSE students' choice of major, however, it was discovered that they had little or no effect on FSMR and INDS majors' choice. FSMR and INDS students developed an interest in their areas because of a favorite activity or toy as a child, a TV show or movie. Secondary school counselors had little or no effect on career path choice. Overall, the belief that future professions will help to improvement of the quality of people's lives contributed to major choice, which became a dominant factor in university choice. The research concluded that present recruitment efforts of prospective students into the three program majors should be altered to reflect current findings and boost enrollment. This suggests a need for collegiate faculty to foster relationships with elementary and secondary schools to promote intrinsic benefits and potential job opportunities to prospective students. A longitudinal study with students in these majors would be advantageous.

PERCEPTIONS OF MATERIALISM AND WELL-BEING IN MALAYSIA

Mohamad Fazli bin Sabri, Universiti Putra Malaysia

Mary Ann Remsen, Thomas M. Brinthead, Sandra Poirier, Middle Tennessee State University

Uma Iyer, Austin Peay State University

Hyun Ju Kwon, Middle Tennessee State University

Because the factors of materialism and well-being are multifaceted, the constructs are operationalized differently in studies. Cross-cultural research requires clarity with respect to these concepts. In this presentation, we review general theoretical and conceptual approaches to materialism and well-being. Then, we describe a survey of Malaysian students and professionals who reported their perceptions of materialism and well-being.

Much research has been conducted on these topics in Western cultures. However, cross-cultural studies have been more limited. Attention to conceptual definitions is essential when comparing these variables in different cultures. Because it is an interdependent, collectivist culture, we expected that materialism scores would be negatively correlated with well-being scores in this Malaysian sample.

The survey was administered online to students and staff ($N = 119$) at a large Malaysian university near Kuala Lumpur. The survey consisted of 25 items, including measures of materialism, well-being, demographics, and open-ended questions. All items were translated into Malay.

Analyses indicated that subjective happiness was negatively, but not significantly related to materialism, $r = -.15$, $p = .17$. Additional results, including demographic differences and consideration of the open-ended questions (e.g., things that really matter, things valued most in life) will be reported.

Examining the relationship between materialism and well-being is important because of technology availability, the effects of globalization, and changing standards of living. We are

currently planning to collect similar data from India, Korea, China, Saudi Arabia, Nigeria, and the U.S.

SERVICE LEARNING INTERNATIONALLY: GETTING UNIVERSITY STUDENTS INVOLVED IN LEARNING AND SERVING

Sue G. Byrd, The University of Tennessee at Martin

The purpose of this project was to involve university students in service learning beyond the local community by having them learn about the culture of an international community and participate in service learning in that community.

University students are typically expected to be involved in service projects in the community in which the university is located. However, in order for students to go beyond simply volunteering and learn the value of their service, an international experience that involves service learning creates an opportunity to learn about another culture and make a difference in that culture.

In 2012, eight faculty from a southern University received a grant to study the roles of women in Ecuador. As a result of contacts made during the visit, a community in the Andes Mountains was identified where students could provide service learning. In 2014, eight students and three faculty went to this region and worked with families, teaching women to sew, working on reforestation, and delivering nutritional brochures to a local clinic. The brochure created by students, was made possible through electronic interaction with the clinic in order to assess the needs of the region.

Students returned to the U.S., giving talks to local community groups about their experience and its value to them and the community.

Students gained a deeper meaning of what it means to volunteer through their international experience, by determining needs in an international community, providing a service, and seeing the results.

With the value of such experiences well-known to faculty who are involved, service learning needs to expand to international locations and incorporated in travel study tours by universities.

THE CHALLENGES OF FLIPPING A UNIVERSITY FASHION MERCHANDISING/BUYING COURSE

Amy J. Harden, Ball State University

The purpose of this study was to highlight the challenges and difficulties in flipping a fashion merchandising/buying course and its content.

For fashion merchandising students to be prepared to enter the workforce ready to succeed, it is of utmost importance that they identify and work with peers and solve integrated problems. In order to achieve this goal, the classroom environment must provide opportunities to shift from the lecture setting, to a dynamic group interactivity setting. As defined by the Flipped Learning Network (FLN) (2014), flipped learning, a pedagogical approach where direct instruction moves to the individual learning space. The group space is transformed into a dynamic, interactive learning environment.

A senior level buying course was converted from a lecture format to a flipped class. In order to achieve this transformation, the following components were incorporated: 1) a flexible environment was established for students to interact and reflect on their learning, 2) instruction was shifted to a learner-centered approach, 3) concepts were prioritized for direct instruction for students to access on their own, and 4) providing student the guidance to focus on higher forms of cognitive work (e.g. synthesis).

In order to successfully flip the course, challenges such as how to ensure that students do the necessary preparation for productive in-class interactive work and helping students understand the change in the learning culture. This process asks students to associate learning in a different way. Students struggled with ‘not knowing what the instructor wanted’ and wanting a rubric that specifically provides them with the minimum criteria for reaching specific grade levels.

This project highlights the challenges and difficulties in flipping a university fashion merchandising buying course. As continued emphasis on student learning outcomes and the need to provide learning environments beneficial for today's students, the understanding of advantages as well as the disadvantages of a flipped course is necessary.

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ASSESSING HBCU STUDENTS' FAMILIARITY WITH THE FCS-BOK

Jane Walker, Ph.D., Meeshay Williams-Wheeler, Ph.D., & Sung-jin Lee, Ph.D.
North Carolina A & T State University

This research assessed whether incorporating the FCS-BOK (Family and Consumer Sciences Body of Knowledge) in FCS core courses' lectures and assignments at an HBCU (Historically Black College and University) is reflected in students' self-assessment of their familiarity with the FCS-BOK.

A survey on the FCS-BOK was administered to 191 students enrolled in four FCS core courses. The survey included 5 demographic questions and 14 statements on the FCS-BOK. Participants rated their familiarity with each FCS-BOK statement using a five-point Likert-type scale (1=not at all familiar and 5=extremely familiar). Descriptive statistics were used to group the sample, and students' familiarity with FCS-BOK was determined using one-way ANOVA for students' mean differences by classifications and majors. Post hoc tests checked patterns of mean differences among variables having more than two groups with unequal sample size.

Eighty-four percent of students were in one of four FCS majors, while 16% were non-FCS majors; 42% were upper level classification; 92% were female; and 93% were African American, with an average age of 21 years. Students were more familiar with Core Concept ($M=3.55$, $SD=1.127$) than Integrative Elements ($M=2.49$, $SD=1.243$) and Cross-Cutting Themes ($M=2.47$, $SD=1.196$). Students' classification levels were significantly associated with Core Concepts [$F(3, 187) = 5.015$, $p = .000$], Integrative Elements [$F(3, 187) = 9.936$, $p = .000$], and Cross-Cutting Themes [$F(3, 187) = 9.588$, $p = .000$]. Students' major was only associated with Cross-Cutting Themes [$F(3, 187) = 6.061$, $p = .001$].

This study is meaningful in assessing HBCU students' familiarity with the FCS-BOK. Universities offering FCS programs have an opportunity to immerse students in the FCS-BOK

from freshman through senior years and emphasize research-based approaches to new knowledge. An understanding and ability to apply the FCS-BOK will help graduates holistically disseminate research-based information.

INNOVATIVE PREPAID DEBIT CARD USE: A MIXED METHODS STUDY

Sophia Anong
University of Georgia

Non-traditional providers such as Walmart with ‘Bluebird’ account have crept into the underserved market in the U.S. Bluebird is not a bank account but a prepaid debit card issued by American Express with checking account-like features such as direct deposit, mobile deposits, transfers/remittances, checks, and ATM access.

The research examined how the propensity to use prepaid debit cards differs by whether one is banked, unbanked, or underbanked. The impact of different motivation factors such as to receive payments, to make purchases or pay bills, to give or send money, to keep money in a safe place, or to save for the future was also examined. Banking status and motivational factors were also used to predict reloading without assistance through mobile phone, ATM, or on the Internet. The unbanked are those who do not have a checking or savings account while the underbanked are banked but also use alternative financial services for check cashing, money orders, or payday loans.

Data from three focus groups conducted in 2012 were used to develop conceptual models, one for prepaid card use, and the other, for adopting a high-tech reloading method. The emergent themes were triangulated with data from the FDIC 2013 unbanked and underbanked survey.

The unbanked and underbanked were more likely to use prepaid cards. Transactional reasons like to receive payments and to make purchases increased the propensity of prepaid debit card use compared to non-transactional reasons like safe-keeping. In addition, those who were previously banked were more likely to reload using mobile phones, ATM, or the Internet through computers or laptops.

Prepaid debit cards are advantageous to the unbanked and underbanked. Advisors need to educate consumers about choices, and the costs of using and reloading prepaid debit cards.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN RELIGION AND WELL-BEING IN EMERGING ADULTS

Tommy M. Phillips, Alice C. Long, Sunmi Seo
Mississippi State University

Until fairly recently, the role played by religion in human well-being was treated largely as a taboo topic for research inquiry. In college classes, textbooks, and journal articles, when factors related to well-being were discussed, there was rarely any mention of religion. Today, however, more and more researchers, practitioners, educators, and policy makers are acknowledging that religion is an important part of many people's lives, and increasing research evidence suggests that religion is related to physical and mental health, academic achievement, and other indicators of well-being.

A small study was conducted to explore the association of several religious variables and academic and psychosocial well-being in a sample of emerging adults. On the basis of the still-small yet growing body of research in this area, it was expected that results would confirm a clear relationship between the religious variables and well-being.

The sample for this study consisted of 188 students (mean age = 22.58 years) enrolled in Human Development and Family Studies courses at a large public university. By gender, the sample was 74% female and 26% male. In terms of ethnicity, of the sample was 54% non-Hispanic white and 43% African American (20%). A majority of participants self-identified as Protestant Christians.

Participants completed a paper-and-pencil survey comprising numerous demographic questions, along with items intended to assess several religious variables (e.g., frequency of prayer, frequency of attendance at religious services, self-rated religiosity, and sense of divine plan for one's life) and four indicators of well-being (mood, anxiety, goals and direction for

one's life, and college grade point average). Participants received extra credit for participating in the study.

Data were analyzed using IBM SPSS 21.0 statistical software. Analyses included descriptive statistics, correlations, independent samples t-tests, analysis of variance, and linear regression.

Analyses indicated that self-rated religiosity, frequency of attendance at religious services, frequency of prayer, and having a sense of mission or calling for one's life were all related to higher mood scores (see note below on mood). At the same time, it was found that participants with higher grade point averages were more likely to report attending religious services more frequently and to agree that their lives unfold according to a divine or greater plan. Finally, analysis showed that: (1) participants who agreed that their lives unfold according to a divine or greater plan had lower anxiety scores, and (2) frequency of prayer was related to having goals or a more solid sense of direction for one's life.

Although this study was characterized by limitations, most notably a lack of variation in terms of gender and religious preference, it does contribute to a growing body of research demonstrating the important role that religion plays in human well-being. Findings also add further support to the argument that religion should not be ignored or disregarded when discussing or examining variables related to human well-being.

SOCIAL PSYCHOLOGICAL PERSPECTIVES ON DISORDERED EATING AMONG COLLEGE FEMALES

**Gitimu, Jameson, Turel, Pohle-Krauza, Mincher, Rowlands, & Elias
Youngstown State University**

The purpose of the study was to examine various social psychological factors that may influence disordered eating among female college students. The factors considered were body image, BMI, social cultural attitudes towards appearance as portrayed in media, appearance anxiety, and depression.

Recognizing and reducing disordered eating before it leads to eating disorders is imperative.

Human subjects' approval was got before commencing with data collection. The questionnaire was comprised of five scales (Stunkard Body Figure Scale, EAT-26, Social Cultural Attitudes towards Appearance Scale, Social Appearance Anxiety Scale, and Beck Depression Inventory), plus demographic items. Participants were 370 female undergraduate students enrolled at one mid-western university in the US, and a convenient sample was employed.

ANOVAs indicated that college females at risk of disordered eating differ significantly from those less at risk in body image, social-cultural attitudes, appearance anxiety and depression, but not in BMI. Logistic regression revealed that sociocultural attitudes toward appearance, and appearance anxiety, were the strongest predictors of female college students' risk for disordered eating.

Since sociocultural attitudes toward appearance and social appearance anxiety were shown to be the two best predictor variables for disordered eating risk, efforts that focus on those two factors may be the most effective in deterrence of disordered eating.

This study provides a basis for practical suggestions that practitioners can employ to prevent, identify, and curb eating disorders among college females. There should be an emphasis that the media images are often unrealistic and unattainable. At the micro level, practitioners can focus on social anxiety in their efforts to prevent development of eating disorders.

RISK FACTORS WITHIN FAMILIES ASSOCIATED WITH ELDER FINANCIAL EXPLOITATION (EFE) BY RELATIVES WITH POWERS OF ATTORNEY (POA)

Virginia Vincenti, University of Wyoming
Axton Betz-Hamilton, Eastern Illinois University
Donovan Rudisuhle, Certified Fraud Examiner & Self-employed
Cynthia Jasper and Karen Goebel, University of Wisconsin-Madison

This mixed-methods research identifies risk factors within families for EFE by family members using POA to manage elderly relatives' assets.

EFE is escalating as the population ages. Family members, the most frequent perpetrators, are difficult to prosecute because of family secrecy, complexity of family relationships, and limited private and public resources to address it. EFE impact on elders, their families, and society emphasizes the need to understand what prompts such behavior to improve effectiveness of prevention efforts.

Families with non-exploitive experiences are compared with families experiencing EFE. Similarities and differences between these groups clarify respective risk factors.

Data were collected in two ways. Respondents were surveyed online, in person, or by phone to collect demographic data. This determined fit for each comparison group and qualification for follow-up in-depth interviews. NVivo software was used for both qualitative and quantitative analyses.

Certain family values and relationship and exchange patterns such as materialism, enabling behaviors, interpersonal conflict, in-law interference, and incompetence affect family relationships not only between perpetrators and victims, but also between perpetrators and other relatives or third parties. They all appear to be associated with increased likelihood for EFE.

This ongoing research has identified factors useful in identifying red flags to be addressed proactively and considered in end-of-life planning.

Elders, families, policymakers, and education, social service, legal, health, and financial professionals working with elders need to understand such risk factors could contribute better planning to prevention EFE. Future research will test these findings.

EXPLORING THE BENEFITS OF THE PRESCHOOL NAP

Holly Kihm and Peggy Rolling
Southeastern Louisiana University

The purpose of the study was two-fold: (1) to learn about nap-times at a variety of preschool facilities, and (2) to learn more about the potential relationships between day-time sleep, and preschooler's day-time physical activity, calorie consumption, and pro-social behaviors.

With more emphasis being placed on curriculum mastery at younger ages, discussions on the value of day time sleep has been circulating among policymakers, such as local school board members, in our community. Some members have expressed an interest in eliminating the nap to create more time for curriculum delivery. The benefits of day time sleep on the cognitive and emotional well-being of preschool children continues to be identified in the literature, and results of this study add more evidence toward the value of the preschool nap.

In phase one of the study, 41 preschool directors were asked to complete an online survey regarding the preschool nap. In phase two, one class of preschoolers wore accelerometers on their shoes for three days. During this time, their day time food consumption, sleep times, and displays of prosocial behaviors were recorded. Data were entered into SPSS for analysis (descriptives and testing correlation and hierarchal regression models.)

While most preschools encourage napping during the day, many offer alternative activities for children who choose not to nap. Because more children are choosing not to nap, discussions of eliminating the nap have occurred. Day time sleep mediated the relationship between body mass index and food intake, and the relationship between physical activity and body mass index. Preschool children who napped more than one hour per day also displayed a significantly higher number of prosocial behaviors than their non-napping peers. Because day

time sleep is a valuable part of the preschool day, it is important that FCS professionals who work in early child care and preschool settings advocate for day time sleep.

NUTRIENT COMPOSITION AND SENSORY EVALUATION OF COCOYAM LEAVES IN MEAL PREPARATION

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Cocoyam leaves (*Colocasia esculenta*) contribute to the world agriculture in terms of food nutrition and crop diversification. This study was conducted to determine the proximate composition and sensory qualities of cocoyam leaves in meal preparation. The proximate composition and sensory qualities of the products were determined using standard analytical procedure. Pumpkin leaves (*x sagitifolium*) served as the control while cocoyam leaves as the experimental. The result of the sensory evaluation showed that meals prepared with cocoyam leaves were adjudged better than the pumpkin leaves in terms of taste, flavor, texture and general acceptability while the products of pumpkin leaves were adjudged better in terms of color. The proximate analysis result revealed that melon soup with pumpkin leaves and vegetable stew with pumpkin leaves which are the control group had the highest moisture content with 52.0% and 50.0% respectively while the meals with cocoyam leaves had the least moisture content with 48.4% and 49.5% respectively. The protein in melon soup with pumpkin leaves had the highest value of 9.0% while vegetables stew with pumpkin leaves had the least value of 6.20%. The carbohydrate in melon soup with cocoyam leaves had the highest value of 13.96% while melon soup with pumpkin leaves had the least value of 8.50%. For ash, fibre, fat and oil content, the meals with pumpkin leaves had the highest values while the meals with cocoyam leaves had the least values. This study has contributed in a unique way towards the popularization of the consumption of cocoyam leaves as a nutritive vegetable and ideal for therapeutic nutrition.

AGING IN PLACE: HOME MODIFICATIONS TO LOW INCOME ELDERLY HOMEOWNERS

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The purpose of this study is to explore home modifications made to low income elderly homeowners' home and to suggest their meaning related to the desire to age-in-place.

As homeowners age, their quality of life at home is a concern if the homes are not built to accommodate their physical challenges and they lack accessibility to transportation. Little research exists related to elderly homeowners with limited resources who completed home modifications and who desire to age-in-place.

Between June 2013 and May 2014, personal interviews with 30 limited resource homeowners in a central NC city, aged 55 and over, who completed home modifications, were conducted using home improvements questions. Responses were tape recorded and transcribed. Content analysis was used for qualitative data analysis.

Most participants were female ($n=29$), single ($n=28$), and the average age was 73 years old. Eighteen interviewees lived alone, and nine lived with children or grandchildren. The majority heavily depended on government resources. Half reported their education level as high school graduate or less. The majority lived in one story and single detached housing ($n=29$) with two to three bedrooms ($n=28$). Fifty types of home modifications were reported, including: grab bars (12), insulation (11), ramp/ toilet (10), door (7), floor/plumbing/roof/sink (6), and lighting (5). Eight respondents reported lower housing costs, while nineteen interviewees reported better housing conditions. However, 21 still need improvements, including roof (3), windows (3), flooring (2), and/or grab bars (2).

Home modifications for elderly homeowners with limited resources support their desire to age-in-place, thus benefitting their community's economy. This study suggests continued involvement of government and community to increase environmental well-being of elderly homeowners with limited resources. The study findings also suggest the need for preventive maintenance programs for elderly limited resource homeowners.

CREATIVITY OF FCS COLLEGE STUDENTS

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The complex and highly competitive job market is forcing college students to exercise creativity to adapt to uncertainty quickly when entering the workforce. Aside from studies related to design (e.g., Karpova, 2011; Hokanson, 2007), little is known about creativity among university students in Family and Consumer Sciences (FCS). Therefore, the purpose of this study was to examine levels of creativity among FCS university students.

To assess creativity, a widely referenced, reliable, and valid measure of creativity, the Torrance Creative Thinking Test (TCTT) with dimensions 1) fluency, 2) originality, 3) elaboration, and 4) flexibility was used (e.g., Karpova, 2011). Undergraduate students enrolled in introduction and capstone FCS classes participated. Data were statistically analyzed using IBM SPSS Statistics ($p \leq .05$). Several analyses were completed, including Analysis of Variance and Pearson's.

Most of the 188 participants were seniors ($n=76$; 50.2%) or freshman ($n=63$; 33.5%). Groups of more than 10 students included family and child ($n=45$; 23.9%), fashion merchandising ($n=43$; 21.6%), apparel design ($n=16$; 8.0%), dietetics ($n=16$; 8.0%), and interior design ($n=13$; 6.5%). Significant differences existed between major groups and flexibility ($F_{(7,173)} = 2.891$; $p = .007$). Specifically, family and child more flexible than dietetics majors ($r = 5.790$; $p=.004$). Flexibility ($F_{(3, 177)} = 3.028$; $p = .031$) and elaboration ($F_{(3, 181)} = 15.208$; $p = .000$) yielded statistical relationships to level. Seniors exhibited greater flexibility than juniors ($r=-4.400$; $p=.017$) and greater elaboration than freshman ($r=-30.068$; $p=.000$) and sophomores ($r = -43.289$; $p=.000$).

The results indicated which FCS students would best benefit from further creativity training (e.g. Dietetics) and how college education in FCS influences creativity capabilities. These findings can be used to guide FCS instructors in enhancing student creativity so they can become more competitive in today's challenging job market.

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