

The 39<sup>th</sup> Annual

# QUINT STATE

The Southeastern Symposium for Child & Family Development

# Development across the Lifespan

**February 26 – 28, 2015 Athens, GA** 

**Auburn University** ■ **University of Georgia** ■ **Virginia Tech University of Tennessee** 

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### **Quint State Mission Statement**

The Southeastern Symposium on Child and Family Development is a conference that includes graduate students from Auburn University, University of Tennessee at Knoxville, University of Georgia, University of North Carolina at Greensboro, and Virginia Polytechnic Institute and State University. The conference is better known as Quint State because of the five states that are represented. Each Spring semester, graduate students in the field of Human Development and Family Science organize and host the Quint State conference, which is designed to provide a forum for graduate students to present their research, network with other graduate students, and get feedback on projects they are working on. Quint State provides a unique experience for graduate students to collaborate and gain perspectives from students and faculty in programs that are similar to one another. Graduate students are encouraged to submit a proposal to the conference for any of three presentation formats: poster presentations, paper presentation, and roundtable discussions. The department of Human Development and Family Science at the University of Georgia looks forward to the privilege of hosting the 39th Annual Quint State conference.

# University of Georgia Department of Human Development & Family Science 2014 – 2015 Graduate Student Organization

**Matthew Carlson** 

President

Shaquinta Richardson

Vice President

**Amanda Detraz** 

Secretary

**Ally Degraff** 

Treasurer

**Michelle Thompson** 

Student-Faculty Liaison

**Katelyn Thomas** 

GSA Representative

Ellie Schultz

Diversity Affairs Representative

Megan Oed

Quint State Liaison

**Dr. Ted Futris** 

Faculty Representative

# Acknowledgements

We would like to give a special thanks to the following individuals that have made Quint State possible:

- Dr. Emilie Smith and the Department of Human Development and Family Science for their financial support and guidance.
- Dean Fox and the College of Family and Consumer Sciences.
- The President's Venture Fund for their financial support.
- Dr. Jori Hall, our Keynote speaker.
- Dr. Melissa Kozak, our professional development speaker.
- Our GSO Faculty Advisor, Dr. Ted Futris.
- The HDFS staff: Marilyn Rodriguez, Livia Wade, Mollie Hicks, and Diane Adams.
- A special thanks to Megan Oed, the 2015 Quint State Representative.
- A special thanks to all Quint State committee volunteers.
- And to all other graduate students, faculty, and staff who have helped us in planning, organizing, and executing Quint State 2015!

# **Quint State Brief Schedule**

## Thursday, February 27, 2015

6:00pm - 8:00pm: Welcome Social Event, Dawson Hall, Room 116

# Friday February 28th, 2015

8:00am - 9:00am - Breakfast and Registration

Tate Center, Room 482

9:30am - 10:00am - Welcome and Introductions with Dean Fox, Dr. Smith, & Megan Oed Tate Center, Room 482

### 10:05am - 10:35am - Paper Presentation/Round Table #1

Round Table Presentation #1 – Tate Center, Room 482

The Impact of Foster Parenting on Foster Parents' Relationship Quality Evin Winkelman Richardson

### **Paper Presentation #1** – Tate Center, Room 480

Change in Dating Violence Acceptability as Predicted by Change in Gender Role Attitudes for Males and Females Following Relationship Education
Rachel Savasuk

#### **10:45am – 11:30am Poster Session**

Tate Center, Room 480

## 11:30am - 12:05pm - Paper Presentation/Round Table #2

Round Table Presentation #2 – Tate Center, Room 482

Gay Father Families: Kinship and Help-Seeking Behavior

Emma Potter

Paper Presentation #2 – Tate Center, Room 480

Messages from the Milieu: Classroom Instruction and Context Influences on Elementary School Students' Academic Self-Regulation

Lisa Connor

### 12:05pm - 1:00pm – Lunch and the Future of Quint State

Tate Center, Room 480

### 1:00pm – 2:00pm – Keynote Address

Mixed Methods Research: Controversies and Considerations
Dr. Jori Hall
Tate Center, Room 480

### 2:15pm – 3:00pm – Professional Development

Learning to Teach and Teaching to Learn
Dr. Melissa Kozak
Tate Center. Room 480

### 3:15pm – 3:45pm – Paper Presentation/Round Table #3

### **Paper Presentation #3** – Tate Center, Room 480

A Developmental and Relational Perspective on Marital Closeness in Older Adulthood Leah Albers

### **Paper Presentation #4** – Tate Center, Room 482

Fathers and mothers play unique roles in the intergenerational continuity of socioeconomic status Alexander Chan & Rebecca Goodman

#### **Round Table Presentation #3** – Tate Center, Room 472

What are the Needs of Queer International Students? Hoa Nguyen

# 3:50pm-4:20pm— Student Presentations #4

### Round Table Presentation #4 – Tate Center, Room 472

Families of Children with Autism: The Association Between Maternal Stress and Sibling Relationship Quality

Shaquinta Richardson

#### **Paper Presentation #5** – Tate Center, Room 480

Me Before You or You Before Me? Relational Predictors of Compassionate Love in Older Couples Allen K. Sabey & Amy J. Rauer

#### Round Table Presentation #5 – Tate Center, Room 482

Integrating Sex Education with Relationship Education: Is there Added Value? Taylor Adams & Jeneé Duncan

# 4:30pm – 5:00pm Student Presentations #5

### Paper Presentation #6 – Tate Center, Room 480

Challenges and Benefits of Growing Older as a Sexual Minority Adult Erin S. Lavender-Stott

#### Paper Presentation #7 – Tate Center, Room 482

Empirical Status of Family-Based Treatment Modalities for Adolescents with Substance Use Disorders: A Methodological Review

Yesim Keskin

### **Paper Presentation #8** – Tate Center, Room 472

Methods matter: Exposing the influence of class context through multilevel modeling in evaluation research

Sandy U. Morrison

### 5:00pm Dismiss

### 5:00pm – 5:30pm Walk to Dawson Hall

### 5:30pm – 7:00pm Dinner

Dawson Hall, Room 116

## 7:00pm – 9:00pm – Student/Faculty Social

Magnolias (Upstairs) – 312 East Broad Street, Athens, GA 30601

### Saturday, March 1st, 2015

### 9:00am - 10:00am - Breakfast

Tate Center, Room 137

### 10:00am - 10:30am—Student Presentations #6:

### **Paper Presentation #9** – Tate Center, Room 137

Concerns about Father Absence and the Value of Relationship Education to Child Welfare Professionals
Jacquelyn Mallette

Paper Presentation #10 – Tate Center, Room 141

Queering the Family: Consensual Non-Monogamy and the Family

Erin S. Lavender-Stott

#### 10:35am – 11:05am – Student Presentations #7

#### **Round Table Presentation #6** – Tate Center, Room 141

Developing Intentionality as a Researcher Kyle L. Bower & Savannah E. Spivey

**Paper Presentation #11** – Tate Center, Room 137

Sexual Possible Selves in Emerging Adulthood

Kristin Anders

### 11:05am – 11:15am Coffee Break

### 11:15am - 11:45am — Student Presentations #8

**Paper Presentation #12** – Tate Center, Room 137 Lived Experiences of Parenting Male Emerging Adults who Game Excessively Haleigh Russell

**Paper Presentation #13** – Tate Center, Room 141

Exploring the Peer Relationships of Young Adults Exposed to Intimate Partner Violence
Kathleen Hlavaty & Megan Haselschwerdt

# 11:45am – 12:00pm Awarding of Quint Cup/ Presenter Awards Tate Center, Room 137

12:00pm–Lunch & Dismissal Tate Center, Room 137

## **Abstracts**

## **Paper Presentations**

#1 Change in Dating Violence Acceptability as Predicted by Change in Gender Role Attitudes for Males and Females Following Relationship Education

Rachel Savasuk

Auburn University

The current study uses a sample of adolescents from a southeastern state to assess treatment effects of relationship education participation on gender role attitudes and dating violence acceptability, factors that influence these changes and the relationship between these changes.

# #2 Messages from the Milieu: Classroom Instruction and Context Influences on Elementary School Students' Academic Self-Regulation

Lisa Connor

University of Tennessee

This study examines the role of teacher instruction and feedback and classroom contextual features on 4th and 5th graders' self-regulated learning behaviors in the classroom. Teacher characteristics directly affected students' regulation behaviors. Additionally, teacher instruction and feedback indirectly affected regulation behaviors through the classroom environment created by the teacher.

### #3 A Developmental and Relational Perspective on Marital Closeness in Older Adulthood

Leah Albers

**Auburn University** 

Utilizing the Actor-Partner Interdependence Model, we drew upon self-expansion theory and socioemotional selectivity theory to capture the experience of closeness for older couples over a one-year period, and explore how spouses' feelings of closeness may differ based on their marital histories and efforts to maintain their relationship.

# #4 Fathers and Mothers Play Unique Roles in The Intergenerational Continuity of Socioeconomic Status

Alexander Chan & Rebecca Goodman

**Auburn University** 

Intergenerational studies of continuity of SES often overlook the specific contributions made by each parent (particularly fathers) to this process. Our study examines specific indicators of each parent's SES contribution in the prediction of adolescents' externalizing problems and later socioeconomic status.

### #5 Me Before You or You Before Me? Relational Predictors of Compassionate Love in Older Couples

Allen K. Sabey & Amy J. Rauer

**Auburn University** 

We examined if and how compassionate love predicts change in marital satisfaction over time amongst a sample of 54 older, married couples. Preliminary results revealed a small decline over time in both compassionate love and marital satisfaction, and these constructs were linked both within and between spouses over time.

### #6 Challenges and Benefits of Growing Older as a Sexual Minority Adult

Erin S. Lavender-Stott

Virginia Tech

Looking at sexual minority older adults and their health, well-being, caregiving, and resources as an historically marginalized population.

# #7 Empirical Status of Family-Based Treatment Modalities for Adolescents with Substance Use Disorders: A Methodological Review

Yesim Keskin

Virginia Tech

The empirical papers published between 2000 and June 2014 on family-based treatment modalities for adolescents with substance use disorders will be reviewed.

# #8 Methods matter: Exposing the influence of class context through multilevel modeling in evaluation research

Sandy U. Morrison

Auburn University

Although researchers theoretically acknowledge the influence of context, our methodological techniques, particularly in evaluation studies, have historically ignored contextual factors. Taking an ecological perspective requires disattenuating nesting in a class environment. Using adolescent Relationship Education as an example, I will demonstrate how multilevel modeling provides more meaningful and theoretically sound evaluation results.

### #9 Concerns about Father Absence and the Value of Relationship Education to Child Welfare Professionals

Jacquelyn Mallette

University of Georgia

This presentation reports results from a latent profile analysis examining child welfare workers' concerns about father involvement and how membership in each concern profile influences views on the utility of relationship education for clients and child welfare professionals.

### #10 Queering the Family: Consensual Non-Monogamy and the Family

Erin S. Lavender-Stott

Virginia Tech

Critically examining consensual non-monogamy within family studies and calling for more inclusivity in discussions of what entails a family unit.

### #11 Sexual Possible Selves in Emerging Adulthood

### Kristin Anders University of Tennessee

The purpose of this study was to examine self-reported sexual possible selves and feared selves and their associated strategies in a sample of first semester college students to further understand sexuality during the period of emerging adulthood. Findings were that participants' indicated sexual selves related to abstinence, interpersonal relationships, physical/sexual health, experimentation, reputation, risky behaviors, and rape/assault. Results further revealed that remaining abstinent was a salient focus of expected SPS, as was expected interpersonal relationship strategies, and feared physical/health SPS and strategies. SPS and strategies also varied based on participants' gender, relationship status, and relationship type. These findings are important for future research on sexuality in EA and sexual health education for college-based populations.

### #12 Lived Experiences of Parenting Male Emerging Adults who Game Excessively

Haleigh Russell University of Tennessee

Phenomenology examining the experience of parenting male emerging adults who play MMORPG type games excessively. The study utilizes life course theory to explore the interactions between both parents and emerging adults and how the context of excessive gaming impacts these relationships.

### #13 Exploring the Peer Relationships of Young Adults Exposed to Intimate Partner Violence

Kathleen Hlavaty & Megan Haselschwerdt Auburn University

A qualitative study examining the peer relationships of young adults who were exposed to intimate partner violence in their family of origin.

### **Round Table Presentations**

### #1 The Impact of Foster Parenting on Foster Parents' Relationship Quality

Evin Winkelman Richardson

University of Georgia

This presentation will examine the influence of the interaction of premarital couples' relationship confidence and prosocial behaviors on their relationship satisfaction using dyadic data analysis.

Implications for family life education will be shared.

### #2 Gay Father Families: Kinship and Help-Seeking Behavior

Emma Potter

Virginia Tech

The author will discuss progress and ideas for upcoming dissertation proposal on gay father families, kinship ties, and help-seeking behavior.

### #3 What are the Needs of Queer International Students?

Hoa Nguyen

Virginia Tech

This roundtable explores a study on the needs of international queer youth using community participatory research. The study is in its initial developmental stages, and its purpose is to yield resources from conversations with international queer youth to help other youth and to guide those working with this population.

# #4 Families of Children with Autism: The Association Between Maternal Stress and Sibling Relationship Quality

Shaquinta Richardson

University of Georgia

The purpose of this study is to understand the association between maternal stress and sibling relationships when one sibling has Autism Spectrum Disorder. Through the family systems theory perspective, this study aims to understand how mothers and sibling subsystems interact with one another in connection with perceived maternal stress.

### #5 Integrating Sex Education with Relationship Education: Is there Added Value?

Taylor Adams & Jeneé Duncan

University of Georgia

Frequent communication about safe sex practices and healthy romantic relationships plays an integral role in altering the thoughts, attitudes, and behaviors of adolescents. Most educational programming focuses on either romantic relationships or sex education. However, integrating the two topics may create added value for adolescents.

### #6 Developing Intentionality as a Researcher

Kyle L. Bower & Savannah E. Spivey University of Georgia

Intentionality encompasses the connection between one's research interests and one's experience.

### **Poster Presentations**

### #1 Depressive Symptoms among Newlyweds: An Examination of Problem-Solving and Age

Stephanie E. Armes & Dr. Chalandra M. Bryant University of Georgia

Due to increases in remarriage after divorce or death of one's spouse as well as decreases in stigma associated with remarriage, today's newlyweds represent a diversity of age groups. The present study explores how various types of problem-solving contribute to depressive symptoms in newlyweds, while accounting for age at marriage.

### #2 Let's Get Civic: Influence of Earlier Contextual Factors on Young Adult Voting Participation

Beth McDaniel Auburn University

Civic engagement encompasses the ability of individuals to address political, social, moral, and economic issues that impact society, and civically engaged individuals can actively influence social change. Using longitudinal data, the current study examines how earlier experiences contribute to voting participation, one form of civic engagement, during young adulthood.

### #3 Going It Alone: The Social and Emotional Life of Disconnected Youth

Jacquelyn Mallette University of Georgia

This study presents patterns across multiple dimensions of social isolation among a sample of military youth, and describes how these patterns are related to preceding risk factors and distal outcomes.

# #4 The Impact of Relationship Efficacy & Partner's Socioemotional Behavior on Relationship Quality

Evin Winkelman Richardson & Jacquelyn Mallette University of Georgia

This presentation will examine the influence of the interaction of premarital couples' relationship confidence and prosocial behaviors on their relationship satisfaction using dyadic data analysis.

Implications for family life education will be shared.

# **Keynote Address**



**Dr. Jori N. Hall,** associate professor at the University of Georgia, is an interdisciplinary scholar and research methodologist. In addition to qualitative research methods and designs, she has studied mixed methods inquiry, program evaluation, and the philosophy of pragmatism. Her research focuses on investigating and applying mixed methods and qualitative approaches to inquiry to improve educational programs. Dr. Hall's article in the Journal of Curriculum and Instruction (2010) and her co-authored article in Qualitative Inquiry (2011) demonstrate how she used a qualitatively driven mixed methods approach to interrogate the internal accountability system of an

individual school and how it interacts with external accountability policies at the district and state levels. As an evaluator, Dr. Hall urges investigators to consider responsive approaches to evaluation. Her work in this area has resulted in multiple articles published in the American Journal of Evaluation. Dr. Hall's scholarship also centers on clarifying assumptions related to ethics, ontology, and the epistemology of Dewey's pragmatism. Her work in this area appears in New Directions for Evaluation (2013), the Sage Handbook of Mixed Methods in Social & Behavioral Research (2010) and the upcoming Oxford Handbook for Mixed Method Research. These chapters stem from mixed methods research and encourage researchers to examine how underlying philosophical assumptions and values influence practical inquiry decisions. Dr. Hall holds a B.S. from Bradley University, a master's degree from DePaul University, and a doctorate from the University of Illinois, Urbana-Champaign.

### Mixed Methods Research: Controversies and Considerations

There is a long and rich tradition of mixed methods research. Today, mixed methods research is popular in several social science fields and a number of texts have been published on the subject. Although methodological purists still decry the potential drawbacks of mixed methods research, the growth of mixed methods appears to not be stifled. In this keynote address, mixed methods expert, Dr. Jori N. Hall will provide an overview of mixed methods research and highlight the major controversies surrounding mixed methods. She will also discuss the utility of mixed methods research and how it helps us to better understand the complexity of our social world.

# **Professional Development**



**Dr. Melissa Scott Kozak** is a Certified Family Life Educator. She received her B.S. in Human Development and Family Studies from the University of Texas at Austin and received her M.S. and Ph.D. from the University of Georgia in Child and Family Development. In addition to teaching courses (Human Sexuality across the Lifespan, Introduction to Child Development, Issues in the Family System & Family Life Education Methodology), she is the Undergraduate Internship Coordinator in Human Development.

# Learning to Teach and Teaching to Learn

The focus of this presentation/dialogue will be effective pedagogical strategies for teacher and student success. We will discuss (1) how to develop your teaching philosophy; (2) how to engage students in and outside of the classroom; and (3) overall, how to find the space/time to reinvigorate your pedagogical practice.

## **Participant Directory**

Alexander Chan Allen Sabev Ally DeGraff Amanda Detraz Beth McDaniel Brian Marks Callie Heintzman Camille Carlson Cathy Grogan Charity Somo Christian Smith Danielle Liggett Dian Yu Ellie Schultz Emma Potter Erin Lavender-Scott Evin Richardson Hans Saint-Eloi Cadely Hoa Nguyen Jacquelyn Mallette Jeneé Duncan Josephine Kwon Kate McHugh Katelyn Thomas Kathleen Hlavaty Katie Waser Kelsey Blyte Kristin Anders Laura Dickerson Laura Knizley Lauranne McMillan Lauren Lynch Leah Albers Linda Russell Lindsay Carrick Lisa Connor Madeline Shipley Madison White Matt Carlson Megan Hicks Megan Oed Michelle Thompson Rachel Savasuk Raven Pyle Rebecca Goodman Rhett M. Billen Sandy Morrison Sarah Beth Thompson Savannah Spivey Shaquinta Richardson Stephanie Armes Stephanie Rosa Herzog **Taylor Adams** 

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Auburn University Auburn University University of Georgia University of Georgia Auburn University Auburn University University of Georgia **Auburn University** University of Georgia University of Georgia University of Georgia Virginia Tech University of Georgia University of Georgia Virginia Tech University of Tennessee University of Georgia **Auburn University** Virginia Tech University of Georgia University of Georgia University of Georgia Auburn University University of Georgia Auburn University University of Georgia Auburn University University of Tennessee Auburn University Auburn University University of Georgia University of Georgia Auburn University University of Tennessee University of Georgia University of Tennessee University of Georgia Auburn University Auburn University Auburn University University of Tennessee Auburn University Auburn University University of Georgia University of Georgia University of Georgia University of Tennessee University of Georgia

# Notes