




**7<sup>TH</sup> ANNUAL  
GRADUATE RESEARCH AND CREATIVE  
ACTIVITIES SYMPOSIUM**

***PROCEEDINGS  
OF THE  
2015 SYMPOSIUM***

**Thursday, May 7, 2015**

**Sponsored by:**

California State University, Fresno  
Division of Graduate Studies  
Doctoral Program in Educational Leadership  
Doctoral Program in Physical Therapy  
Doctoral Nursing Program  
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# CENTRAL CALIFORNIA GRADUATE RESEARCH AND CREATIVE ACTIVITIES SYMPOSIUM



Discovery. Diversity. Distinction.

**California State University, Fresno**



**California State University, Fresno**  
Division of Graduate Studies

## **WELCOME**

May 7, 2015

Dear Symposium Participants:

It is our pleasure to welcome you to the seventh annual Graduate Research and Creative Activities Symposium. The week of May 4-May 8, 2015 has been set aside by the Division of Graduate Studies for special recognition of our 2,000 master's and doctoral degree-seeking graduate students. This symposium provides an opportunity for our graduate students to express their ideas and to showcase their accomplishments. Their work is not only creating new knowledge, it is establishing the foundation for the next generation of graduate students who will become contributors to cutting edge information for the future.

Thank you for participating in today's event. We invite you to engage the participants in thoughtful dialogue and to discover new information that will strengthen the impact of today's contributions within our disciplines, our universities and our community.

Sincerely,

A handwritten signature in dark ink, appearing to read 'J. Marshall', with a stylized, flowing script.

James E. Marshall, PhD  
Dean, Division of Graduate Studies  
California State University, Fresno

## **Program Agenda**

1:00 – 1:15 p.m.	Welcome, Set up
1:15 – 2:15 p.m.	Session I: Poster, oral, and creative activities presentations
2:15 – 2:30 p.m.	Break/Set-up
2:30 – 3:30 p.m.	Session II: Poster, oral, and creative activities presentations
3:30 – 3:45 p.m.	Break/Set-up
3:45 – 4:45 p.m.	Session III: Poster, oral, creative activities presentations
4:45 – 5:30 p.m.	Reception, remarks by Graduate Dean James E. Marshall
5:30 – 8:00 p.m.	Session IV: Doctoral student presentations

## **Table of Contents**

Oral/Paper Presentations. . . . .	1
Doctoral Student Presentations . . . . .	4
Doctoral Student Abstracts . . . . .	9
Poster Presentations . . . . .	22
Students by Alphabetical Order . . . . .	28
Map of Meeting Rooms/Presentations. . . . .	32

**Oral Presentations: Session I - 1:15-2:15 p.m.**

**Oral Presentations: Session I - 1:15-2:15 p.m.**

**HML Rm: 2108**

- 1:15 p.m. Medina, Milli: Higher Education, Administration and Leadership (HEAL)  
Organizational Culture & Hispanic-Servingness: A Case Study of a Hispanic-Serving Community College  
Faculty Advisor: Dr. Susana Hernández
- 1:30 p.m. Kipnis, Darcy: Higher Education, Administration and Leadership (HEAL)  
College Administrators and Work/Life Balance: A Review of Family Friendly Policies at a CA. Community College  
Faculty Advisor: Dr. Ignacio Hernández
- 1:45 p.m. Davis, Nimat: Higher Education, Administration and Leadership (HEAL)  
The Black Male Students Advancement toward Career Development  
Faculty Advisor: Dr. Susana Hernández
- 2:00 p.m. Delport, Renee: Higher Education, Administration and Leadership (HEAL)  
Professional Development for Community College Student Services Practitioners: Capacity, Competency, Diversity  
Faculty: Dr. Susana Hernández

**Oral Presentations: Session I - 1:15-2:15 p.m.**

**HML Rm: 2119 (Graduate Writing Studio)**

- 1:15 p.m. Hawthorne, Tara: Higher Education, Administration and Leadership (HEAL)  
Listening to the Black Voice  
Faculty Advisor: Dr. Ignacio Hernández
- 1:30 p.m. Sanchez, Liliana: Higher Education, Administration and Leadership (HEAL)  
Educational Opportunity in Tulare County: Guianza, Cultura, y Expectativas  
Faculty Advisor: Dr. Ignacio Hernández
- 1:45 p.m. Halstead, Evan: School Counseling  
Transforming Self-Talk, the social and emotional benefits  
Faculty Advisor: Dr. Janine Nkosi

**Oral Presentations: Session I - 1:15-2:15 p.m.**

**HML Rm: 2127 (Studio 2)**

- 1:15 p.m. Ohlrogge, Fanchon: Kinesiology  
Psycho-emotional Profile of Athletes Who Continues Participation with Sport Injury  
Faculty Advisor: Dr. Dawn Lewis
- 1:30 p.m. Marton, Rebecca: Kinesiology  
Athlete perceptions of Prozone for video-based performance feedback  
Faculty Advisor: Dr. Wade Gilbert
- 1:45 p.m. Jarvis, Kaylee: Doctorate of Physical Therapy  
Manual therapy and strengthening of 56 yo female with PLS  
Faculty Advisor: Dr. Peggy Trueblood

**Oral Presentations: Session II - 2:30-3:30 p.m.**

**Oral Presentations: Session II - 2:30-3:30 p.m.**

**HML Rm: 2108**

- 2:30 p.m. Haywood, David: Mathematics  
Multiplier Sequences of the Second Kind  
Faculty Advisor: Dr. Tamas Forgacs
- 2:45 p.m. Bese, Hillary: Mathematics  
The Well-Covered Dimension of Generalized Quadrangles with Regular Points  
Faculty Advisor: Dr. Oscar Vega
- 3:00 p.m. Friesen, Kelsey: Mathematics  
A Quantum Invariant for Virtual Singular Links  
Faculty Advisor: Dr. Carmen Caprau
- 3:15 p.m. Aceves, Elaina: Mathematics  
From Knot Theory to Pseudoknots  
Faculty Advisor: Dr. Carmen Caprau

**Oral Presentations: Session II - 2:30-3:30 p.m.**

**HML Rm: 2119 (Graduate Writing Studio)**

- 2:30 p.m. Lopez Vega, Jovana: Spanish  
La resistencia femenina a la opresión de la mujer: Sor Juana y Gómez de Avellaneda  
Faculty Advisor: Dr. Paula Sanmartin
- 2:45 p.m. De La Cruz, Lizbeth: Spanish  
Puig y Fuguet: La nueva estética del escritor latinoamericano  
Faculty Advisor: Dr. Yolanda Doub
- 3:00 p.m. Garcia, Ibeth: Spanish  
La sexualidad femenina como fuente de autoconocimiento  
Faculty Advisor: Dr. Paula Sanmartin

**Oral Presentations: Session II - 2:30-3:30 p.m.**

**HML Rm: 2127 (Studio 2)**

- 2:30 p.m. Waterston, Anthony: Chemistry  
A Method to Assess the Cellular Effects of PM Exposure  
Faculty Advisor: Dr. Laurent Dejean
- 2:45 p.m. Olea, Catalina: Chemistry  
Dairy Emissions Contribute to Air Pollution in the Valley  
Faculty Advisor: Dr. Alam Hasson
- 3:00 p.m. Xiong, Pahoua with Rubing Wang, Xiaojie Zhang, Eduardo DeLa Torre and Francisco Leon: Chemistry  
Synthesis of Heterocycle-containing Genistein Analogs as Anti-Prostate Cancer Agents  
Faculty Advisor: Dr. Qiao-Hong Chen
- 3:15 p.m. Dougherty, Ryan: Chemistry  
Synthesis and Characterization of Bis(bis(O-ethyl-L-cysteinato)nickel(II))nickel(II)Nitrate  
Faculty Advisor: Dr. Melissa Golden

**Oral Presentations: Session II - 2:30-3:30 p.m.**

**HML Rm: 2134 (Studio 2)**

- 2:30 p.m. Bradshaw, Stphanie: Art and Design  
Rachel Whiteread's Exploration of Social Space  
Faculty Advisor: Dr. Laura Meyer
- 2:45 p.m. Pruneda, Evelyn: Public Administration  
The Criminalization of Immigrants and the Private Prison Industry  
Faculty Advisor: Dr. Kurt Cline
- 3:00 p.m. Chen, Yilin: Computer Science  
Real-time Point Cloud Data Transmission in Telemedicine Applications  
Faculty Advisor: Dr. Ming Li

**Oral Presentations: Session III - 3:45-4:45 p.m.**

**Oral Presentations: Session III - 3:45-4:45 p.m.**

**HML Rm: 2108**

- 3:45 p.m. Boniface, Katrin: History  
The White-born Horses of Hanover  
Faculty Advisor: Dr. Mark Arvanigian
- 4:00 p.m. Bell, Greta: History  
Defining Tradesmen in Early Eighteenth-Century England  
Faculty Advisor: Dr. Maritere López
- 4:15 p.m. Baldrica-Guy, Eryn: English  
Consequences of Performance in Hwang's M. Butterfly and Enchi's Masks  
Faculty Advisor: Dr. Steve Adisasmito-Smith

**Oral Presentations: Session III - 3:45-4:45 p.m.**

**HML Rm: 2119 (Graduate Writing Studio)**

- 3:45 p.m. Winslow, Tatum: Psychology (ABA)  
FUNCTIONAL ANALYSIS AND INTERVENTION OF PROBLEM BEHAVIOR OF ANIMAL SHELTER DOGS  
Faculty Advisor: Dr. Marianne Jackson
- 4:00 p.m. Abraham, Anju: Public Health  
Sexting Uncensored: An Exploratory Study of the Behaviors, Experiences, and Perceptions of Sexting Among College Students  
Faculty Advisor: Dr. Vickie Krenz

**Oral Presentations: Session III - 3:45-4:45 p.m.**

**HML Rm: 2127 (Studio 2)**

- 3:45 p.m. Bansal, Sangeeta: Plant Science  
Impact of Salinity on Biological Nitrogen Fixation in Alfalfa (*Medicago sativa*) and its Response to Applied Mineral Nitrogen  
Faculty Advisor: Dr. Sharon Benes

4:00 p.m. Ogbuehi, Matthew: Biotechnology  
Nanoscale Therapeutic for the Treatment of Drug Resistant Pancreatic Cancer  
Faculty Advisor: Dr. Delwar Hussain

**4:45-5:30 p.m. Reception**

**Oral Presentations: Session IV - 5:30-8:00 p.m.**

**Oral Presentations: Session IV - 5:30-6:15 p.m.**

**HML Rm: 2108**

5:30 p.m. González, Jesús: Ed.D Educational Leadership and Administration  
Community Cultural Wealth Shaping Latinas/os' Choice to Attend Selective Universities  
Faculty Advisor: Dr. Juan Carlos Gonzalez

5:50 p.m. Cervantes-González, Adriana: Ed.D Educational Leadership and Administration  
Community Cultural Wealth: Understanding High Achieving Latinas/os' Choice to Attend Community College  
Faculty Advisor: Dr. Juan Carlos Gonzalez

6:10 p.m. Christmas, Eugene: Ed.D Educational Leadership and Administration  
High School Students Preparedness for Mathematics in Post Secondary Institutions  
Faculty Advisor: Dr. Susan Tracz

6:30 p.m. Frias, Jazmine: Ed.D Educational Leadership and Administration  
Educational Entrepreneurship: The Relationship Between Organizational Structure and Innovation  
Faculty Advisor: Dr. Mahmoud Suleiman

6:50 p.m. Frias, Jazmine, Brandon Palmer & Dylan Capilla: Ed.D Educational Leadership and Administration  
Establishing Professional Learning Communities in After School Program  
Faculty Advisor: Dr. Kenneth Magdaleno

7:10 p.m. Hannigan, John: Ed.D Educational Leadership and Administration  
Investigating The Impact of Common Core Integration on Early Literacy Curriculum Systems  
Faculty Advisor: Dr. Linda Hauser

7:30 p.m. Vang, Linda: Ed.D Educational Leadership and Administration  
Culture and Acculturation - The Impact on Hmong College Students  
Faculty Advisor: Dr. Susan Tracz

**Oral Presentations: Session IV - 5:30-8:00 p.m.**

**HML Rm: 2119 (Graduate Writing Studio)**

5:30 p.m. Lopez Doerksen, Amanda: Ed.D Educational Leadership and Administration  
System-Wide Best Practices Of High-Achieving Rural School Districts  
Faculty Advisor: Dr. Donald Wise

5:50 p.m. Palmer, Brandon: Ed.D Educational Leadership and Administration  
An Analysis of Principal Selection in California  
Faculty Advisor: Dr. Susana Hernandez

6:10 p.m. Fraleigh, Nancy M.: Ed.D Educational Leadership and Administration  
Gender-responsive justice: Supporting incarcerated girls in California's Central Valley  
Faculty Advisor: Dr. James Mulooly

6:30 p.m. Neufeld, Philip: Ed.D Educational Leadership and Administration  
UNDERSTANDING VARIATIONS IN ACCEPTANCE AND USE OF TABLET TECHNOLOGY BY STUDENTS AT A PUBLIC  
FOUR-YEAR UNIVERSITY  
Faculty Advisor: Dr. Linda Hauser

6:50 p.m. Cobb, Aaren: Ed.D Educational Leadership and Administration  
Transition to College and Students with Disabilities  
Faculty Advisor: Dr. Donald Wise

7:10 p.m. Kleinsteuber, Allison: Ed.D Educational Leadership and Administration  
The Impact of Professional Development in the Arts Upon Habits of Mind and Teacher Efficacy  
Faculty Advisor: Dr. Sharon Brown-Welty

7:30 p.m. Kasareff, Jr., David: Doctoral Program in Physical Therapy  
6-week Physical Therapy Treatment for a 33-year Old Male Runner with Patellofemoral Pain Syndrome Resulting from  
an Acute Injury: A Case Report  
Faculty Advisor: Dr. Peggy Trueblood

**Oral Presentations: Session IV - 5:30-8:00 p.m.**

**HML Rm: 2127 (Studio 2)**

- 5:30 p.m. Capshew, Shannon: Ed.D Educational Leadership and Administration  
The Impact of Principal Leadership on School Climate  
Faculty Advisor: Dr. Susan Tracz
- 5:50 p.m. Xiong- Lor, Vicky: Ed.D Educational Leadership and Administration  
Hmong Language and Cultural Maintenance  
Faculty Advisor: Dr. Susan Tracz
- 6:10 p.m. Cruz-Boone, Chris: Ed.D Educational Leadership and Administration  
Mentoring Underrepresented Students in Geoscience Education  
Faculty Advisor: Dr. Kenneth Magdaleno
- 6:30 p.m. Martin, Beverley: Ed.D Educational Leadership and Administration  
School Discipline Policies and Africian American Boys Performance in School  
Faculty Advisor: Dr. Mahmoud Suleiman
- 6:50 p.m. Shapiro, Joshua: Ed.D Educational Leadership and Administration  
INVESTIGATION OF PRINCIPAL LEADERSHIP ACTIONS FOCUSED ON HACKMAN'S FIVE IMPACT CONDITIONS TO  
SUPPORT THE WORK OF TEAMS  
Faculty Advisor: Dr. Linda Hauser
- 7:10 p.m. Walsh, Nichole: Ed.D Educational Leadership and Administration  
DEVELOPING HIGH QUALITY TEACHERS THROUGH PROFESSIONAL PRE-SERVICE TEACHING OPPORTUNITIES  
Faculty Advisor: Dr. Nancy Akhavan
- 7:30 p.m. Maraccini, Adam: Doctoral Program in Physical Therapy  
The Effects of Physical Therapy Interventions on a Patient's post-surgical Gluteus Medius Reattachment: A Case  
Report  
Faculty Advisor: Dr. Peggy Trueblood

**Oral Presentations: Session IV - 5:30-8:00 p.m.**

**HML Rm: 2134 (Studio 2)**

5:30 p.m.	Lauder, Will: Doctoral Program in Physical Therapy Treatment of an Uncommon Knee pathology in a 14 year old Soccer Player Faculty Advisor: Dr. Deborah Walker
5:50 p.m.	Lam, Kelvin: Doctoral Program in Physical Therapy Exercise Position and Electromyographic Analysis of the Lower Trapezius Muscle Faculty Advisor: Dr. Jenna Sawdon-Bea
6:10 p.m.	Piche, Ross: Doctoral Program in Physical Therapy Rehabilitation after dysvascular transtibial amputation: a case report Faculty Advisor: Dr. Marcia Thompson
6:30 p.m.	Garcia, Rebeka: Doctoral Program in Physical Therapy Fall Incidence and the Use of Psychotropic, Opioid, or Cardiovascular Medications Faculty Advisor: Dr. Peggy Trueblood
6:50 p.m.	Hupp, Justin: Doctoral Program in Physical Therapy Acute Management of a Patient With Parkinson's Disease Following a Total Knee Arthroplasty: a Case Report Faculty Advisor: Dr. Jenna Sawdon-Bea
7:10 p.m.	Baudendistel, Matthew: Doctoral Program in Physical Therapy Management of Heterotopic Ossification post bilateral total hip replacements Faculty Advisor: Dr. Monica Rivera
7:30 p.m.	Liang, Garret: Doctoral Program in Physical Therapy Diagnosis, Treatment and Management of Shoulder Impingement for a 41 Year Old Male: A Case Report Faculty Advisor: Dr. Peggy Trueblood
7:50 p.m.	Wild, Kevin: Doctoral Program in Physical Therapy Conservative Physical Therapy Interventions for Bilateral De Quervain's Tenosynovitis in a Workman's Compensation Patient: A Case Report Faculty Advisor: Dr. Peggy Trueblood

**Oral Presentations: Session IV - 5:30-8:00 p.m.**  
**HML Rm: 3212**

- 5:30 p.m. Baron, Sarah: Ed.D Educational Leadership and Administration  
Elementary Educator Beliefs on Developmentally Appropriate Practices: Supports and Barriers for Play  
Faculty Advisor: Dr. Juan Carlos Gonzalez
- 5:50 p.m. Zupanovich Lucka, Dana: Ed.D Educational Leadership and Administration  
Differences in Affiliation, Affinity, Belonging, Engagement, and Philanthropic Support of Recent Alumni at Hispanic  
Serving Institutions and non-Hispanic Serving  
Faculty Advisor: Dr. Susan Tracz
- 6:10 p.m. Cortes, Andrea: Higher Education, Administration and Leadership (HEAL)  
Real-Time Quantification of Stress in Nursing Students during a High-fidelity Human Simulation  
Faculty Advisor: Dr. Ignacio Hernández

## **Doctoral Program in Educational Leadership**

### **Elementary Educator Beliefs on Developmentally Appropriate Practices: Supports and Barriers for Play**

Baron, Sarah

California Transitional Kindergarten (TK) classrooms provide a landscape to investigate developmentally appropriate practices (DAP), a component of high-quality early childhood education. With the current emphasis on early childhood education in California and the implementation of TK throughout the state, this timely study provides important insights into the realities and challenges of TK teachers and administrators. The study used a mixed-methods approach to investigate two areas: a) beliefs of elementary educators on the use of DAP, including the use of child's play and b) the perceived contextual factors that support and/or impede the use of play. Survey results indicated that there is a perceived difference between administrators and teachers on support for play, as well as understanding of DAP. Follow up interviews further explored challenges and supports. The contribution of this work includes an analysis of TK teachers' and administrators' beliefs, identification of supports as well as barriers, descriptions of challenges and concerns, and recommendations for possible solutions..

### **The Impact of Principal Leadership on School Climate**

Capshew, Shannon

This study analyzes the perceived relationships among the constructs of principal leadership style and school working conditions. The school principal is a key leader in public education, communicating directly with many stakeholders in the school. It is very costly to have continuous principal turnover that may negatively impact teacher retention and student achievement. Many studies have been found on leadership style (Balyer, 2010), attrition rates (Cullen & Mazzeo, 2008; Li, 2012), and school climate (Papa Jr., 2007). But, there is no research that analyzes the relationship among leadership style, experience, and site tenure with school working conditions. Results of this research will give school districts information to support the development and retention of effective principal leadership in the schools..

### **Community Cultural Wealth: Understanding High Achieving Latinas/os' Choice to Attend Community College**

Cervantes-González, Adriana

This qualitative study investigated how cultural capital influenced high achieving Latina/o students in their decision to attend community college. Yosso's (2005) Community Cultural Wealth Model outlines the strengths communities of color bring with them to their educational settings and challenges deficit perspectives. Community cultural wealth includes six forms of capital: aspirational, familial, social, navigational, resistant, and linguistic that guided this work. In addition, Stanton-Salazar's (1997; 2011) work informed this study by providing a focused lens in how access to resources by way of institutional (school) agents and protective (family) agents provide social capital to Latina/o youth during critical transitions in their schooling experiences. Participants for this study were purposefully selected from two central California community college sites with a Latina/o student body comprising more than 50% of the student enrollment. Participants were asked to reflect on the experience(s) that influenced them in their decision to attend community college. Eleven participants who met the criteria of high achieving Latina/o students by having been admitted to any University of California (UC) campus or private postsecondary institution following high school graduation were selected for this study. Semi-structured interviews were utilized to gain an in-depth understanding of the experiences students underwent when making their college choice decisions that ultimately led them to attend community college, when they were otherwise qualified to attend more selective institutions.

### **High School Students Preparedness for Mathematics in Post Secondary Institutions**

Christmas, Eugene

The study examined the relationship between academic achievement at the secondary level of education and student demographics as they pertained to the ability of freshmen in college to be academically prepared for mathematics in post-secondary institutions. The study was conducted with the intent of determining how secondary education and preparation affects remedial placement rates at post-secondary institutions (Hoyt & Sorensen, 2001). Specifically, this study sought to examine the factors associated with meeting college course remediation criteria among high school students. Student academic and demographic data was examined in an effort to discover any possible relationships between variables, such as mathematical coursework, demographic data and standardized test scores, as it pertained to predicting the remedial placement in post-secondary mathematics.

### **Transition to College and Students with Disabilities**

Cobb, Aaren

Presenting results of an evaluation of a Transition to College intervention to determine what effects, if any, the intervention has on facilitating enrollment and accessing accommodations.

### **Mentoring Underrepresented Students in Geoscience Education**

Cruz-Boone, Chris

People of color remain underrepresented in the geoscience profession (AGI, 2014; Gonzales, Keane, & Martinez, 2010). Although Gonzales, Keane, and Martinez (2012) found that there has been a moderate increase in minority undergraduate students that now earn almost 15% of the total bachelor's degrees granted in science and engineering, this trend does not include the geosciences. The geoscience field is far below the national trend and minority groups earned only 4.6% of all B.S. degrees awarded in geosciences (NSF, 2004). A possible strategy to improve student persistence is involving students in research. Geoscience students who produce scholarship are more successful in workforce transition and degree completion (AGI, 2012). This study employed a mixed methods exploratory sequential design and investigated geoscience student experiences with research (Creswell, 2009). The respondents were a representative sample of a minority serving four-year university awarded a research grant by the National Science Foundation (NSF) Center for Research Excellence in Science and Technology (CREST). Findings were collected from social media interactions and 34 interviews with geoscience students and faculty. Students of color, and first-generation students expressed that faculty mentorship and communication helped them to overcome cultural barriers and persist in their degrees and careers.

### **Gender-responsive justice: Supporting incarcerated girls in California's Central Valley**

Fraleigh, Nancy M.

This mixed methods study analyzes mental health and drug rehabilitation programming used by the juvenile justice facilities in eight Central Valley, CA counties, to ascertain the level to which they are gender responsive, and thus supportive of girls in the facility. Juvenile justice staff members, actively involved in administering the programs, were interviewed about the details of each program and their experiences with girls in the program, and an examination of the environments used for conducting the programs was included. In addition, community benefit organizations, in the same counties, were examined for gender responsive programming available to girls during probation.

### **Establishing Professional Learning Communities in After School Programs**

Frias, Jazmine, Brandon Palmer and Dylan Capilla

Expanded learning programs can provide additional student learning opportunities to educational stakeholders during out-of-school time. Coordination of efforts including on-going communication between school day and after school providers maximizes student impact through the development of intentional experiential learning opportunities beyond the school day. Establishing integrated after school networks will strengthen coordination of expanded learning opportunities in after school programs as inter-agency personnel effectively collaborate toward a common purpose. Furthermore, the professional learning community (PLC) model offers expanded learning partners a framework for establishing and sustaining effective after school networks aiming to reinforce and extend Common Core State Standard (CCSS) learning. This paper begins by presenting a brief overview of expanded learning through the professional learning community PLC model. Additionally, results and subsequent findings from a recent program evaluation in a large urban elementary district are presented. Finally, a model for establishing PLC professional learning communities within after school networks is presented to educational stakeholders. .

### **Educational Entrepreneurship: The Relationship Between Organizational Structure and Innovation**

Frias, Jazmine

This mixed-methods study examined the relationship between organizational structure and educational entrepreneurship within K-12 public education institutions. Additionally, a conceptual model of education entrepreneurship in K-12 public education institutions was proposed within this study. Results from this study confirmed internal dimensions of organizational structure as a significant predictor of educational entrepreneurship, subsequently validating organizational structure as an identified antecedent of educational entrepreneurship within the proposed conceptual model. A significant positive correlation was found between management support, work discretion, rewards/reinforcement and educational entrepreneurship. Time availability was not significantly correlated with educational entrepreneurship. Furthermore, management support and rewards/reinforcement were the primary predictors of educational entrepreneurship within this study. Study findings also validated the proposed conceptual model of educational entrepreneurship in K-12 public education institutions with the omission of time availability as a significant structural variable. Additionally, the Educational Entrepreneurship Assessment Instrument, adapted for public school settings from previous work on corporate entrepreneurship, significantly predicted overall educational entrepreneurship. Findings from this study were also significant as there were numerous implications for policy and practice. First, this study underscored the importance of continued policy reform efforts as a catalyst for change and innovation in public education. Additionally, findings from this study demonstrated the potential role of educational leaders as buffering agents between district-level bureaucratic structures and/or processes and school site organizational structure and/or processes. Furthermore, findings from this study recognized educational leaders as having the strongest predictive power on school innovation.

### **Community Cultural Wealth Shaping Latinas/os' Choice to Attend Selective Universities**

González, Jesús

The purpose of this qualitative study was to investigate how cultural capital influenced high achieving Latina/o students in their decision to attend a selective university. Yosso's (2005) Community Cultural Wealth Model guided this study which focused on the strengths Latina/o bring with them from their home environments and communities. This model outlines 6 forms of capital; aspirational, familial, social, navigational, resistant, and linguistic. Stanton-Salazar's (1997, 2011) work also informed this study by defining the roles of institutional and protective agents in providing social capital to Latina/o youth during critical transitions when making college choice decisions. This qualitative inquiry utilized semi-structured interviews to capture an in-depth understanding of the experiences students undergo when making the decision to enroll in selective Universities. Participants selected for this study were former scholars of a Central Valley program known as the Ivy League Project (ILP) founded by Martin Mares in 1992. Purposeful samples of 11 Latina/o students who were previous participant of the ILP, attended a high school in the Central Valley, and enrolled in a selective university were interviewed. The research study results provided insights as to how the various forms of capitals within community cultural wealth along with institutional and protective agents influenced Latina/o students' decisions to attend selective universities.

### **Investigating The Impact of Common Core Integration on Early Literacy Curriculum Systems**

Hannigan, John

The purpose of this study is to investigate the impact of Common Core integration on early literacy programs in SCALE Up districts. Specifically, this study examines (a) the extent to which Common Core integration has influenced a change in the early literacy curriculum system (written, taught, and tested curriculum), and (b) the difference in teacher perceptions regarding early literacy curriculum system change and benefit of the change relative to years of Common Core integration and grade level. In addition, this study investigates the changes made, the value and challenge of the change, and the focus area(s) for future action(s).

A pragmatic, mixed-methods design was employed that includes the concurrent examination of both quantitative and qualitative data. Qualitative data from survey open-ended questions, individual principal interviews, and teacher focus groups explained the survey quantitative results in greater detail. The unit of analysis is the early literacy curriculum system (written, taught, and tested curriculum). Independent variables examined were demographic characteristics (years of Common Core integration and grade level taught) and extent of change to the early literacy curriculum system and benefit of the change.

Frequencies and percentages were reported for teacher and principal responses relative to the extent of change as well as benefit of that change due to the integration of the Common Core, as well as results of the Chi Square for teacher and principal perception differences. A MANOVA showed no statistical significance among group differences on grade level taught and year of common core integration between teacher perceptions of extent of change and benefit of change.

Qualitative results revealed four themes regarding changes made to the written curriculum due to the integration of Common Core: (a) increased rigor, (b) lack of resources available, (c) new focus in guided reading, and (d) changes to text. Three themes emerged from changes made to the taught curriculum: (a) professional development, (b) changes to instructional approaches, (c) changes to vocabulary instruction. Two themes emerged from changes made to the tested curriculum: (a) frequency of assessments, (b) changes to assessments and tasks.

Two themes emerged regarding the most challenging changes made to the early literacy curriculum due to the integration of the Common Core: (a) lack of resources and (b) letting go. Two themes emerged regarding the most beneficial changes: (a) students' thinking process and (b) student collaboration. No common themes emerged from the data regarding the least beneficial changes made to the early literacy curriculum due to the integration of the Common Core. Three themes emerged from the data where changes or shifts need to occur next: time, cohesiveness, and guidance.

### **The Impact of Professional Development in the Arts Upon Habits of Mind and Teacher Efficacy**

Kleinsteinuber, Allison

This study employed a concurrent exploratory mixed-methods approach to discern the impact professional development in the arts had upon habits of mind and teacher self-efficacy. The study utilized four aspects of the work on studio habits: observe, envision, explore, and reflect (Hetland, Winner, Veenema, & Sheridan, 2007, 2013). A high degree of correlation was found between the following: studio habits and the teacher self-efficacy; factors that impacted teachers' decisions to attend an arts professional development; and between the total number of professional development hours and arts integration. Surprisingly, prior arts experiences showed little to no significant correlation. Conditions that supported and eroded a sense of teacher self-efficacy were examined and the effects reviewed. The wide variety of professional development experiences was noted and the high degree to which the professional development experiences were found to be beneficial was extensive. The study's findings and their implications for future research and practice concluded this study.

### **System-Wide Best Practices Of High-Achieving Rural School Districts**

Lopez-Doerksen, Amanda

The purpose of this study was to investigate the system-wide practices of high-achieving rural school districts in the San Joaquin Valley of California that serve predominately high-poverty and minority students. The study of rural school districts is particularly significant due to the limited amount of research conducted in rural school systems. This study sought to provide a framework for rural districts to identify, understand, and engage in system-wide practices that lead to high academic achievement.

An embedded, mixed methods multiple case study was conducted in order to gain a deeper understanding about the practices utilized in the selected districts. Interviews, focus groups, and document analysis provided an in-depth description of the system-wide practices employed in each of the participating school districts, while a survey was used to examine the degree to which system-wide practices were perceived as being used and had attributed to the success of the district.

Results of 4 of the seven survey items were significantly different, while the other three were not. Each of the four school districts studied provided insights into system-wide practices that led to its high achievement. Six system-wide practices were found to be employed in all four districts: (1) a focus on instruction and student achievement, (2) frequent monitoring and data-driven decision-making, (3) shared beliefs and district culture, (4) alignment of curriculum, instruction, and assessment, (5) strong instructional leadership, and (6) collaborative learning communities. Each district employed these practices in slightly different, but coordinated ways that led to high levels of student achievement.

### **School Discipline Policies and African American Boys Performance in School**

Martin, Beverley

The purpose of this mixed method research study was to investigate the effects of school discipline policies on the academic performance of African American Male Students. The researcher conducted this study to gain a clear understanding of the challenges experienced by students of color in schools. This study sought to investigate the impact of school discipline policies on African American male students and the perceptions and beliefs of administrators and teachers regarding school suspension and school climate. In addition, the study sought to determine what factors contributed to the success or failure of African American males in elementary school.

This study used Critical Race Theory along with Bronfenbrenner's Ecological Theory of Human Development as its theoretical foundation to examine the difficulties experienced by African American males in schools. Findings from this study showed that African American males are suspended more often and that impedes their success in school. The findings of this study revealed that the following features can promote resiliency in African American males and assist in their overall success, consistency at school, teachers with high expectations, student and teacher relationships and a positive school climate.

## **UNDERSTANDING VARIATIONS IN ACCEPTANCE AND USE OF TABLET TECHNOLOGY BY STUDENTS AT A PUBLIC FOUR-YEAR UNIVERSITY**

Neufeld, Philip

The purpose of this study is to investigate the impact of Common Core integration on early literacy programs in SCALE Up districts. Specifically, this study examines (a) the extent to which Common Core integration has influenced a change in the early literacy curriculum system (written, taught, and tested curriculum), and (b) the difference in teacher perceptions regarding early literacy curriculum system change and benefit of the change relative to years of Common Core integration and grade level. In addition, this study investigates the changes made, the value and challenge of the change, and the focus area(s) for future action(s).

A pragmatic, mixed-methods design was employed that includes the concurrent examination of both quantitative and qualitative data. Qualitative data from survey open-ended questions, individual principal interviews, and teacher focus groups explained the survey quantitative results in greater detail. The unit of analysis is the early literacy curriculum system (written, taught, and tested curriculum). Independent variables examined were demographic characteristics (years of Common Core integration and grade level taught) and extent of change to the early literacy curriculum system and benefit of the change.

Frequencies and percentages were reported for teacher and principal responses relative to the extent of change as well as benefit of that change due to the integration of the Common Core, as well as results of the Chi Square for teacher and principal perception differences. A MANOVA showed no statistical significance among group differences on grade level taught and year of common core integration between teacher perceptions of extent of change and benefit of change. Qualitative results revealed four themes regarding changes made to the written curriculum due to the integration of Common Core: (a) increased rigor, (b) lack of resources available, (c) new focus in guided reading, and (d) changes to text. Three themes emerged from changes made to the taught curriculum: (a) professional development, (b) changes to instructional approaches, (c) changes to vocabulary instruction. Two themes emerged from changes made to the tested curriculum: (a) frequency of assessments, (b) changes to assessments and tasks. Two themes emerged regarding the most challenging changes made to the early literacy curriculum due to the integration of the Common Core: (a) lack of resources and (b) letting go. Two themes emerged regarding the most beneficial changes: (a) students' thinking process and (b) student collaboration. No common themes emerged from the data regarding the least beneficial changes made to the early literacy curriculum due to the integration of the Common Core. Three themes emerged from the data where changes or shifts need to occur next: time, cohesiveness, and guidance.

## **An Analysis of Principal Selection in California**

Palmer, Brandon

Student achievement is at the forefront of the public education agenda as there are increasing and at times contradicting demands from public school stakeholders. Numerous researchers have correlated the role of the principal with student achievement and school success. How principals are selected plays a key role in determining the quality of principal at any given school. It is paramount to identify and examine the critical aspects of principal selection processes.

This study investigated the criteria and procedures used to select principals as reported by participants in their most recent experience within principal selection processes. Additionally, this study examined participants' experiences and perceptions regarding the fairness of principal selection including school district hiring cultures. Participants' experiences and perceptions regarding fairness of principal selection were analyzed using a justice judgment model theoretical framework.

Results suggested school districts rely on the most common procedures which are also the most subjective and least predictive. Additionally, results suggested a significant number of principals experienced unfairness in principal selection based on analyses of participant responses utilizing the theoretical framework. Finally, some participants described hiring cultures within their school districts as merit-based while other participants described cultures which were non-merit based. If the principal is a significant contributor to student achievement as research has suggested, it would appear school district selection processes and hiring cultures do not widely ensure the most-qualified candidates are selected to the principalship.

### **INVESTIGATION OF PRINCIPAL LEADERSHIP ACTIONS FOCUSED ON HACKMAN'S FIVE IMPACT CONDITIONS TO SUPPORT THE WORK OF TEAMS**

Shapiro, Joshua

The purpose of this study was to investigate the actions of school leaders that foster work team effectiveness and support the work of teams to maximize performance. Specifically, this study examined the leadership actions/practices of elementary principals in relation to Hackman's high impact conditions, and the perceived importance of focusing on these conditions. In addition, principal perspectives regarding the most challenging conditions to put in place and the conditions where they have experienced most success in creating were explored. Hackman's five impact conditions are: ensure that each team is a real team rather than a team in name only; provide each team with a compelling direction for its work; create an enabling structure within teams that facilitates rather than impedes teamwork; provide a supportive organizational context for the work of teams; and provide strategically timed, expert coaching in teamwork. All teacher and principal participants are involved in the work of building internal coherence in their schools.

The study employed a mixed methods approach, as descriptive survey research and individual and focus group interviews were used. Participants include 104 teachers and six administrators from schools within a district involved in a collaborative relationship with Harvard University and the Central Valley Educational Leadership Institute focused building internal coherence in schools.

Of the five conditions, the most frequent teacher responses of accurate or highly accurate were items related to Compelling Direction and Enabling Structure while the highest response of inaccurate or highly inaccurate were items related to Supportive Organizational Context and Expert Coaching. However, the most frequent administrator responses of accurate or highly accurate were items related to Enabling Structure and Supportive Organizational Context while the highest response of inaccurate or highly inaccurate were items related to Real Teams. Of the five conditions, the most frequent teacher responses of highly important or important were items related to Enabling Structure and Expert Coaching while the highest response of not important or somewhat important were items related to Real Teams and Supportive Organizational Context. However, the most frequent administrator responses of highly important or important were items related to four of the five conditions: Compelling Direction, Enabling Structure, Supportive Organizational Context and Expert Coaching while the highest response of not important or somewhat important were items related to Real Teams.

Qualitative data derived from five individual principal interviews and six teacher focus group interviews revealed a variety of leadership actions that support the work of teams. Findings revealed that teachers executed many of the leadership actions related to Hackman's conditions in supporting the work of teams. Principals and teachers identified creating stable teams as a challenge in today's educational environment and indicated the need to create an effective information system with valid and useful data to support instructional decisions and practices.

### **Culture and Acculturation - The Impact on Hmong College Students**

Vang, Linda

Each year, the population in the United States grows more diverse, and that diversity is being reflected in the classroom. Because students come from different social, cultural, and ethnic backgrounds, it is important to uncover how these factors impact students' academic achievement, particularly among those whose cultural capital differs from that of the mainstream. The objective of this research study is to determine the extent to which cultural factors and acculturation impact the academic achievement of Hmong American college students as measured by their grade point averages. Using a mix-methods approach that is grounded in theories of social identity and cultural capital, the researcher gathered data from Hmong students residing in California, Minnesota, and Wisconsin. The quantitative and qualitative data include students' perceptions of their family, cultural heritage, and native language fluency, as well as students' experiences in academia. Findings show that certain factors within culture and acculturation, such as family and gender, do impact the academic performance of Hmong college students.

## **DEVELOPING HIGH QUALITY TEACHERS THROUGH PROFESSIONAL PRE-SERVICE TEACHING OPPORTUNITIES**

Walsh, Nichole

Based on the reform movements over the past two decades, it is evident that while effective teachers are critical to student learning, not all teachers are coming to the profession highly qualified. Policy and research continue to highlight the need to reorganize and refocus teacher preparation programs to produce higher quality teachers ready to meet the demands of the classroom from day one of employment. This study focuses on the enhancement of traditional preparation programs in public Institutions of Higher Education (IHEs) as this continues to be the context for which most teacher candidates come to the profession. Using a six-group, four measure mixed-methods design, the objective of the study is to determine the impact California Teaching Fellows Foundation (CTFF), a pre-service teaching and learning opportunity for future teacher candidates, has on developing higher caliber teachers prepared in a traditional University-based teacher preparation setting. Through the use of an online survey, interviews, and focus groups, the relationship of CTFF participation to teacher efficacy before, during, and after traditional preparation participation is examined and explored from the perspective of teacher and supervisor. Findings show that while CTFF participation has some relationship to increased Teacher Efficacy for teacher candidates, CTFF is not creating a significant pipeline to teaching as proposed leading to questions for further study.

## **Hmong Language and Cultural Maintenance**

Xiong-Lor, Vicky

Language and culture loss is an issue faced by many immigrants in the United States and is now faced by the Hmong people. The Hmong people are one of the newest refugees from Laos. This group of people passed down their history and culture from one generation to the next through oral storytelling, rituals, and songs. Their writing system was not created until 1953 and they have only started arriving in the United States about 40 years ago. However, increasing numbers of Hmong students do not know how to speak, read, or write in their language today. When they lose their language, it is more likely that they will lose their culture as well since culture and language are so intertwined. To learn about the Hmong people's current reading, writing, and speaking abilities and the importance of language and culture maintenance in the Hmong community, 301 people were surveyed over four days during the Hmong International New Year in December 2015. As a follow-up to the surveys, six individuals who met certain set criteria were interviewed using an open ended language and culture maintenance protocol. Findings indicated that differences and similarities in their skill abilities along with their perceptions of the Hmong language have hindered or enhanced their ability to maintain the Hmong language and culture. Joint efforts between the different community entities and the Hmong community may possibly help the Hmong people keep their language and culture for future generations.

## **Differences in Affiliation, Affinity, Belonging, Engagement, and Philanthropic Support of Recent Alumni at Hispanic Serving Institutions and non-Hispanic Serving Institutions**

Zupanovich Lucka, Dana

Today's college campuses are increasingly more diverse than in years past. Current students are largely women and individuals of color, with Hispanics making up the largest, growing segment of the population. Alumni giving, conversely, have been dominated by older, White males. The change in demographics suggests a need for change in fundraising practices as the motivations of the younger, diverse alumni population are significantly different than of their White male counterparts. Understanding how student affiliation, affinity, belonging, and engagement impact graduate engagement and philanthropic motivations will influence long-term goals within university advancement. This mixed methods study of three universities in the California State University system explores the affiliation, affinity, sense of belonging and engagement of young, diverse alumni and examines whether philanthropic perceptions are different by time, ethnicity (White and Hispanic), and Hispanic Serving Institution (HSI) campus designation and if sense of belonging influences current giving or the inclination to provide philanthropic support to a person's alma mater. The findings show statistical significance in affiliation by time, HSI designation and ethnicity, in belonging over time, and in engagement between HSIs. Further powerful themes emerged highlighting the foundation for lasting connections that, if nurtured, lead to philanthropic support, as well as frustrations that lead to detachment and disconnect.

## **Doctoral Program in Physical Therapy**

### **Management of Heterotopic Ossification post bilateral total hip replacements**

Baudendistel, Matthew

Heterotopic ossification is a common occurrence following trauma or surgery that can cause pain and limit one's functional ability level. The goal of this case report is to highlight the effectiveness of PNF stretching and joint mobilizations to improve hip ROM and level of functional ability in a patient with bilateral heterotopic ossification (HO) excision of the hip that developed secondary to total hip arthroplasty (THA).

### **Fall Incidence and the Use of Psychotropic, Opioid, or Cardiovascular Medications**

Garcia, Rebeka

**Background:** Medications are one identifiable risk factor that can contribute to fall incidence. The aim of this study is to assess if psychotropic, opioids, or cardiovascular are associated with the incidence of falls in community dwelling adults 65 years and older.

**Methods:** This retrospective observational study used data previously collected from subjects who participated in the SAFE (Senior Awareness and Fall Education) Balance Screening Program, throughout Fresno County from 2007-2014. An in depth review was completed to identify psychotropic, opioid, and cardiovascular medications. Participants were identified as a faller if they had experienced  $\geq 2$  falls in the last 12 months or non-faller  $\leq 1$  fall.

**Results:** A total of 513 participants were included and 31.2% had experienced  $\geq 2$  falls. A stepwise logistic regression analysis was used to examine the predictors of falls. The overall model was statistically significant ( $P < .001$ ). Furthermore, 70.3% of fallers and non-fallers were categorized correctly when patients were taking psychotropic and opioid medications. Chi square test analysis detected a statistically significant association between reported incidence of falls and use of either psychotropic or opioid but not cardiovascular medications. The strongest predictor for falls, however, was use of psychotropic and opioid medications combined. The odds of experiencing a fall were 4.3 times (OR 4.3, CI 1.96-9.64) greater with use of both psychotropic and opioid medication.

**Conclusion:** Identification of older adults who consume psychotropic and/or opioid medications can allow for early intervention including patient education on adverse drug reactions, fall prevention, or referral to physician for medication consolidation.

### **Acute Management of a Patient With Parkinson's Disease Following a Total Knee Arthroplasty: a Case Report**

Hupp, Justin

**Background and Purpose:** Total knee arthroplasty (TKA) is a surgical procedure to treat osteoarthritis of the knee. Approximately 700,000 TKAs are performed annually in the United States. Physical therapy treatment following a TKA includes strengthening weak muscles and regaining range of motion (ROM). Parkinson's disease (PD) is a progressive disorder of the central nervous system that affects a person's movement, muscle control, and balance. The purpose of this case report is to describe an effective treatment strategy for PD patients following a TKA.

**Case Description:** The subject of this case is a 61-year-old male with a 5-year history of PD that presented 24-hours after a left TKA. Due to the contraindication of narcotic pain medication and PD medications, the patient was not given his normal PD medications during the 5 days of treatment. The patient presented with a lack of ROM and loss of strength of his involved extremity, balance impairments, gait impairments, and safety concerns.

**Intervention:** The patient participated in 10 treatments over the span of 5 days in a hospital. The treatments targeted the patient's impairments following the left TKA along with addressing his symptoms of PD. The treatment plan included goals set to improve his ROM, strength, gait, endurance, and functional mobility.

**Outcomes:** Following this acute treatment period the patient demonstrated significant improvements in his ROM, endurance, and functional mobility. The patient was also able to reduce the time it took him to complete the functional mobility task. These outcomes show that physical therapy is beneficial for a patient with PD following a TKA.

### **Manual therapy and strengthening of 56 yo female with PLS**

Jarvis, Kaylee

Primary lateral sclerosis (PLS) is an upper motor neuron disorder with an unknown pathophysiological basis. PLS causes stiff and weak extremities, gait abnormalities, and spasticity. It has similar characteristics of amyotrophic lateral sclerosis (ALS), which is a lower motor neuron disorder. The purpose for this case report is to demonstrate how interventions commonly used for managing patients with ALS were adapted and effective in managing a patient with primary lateral sclerosis to reduce spasticity and increase strength. The patient is a 56 year old female with PLS for more than ten years with chief complaints of tight legs and hip joints, left side weaker than her right throughout, and muscle spasms in her lower extremities. Active and passive range of motion, manual muscle testing, and a Tinetti Balance & Gait Assessment were done. Interventions included manual stretches to lower extremities, active stretches to upper extremities, and strengthening to extremities and core stabilizers. Interventions were provided during 9 of 10 sessions, and observational and tactile changes were noted. The patient had decreased spasticity during manual stretches, and gait mechanics were improved. She reported having more muscle endurance during treatment and doing activities at home. Overall, the interventions were deemed effective for the patient because she stated her muscles were more relaxed, and she felt stronger. More research is needed on the effects of this strengthening and active and passive stretching regimen to show measurable benefits, along with determining what intensity is best for patients with PLS.

### **6-week Physical Therapy Treatment for a 33-year Old Male Runner with Patellofemoral Pain Syndrome Resulting from an Acute Injury: A Case Report**

Kosareff, Jr., David

**Background and Purpose:** Patellofemoral pain syndrome (PFPS) is one of the most common pathologies found among runners. It usually presents as anterior knee pain, stemming from biomechanical, muscle strength, and muscle length imbalances that lead to improper tracking of the patella. Many effective conservative interventions are well documented in the literature, yet there is no one gold standard of treatment. Common interventions include therapeutic exercise, manual soft-tissue techniques, bracing, patellar taping, ice, and analgesics. The purpose of this case report is to demonstrate the interventions used to treat a patient with PFPS resulting from an acute knee injury not related to running.

**Case Description:** The patient was a 33-year old male runner with an acute left knee injury sustained 6 months prior to physical therapy. His medical diagnosis was PFPS. He presented with diffuse anterior and posterior left knee pain and swelling with negative x-rays. He was treated in physical therapy for 9 visits over 6 weeks.

**Interventions and Outcomes:** Using a combination of soft-tissue mobilization and therapeutic exercise to gain strength and flexibility around the hip, knee, and ankle, symptoms improved greatly within 4 weeks to allow the patient to participate in an 8.7 mile relay race.

**Discussion:** Some specific conservative interventions have been compared. They have included open versus closed-chain exercises, vastus medialis versus overall quadriceps strengthening, and hip versus knee versus ankle factors. It can somewhat be concluded that a full examination and treatment of the entire lower extremity is warranted, as each case is unique.

### **Exercise Position and Electromyographic Analysis of the Lower Trapezius Muscle**

Lam, Kelvin

Background: Shoulder pathology relating to subacromial impingement syndrome has been associated with scapulothoracic dysfunction. The lower trapezius plays an important role in maintaining normal shoulder kinematics as it functions to posteriorly tilt and upwardly rotate the scapula during arm elevation. Various lower trapezius (LT) strengthening exercises have been investigated, while the effectiveness in activating these muscles across multiple exercises is mixed.

Hypothesis: H1: Horizontal abduction with external rotation performed at 125° in shoulder abducted position will yield the highest EMG activity. H2: Horizontal abduction with external rotation performed at 45° in shoulder abducted position will yield the least UT/LT ratio

Methods: Lower and upper trapezius surface EMG activities were collected from 27 healthy female participants between the ages of 18 to 28 years. Three exercises were measured: horizontal abduction with external rotation, one-arm bent over row, and lawn mower at each angle (45°, 90°, and 125°).

Result: A main effect for mean % MVIC indicates a significant finding for exercise ( $F(2,52) = 23.32, P < .001$ ) and angle ( $F(2,52) = 57.74, P < .001$ ). A significant main effect for UT/LT ratios was observed for exercise ( $F(2,50) = 6.70, P < .05$ ) and angle ( $F(2,50) = 6.91, P < .05$ ).

Conclusion: The studying findings indicate the optimal exercise to strengthen the LT muscle is horizontal abduction with external rotation. Performing these exercises at 125° results in the highest activation across all exercises while exercising at a 45° results in the least amount of LT activity.

### **Treatment of an Uncommon Knee pathology in a 14 year old Soccer Player**

Lauder, Will

Background: Medial plica irritation is a common source of anterior knee pain. The medial plica has been found to be the cause of damage to the articular cartilage of the medial femoral condyle. The majority of patients respond well to non-operative treatment, including quadriceps strengthening and hamstring stretching. The few patients who do not respond to non-operative treatment undergo arthroscopic resection.

Objective: The objective of this case study is to describe an intervention program consisting of soft tissue manipulation, therapeutic exercises, and proprioception intervention with the goal of eliminating knee pain following post arthroscopic removal of a medial plica.

Case Description: The subject is a 14 year old female soccer player with a diagnosis of right arthroscopic synovectomy and plicectomy. She was evaluated and treated in an outpatient physical therapy clinic for twelve weeks. A conservative approach consisted of an early mobilization phase, followed by progressive neuromuscular training, and then progressed to functional rehabilitation.

Outcomes: This patient was able to return to activities of daily living and had no pain towards the end of six weeks of treatment; however she continued to feel pain while performing high impact activities such as running and cutting. At the end 9 weeks the patient was educated on symptom management, a home exercise program, and possible return to sport. She was discharged after 12 weeks with a home exercise program and chose to play water polo for her local high school.

Discussion: The rehabilitation approach and use of therapeutic exercises described in this case study provides guidelines in clinical decision making for a safe return to competitive athletics.

### **Diagnosis, Treatment and Management of Shoulder Impingement for a 41 Year Old Male: A Case Report**

Liang, Garrett

**Background & Purpose:** Shoulder impingement is one of the most common causes of shoulder pain. Middle age adults with occupations that require overhead lifting are at higher risk of shoulder impingement and can lead to more chronic shoulder injuries. This case report evaluates the diagnosis, treatment, and management shoulder impingement. The purpose of this case study is to demonstrate the effectiveness of special tests in identifying specific shoulder pathologies, as well as, treatment and management of shoulder impingement.

**Case description:** A 41-year-old male grocery store stocker of 15 years presented to an outpatient physical therapy clinic with a medical diagnosis of an unspecific shoulder strain. A conservative treatment plan consisting of stretching, strengthening, cryotherapy and electrotherapy was prescribed. Pain, range of motion, and strength were assessed and documented along with progression of intervention.

**Outcome:** After 3 weeks of physical therapy, the patient reported to be working pain free, with significant improvement in shoulder active range of motion and strength.

**Discussion:** Joint mobilization, stretching and strengthening were effective in reducing pain and enabling return to occupational duties. **Keywords:** Shoulder impingement, scapulothoracic dyskinesia, scapulohumeral rhythm, shoulder impingement special tests, shoulder special tests, posture, shoulder impingement interventions.

### **The Effects of Physical Therapy Interventions on a Patient's post-surgical Gluteus Medius Reattachment: A Case Report**

Maraccini, Adam

**Background and Purpose:** A tear of the gluteus medius is rare, but is one of possible postoperative complications associated with an anterolateral total hip arthroplasty. This injury occurs due to improper reattachment before closure of the surgical site or is compromised during rehabilitation. Physical therapy interventions have been shown to improve functional mobility and stability of the pelvis following a gluteus medius repair, but the data is inconsistent in populations that elect for conservative management first and turn to surgical intervention as a last resort. The purpose of this case report is to evaluate the effectiveness of physical therapy interventions consisting of mechanical and manual therapy and therapeutic exercises, the ability to restore prior level of function, and to relieve pain and improve functional strength and range of motion (ROM).

**Case Description:** Patient is a 63 year old female who experienced an gluteus medius tear after a total hip replacement performed using the anterolateral approach. After the right gluteus medius was surgically reattached the patient participated in physical therapy 3 times per week. The patient received interventions focused on improving range of motion, strength, restoring gait symmetry, and reducing pain.

**Outcomes:** After five weeks of physical therapy interventions, significant improvements were found in pain reduction and abductor strength and ROM.

**Discussion:** The findings suggest that physical therapy interventions may be effective for reducing pain and regaining prior level of function after surgical reattachment of a torn gluteus medius.

**Keywords:** Gluteus medius tear, gluteus medius avulsion, Total Hip Arthroplasty (THA) complications, gluteus medius repair, physical therapy.

### **Rehabilitation after dysvascular transtibial amputation: a case report**

Piche, Ross

**Background:** Diabetes Mellitus (DM) affects 29.1 million people in the United States. Ninety percent of these cases are type II. DM type II is ineffective use of insulin resulting in hyperglycemia. Hyperglycemia leads to vascular complications of eyes, kidneys, skin, and heart. Due to the impaired blood supply infection is common. If the limb cannot be saved it must be amputated to prevent further spread. Current physical therapy rehabilitation for acute amputations are strengthening, wound healing, limb shaping, and balance training. This traditional case report will focus on the acute rehabilitation of a patient after transtibial amputation with complications from progressed-uncontrolled DM.

**Client Description:** Patient is a 48 year old male left transtibial amputation secondary to chronic foot infection. Patient is admitted to long-term rehabilitation after one week in the hospital. Patient care initiated one day after admission. He was seen for two weeks of skilled rehabilitation. Clinical measures used were manual muscle tests, range of motion, limb girth, Functional Independence Measure, and Berg Balance Scale. Treatment interventions used include therapeutic exercises, limb shaping, and functional mobility training. Patient made gains in all measures and is considered safe at wheelchair level for home.

**Discussion:** The limitation for the patient to return home with increased function was the amount of time needed for healing. DM and end stage renal disease significantly delay wound healing. Daily dialysis causes the patient to fatigue before his rehabilitation, which slows his strength progression and exercise tolerance. Exercise delivered to patient was consistent with American College of Sports Medicine guidelines for patients living with DM. Patient made gains in strength but more time is needed due to medical complications.

### **Conservative Physical Therapy Interventions for Bilateral De Quervain's Tenosynovitis in a Workman's Compensation Patient: A Case Report**

Wild, Kevin

**Background and Purpose:** De Quervain's tenosynovitis is characterized by the entrapment of the abductor pollicis longus and extensor pollicis brevis tendons at the first dorsal compartment and is a common cause of wrist pain. It frequently arises from repetitive wrist and thumb movements that involve extending, grasping, and typing and is among the top musculoskeletal disorders with an occupation-related origin. The purpose of this case report is to describe a combination of conservative physical therapy interventions to stop the progression of bilateral de Quervain's tenosynovitis in a workman's compensation patient.

**Case Description:** The patient was a 59-year-old female with a 7-month history of increasing wrist pain attributed to increased office work and childcare. The patient was diagnosed with de Quervain's tenosynovitis and treated with 6 sessions of physical therapy, twice a week for 3 weeks. The following outcome measures were used: grip strength, numerical pain rating scale (NPRS), range of motion (ROM), manual muscle testing (MMT), and special tests. **Outcomes:** After 6 physical therapy treatments, the patient showed significant improvements in grip strength, NPRS, ROM, MMT and special tests. Interventions used included heat, ultrasound, therapeutic exercise, joint mobilizations, soft tissue massage (STM), ice, electrical stimulation, and iontophoresis.

**Discussion:** The results suggest a conservative physical therapy approach may be efficacious in the treatment of bilateral De Quervain's tenosynovitis. The use of multiple interventions may be indicative of rapid cessation of symptoms and a speedy return to normal participation in society.

**Poster Presentations: Session I - 1:15-2:15 p.m.**

**HML: HML 2nd Floor**

Alonzo, Aaron

Conformational equilibrium dynamics of beta-methyl-amino-l-alanine and adducts using NMR spectroscopy

Faculty Advisor: Dr. Krish Krishnan

Baker, Hailey

Differential Diagnosis of Left Shoulder Pain and Bilateral Elbow Pain: A Case Report

Faculty Advisor: Dr. Sawdon-Bea

Bhavnani, Neha

Evaluating the role of glycine metabolism in Breast Cancer

Faculty Advisor: Dr. Jason Bush

Cheatham, Jazmin & Daniel Cronin

Examining Biomarkers in Aggressive Tumor Types of Thyroid Cancer

Faculty Advisor: Dr. Jason Bush

Cousens, Chris

Early Phase Management of a Young Athlete Post Allograft ACL Reconstruction Using Accelerated Rehabilitation and its Effect on Return to Sport: A Case Report

Faculty Advisor: Dr. Peggy Trueblood

Donovan, Michelle

Interventions for a patient with osteoarthritis, osteoporosis, and medium-fall risk

Faculty Advisor: Dr. Paul Illucci

Garcia, Erica

Physical Therapy Interventions for a 6-week Post CVA Patient with Hemi Spatial Neglect: A Case Study

Faculty Advisor: Dr. Bhupinder Singh

Getz, Stephen

CONSERVATIVE TREATMENT FOR EARLY RETURN TO ACTIVITY FOLLOWING ROTATOR-CUFF TEAR

Faculty Advisor: Dr. Monica Rivera

Hall, Maxwell

Prey Capture Efficiency of the Bladderwort, *Utricularia vulgaris*

Faculty Advisor: Dr. Ulrike Müller

Her, Cheenou & Salvador C. Vazquez

Structural study of chemically modified antifreeze glycoproteins using NMR spectroscopy

Faculty Advisor: Dr. Krish Krishnan

Lacson, Jeremy

Cosmogeni Differential diagnosis and evidence-based intervention of a patient diagnosed with unspecified shoulder pain: A case report

Faculty Advisor: Dr. Jenna Sawdon-Bea

Little, Brent

Strength Training for an Individual with Muscle Disuse Atrophy and Co-morbidities

Faculty Advisor: Dr. Cheryl Hickey

Llanos, Rhaul, Miriam Ahmad, Krish Krishnan and Laurent Dejean

Regulation of Cellular Metabolism by the proto-oncogene Bcl-2: an NMR-based metabolomics study

Faculty Advisor: Dr. Laurent Dejean

Maddox, Veronica

A conservative approach to rehabilitate an 84 year old Hispanic female with skin cancer and a partial rotator cuff tear secondary to a fall: A Case Report

Faculty Advisor: Dr. Paul Ullucci

Negatu, Megan

Differentiating Between Two Common Diagnoses of Lateral Elbow Pain: A Case Report

Faculty Advisor: Dr. Marcia Thompson

Ngo, Chau

Interventions of a Comprehensive Rehabilitative Program For a Progressive Disease in a Patient Diagnosed with Parkinsonism: a Case Report

Faculty Advisor: Dr. Monica Rivera

Oliveira, Chadwick

MCIMT for patient with hemiparesis and contralateral ankle fractures

Faculty Advisor: Dr. Paul Ullucci

Patel, Beena

The Effects of Physical Therapy Interventions for a 49-year old Female with a post-operative bimalleolar fracture: A Case Report

Faculty Advisor: Dr. Monica Rivera

Quenzer, David

Motor Control Training to Improve Cerebellar Sensory Integration in a Patient with Congenital Cavernous Malformation 12 Years Post-Hemorrhagic Infarct: A Case Report

Faculty Advisor: Dr. Marcia Thompson

Sandhu, Harneet

A Comprehensive Rehabilitation Approach For Simultaneous Bilateral Total Knee Replacements: A Case Report

Faculty Advisor: Dr. Cheryl Hickey

Shiglik, Alexander & Otto Berg

Testing flight kinematics of the asynchronous muscle in house flies

Faculty Advisor: Dr. Ulrike Muller

Urtecho, Jean-Baptise & Ashley Peton

Quantification of a Pro-Apoptotic Protein Using a Conformation-Specific ELISA

Faculty Advisor: Dr. Laurent Dejean

Valdez, Daniel

Effectiveness of aquatic therapy for an obese patient with knee osteoarthritis in acute rehabilitation

Faculty Advisor: Dr. Marcia Thompson

Velazquez, Claudia Cristina

Particle Image Velocimetry of the shore crab larva *Carcinus maenas*

Faculty Advisor: Dr. Brian Tsukimura

Vo, Huy

The Effectiveness of Conservative Physical Therapy Interventions in an 85 year old Diagnosed with a Rotator Cuff Tear and COPD: A Case Report

Faculty Advisor: Dr. Peggy Trueblood

Yang, Divine, Justin Vang, Erik Rangel, Robyn Verhalen, Kathryn Patterson, Annabelle Lolinco

The Chemical Composition of Third-Hand Smoke

Faculty Advisor: Dr. Alam Hasson

**Poster Presentations: Session II - 2:30-3:30 p.m.**

**HML: HML 2nd Floor**

Anderson, Andrew

Power-Velocity Relationship of Skeletal Muscle

Faculty Advisor: Dr. Michael Coles

Armbruster, Kira

School Psychology as a Profession: Undergraduate Students' Knowledge and Interest

Faculty Advisor: Dr. Constance Jones

Bernal, Nuvia

PERCEPTIONS OF INCORPORATION OF SOCIAL SKILLS TRAINING IN CLASSROOM CURRICULUM

Faculty Advisor: Dr. Hong Ni

Ellis, Zac

CAN FOLIAR NUTRIENT COMBINATIONS HAVE A SYNERGISTIC EFFECT ON ZN UPTAKE IN ALMONDS?

Faculty Advisor: Dr. Sharon Benes

Hilliard, Sara, Kyla Rankin and Lorin Lachs

The adaptation in embodied pointing in virtual reality

Faculty Advisor: Dr. Lorin Lachs

Kaufman, Michael, Stephanie D. Moore-Reed & Scott Sailor

Autologous Conditioned Plasma Use at the NCAA Division I Level

Faculty Advisor: Dr. Stephanie D. Moore-Reed

Kennedy, Kristen

Journey of a Primal Artist

Faculty Advisor: Dr. Edward Gillum

Leahy, Shannon

Progression of range of motion and walking distance of two patients receiving different approaches of bilateral total knee arthroplasty: A case study

Faculty Advisor: Dr. Peggy Trueblood

Lepp, Amy

Creating Global Citizens out of University Students

Faculty Advisor: Dr. Malik Raheem

Loper, Meghan, Michelle Ganci, Shivaram Rao, Amanda McKeith & Nick Wolfenden

Evaluation of the effects of feeding high-density amino acid content feeds on feed conversion

Faculty Advisor: Dr. Amanda McKeith

Masswadi, Nazmeih

Dynamic Properties of Tire-Derived Aggregate Concrete

Faculty Advisor: Dr. Fariborz Tehrani

Mendes, Brad

Survey of Trace Mineral Utilization by Dairymen in the Central Valley

Faculty Advisor: Dr. Amanda McKeith

Middleton, Eric

IMPLICATIONS OF COLD WATER IMMERSION ON PERFORMANCE RECOVERY IN ATHLETES WITH EXERCISE INDUCED HYPERTHERMIA

Faculty Advisor: Dr. Tim Anderson

Ortega, Brandon

Investigating the genetic basis of delayed development with *Caenorhabditis briggsae* recombinant inbred lines

Faculty Advisor: Dr. Joseph Ross

Pano, Ana

Madera County Child Welfare Workers Knowledge on Commercially Sexually Exploited Children

Faculty Advisor: Dr. Donna Hardina

Parreira, Erin

Teachers' Perceptions on the Inclusion of Students with Disabilities

Faculty Advisor: Dr. Marilyn Wilson

Smith, B.

TEST OF WORKING MEMORY TO ENHANCE CONCUSSION ASSESSMENT AND MANAGEMENT

Faculty Advisor: Dr. Matthew Wright

Tennant-Albarran, Alicia

TEACHING VERBS TO CHILDREN WITH LANGUAGE DISORDERS USING VIDEO ANIMATION

Faculty Advisor: Dr. Christine Maul

Vang, Justin, Divine Yang, Kathryn Patterson

NMR based chemometrics of third hand smoke

Faculty Advisor: Dr. Krish Krishnan

**Poster Presentations: Session III - 3:45-4:45 p.m.**

**HML: HML 2nd Floor**

Alcantara, Henry T.  
Elder Physical Abuse Education Using Simulation: A Pilot Study  
Faculty Advisor: Dr. Janine Spencer

Allen-Jarrell, Chantal  
PANDEMIC INFLUENZA AND WILDLAND FIREFIGHTER  
Faculty Advisor: Dr. Vickie Krenz

Aparicio, Sylvia  
Chronic Kidney Disease Early Identification: Compliance yesterday and tomorrow  
Faculty Advisor: Dr. Peter J. Garcia

Bleile-Kratzer, Devon  
Postpartum Depression and Breastfeeding  
Faculty Advisor: Dr. Terea A. Giannetta

Del Real, Janet J.  
Compassion Fatigue Education for Student Nurses  
Faculty Advisor: Dr. Christine Ortiz

Elizondo, Alicia  
Willingness of Nursing Students to Seek Mental Health Services  
Faculty Advisor: Dr. Kathleen Rindahl

Fagundes, Annie  
Outcomes for US Veterans with Combatrelated PTSD and Canine Assisted Therapy  
Faculty Advisor: Dr. Keitha Mountecastle

Garcia, Maria A.  
Screen Time and Correlation to Body Mass Index  
Faculty Advisor: Dr. Kammi Sayaseng

Gil, Sarah  
Benefits of Exercise During Pregnancy  
Faculty Advisor: Dr. Kathleen Rindahl

Grigoryan, Narine  
Barriers of Patients with Congestive Heart Failure  
Faculty Advisor: Dr. Terea Gianetta

Guyett, Kristin  
Methamphetamines: development of an educational pamphlet for primary prevention  
Faculty Advisor: Dr. Sylvia Miller

Hamilton Hollis, Ann  
Breastfeeding practices from birth and beyond in underserved communities  
Faculty Advisor: Dr. Kammi Sayaseng

Huhndorf-Marthedal  
HEALING FROM HISTORICAL/MULTI-GENERATIONAL TRAUMA FOR AMERICAN INDIAN/ALASKA NATIVES OF  
FRESNO  
Faculty Advisor: Dr. Miguel Perez

Jones, Kamali A.

NON-PHARMACOLOGIC NURSING INTERVENTIONS FOR BIPOLAR MOOD DISORDER IN OLDER ADULTS: A  
SYSTEMATIC INTEGRATIVE REVIEW

Faculty Advisor: Dr. Janice Sanders

Keding, Sheena

The relationship between circadian rhythm and discontinuation of mechanical ventilation

Faculty Advisor: Dr. Christine Ortiz

Mohsin, Gihad

Hyperlipidemia in Children and Adolescents: An Educational Tool

Faculty Advisor: Dr. Kammi Sayaseng

Nguyen, Jennifer

Nursing Shift Huddles

Faculty Advisor: Dr. Terea Giannetta

Nguyen, Krisa

TYPE II DIABETES MELLITUS EDUCATION IN LAOTIAN POPULATION

Faculty Advisor: Dr. Christine Ortiz

Perry, Lauren

Outpatient Adolescent Skin Care

Faculty Advisor: Dr. Terea Giannetta

Rios Torres, Mayela

Introduction to Concept Maps: An educational module for first semester nursing students

Faculty Advisor: Dr. Christine Ortiz

Salvador, Cynthia

Patient-Related Violence Towards Registered Nurses

Faculty Advisor: Dr. Kathleen Rindahl

Villarreal, Karen

Conflict Resolution and Disruptive Behavior

Faculty Advisor: Dr. Terea Giannetta

**Students by Alphabetical Order (First Name, Last Name – Time, Rm)**

Abraham, Anju – 3:45-4:45 pm, HML Room 2119  
Aceves, Elaina – 2:30-3:30 pm, HML Room 2108  
Alcantara, Henry T. – 3:45-4:45 pm, HML 2<sup>nd</sup> Floor  
Allen-Jarrell, Chantal – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Alonzo, Aaron – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Anderson, Andrew – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Aparicio, Sylvia – 3:45-4:45 pm, HML, 2<sup>nd</sup> floor  
Armbruster, Kira – 2:30-3:30 pm, HML, 2<sup>nd</sup> floor  
Baldrica-Guy, Eryn – 3:45-4:45 pm, HML room 2108  
Bansal, Sangeeta – 3:45-4:45 pm, HML room 2127  
Barker, Hailey – 1:15-2:15 PM, HML 2<sup>nd</sup> floor  
Baron, Sarah – 5:30-8:00 pm, HML room 3212  
Baudendistel, Matthew -- 5:30-8:00 pm, HML room 2134  
Bell, Greta – 3:45-4:45 pm, HML room 2108  
Bernal, Nuvia – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Bese, Hillary – 2:30-3:30 pm, HML room 2108  
Bhavani, Neha – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Bleile-Kratzer, Devon – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Boniface, Katrin – 3:45-4:45 pm, HML room 2108  
Bradshaw, Stephanie – 2:30-3:30 pm, HML room 2134  
Capshew, Shannon – 5:30-8:00 pm, HML room 2127  
Cervantes-González, Adriana – 5:30-8:00 pm, HML room 2108  
Cheatham, Jazmin and Daniel Cronin – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Chen, Yilin with Carlos Moreno & Ming Li – 2:30-3:30 pm, HML room 2134  
Christmas, Eugene – 5:30-8:00 pm, HML room 2108  
Cobb, Aaren – 5:30-8:00 pm, HML room 2119  
Cousens, Chris – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Cruz-Boone, Chris – 5:30-8:00 pm, HML 2127  
Davis, Nimat – 1:15-2:15 pm, HML room 2108  
De La Cruz, Lizbeth – 2:30-3:30 pm, HML room 2119  
Del Real, Janet J. – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Delport, Renee – 1:15-2:15 pm, HML 2108  
Donovan, Michelle – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Dougherty, Ryan – 2:30-3:30 pm, HML room 2127  
Elizondo, Alicia – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Ellis, Zac – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Fagundas, Annie – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Fraleigh, Nancy M. – 5:30-8:00 pm, HML room 2119  
Frias, Jazmine with Brandon Palmer & Dylan Capilla – 5:30-8:00 pm, HML room 2108  
Frias, Jazmine – 5:30-8:00 pm, HML room 2108  
Friesen, Kelsey with Carmen Caprau & Thoa Tran – 2:30-3:30 pm, HML room 2108  
Garcia, Rebeka – 5:30-8:00 pm, HML room 2134  
Garcia, Maria A – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Garcia, Erica – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Garcia, Ibeth – 2:30-3:30 pm, HML room 2119  
Getz, Stephen – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Gil, Sarah – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
González, Jesus – 5:30-8:00 pm, HML room 2108  
Grigoryan, Narine – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Guyett, Kristin – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Hall, Maxwell – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Halstead, Evan – 1:15-2:15 pm, HML room 2119  
Hamilton Hollis, Ann – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Hannigan, John – 5:30-8:00 pm, HML room 2108

Hawthorne, Tara – 1:15-2:15 pm, HML room 2119  
Her, Cheenou with Salvador C. Vazquez – 1:15- 2:15 pm, HML 2<sup>nd</sup> floor  
Heywood, David – 2:30-3:30 pm, HML room 2108  
Hilliard, Sara with Kyla Rankin and Lorin Lachs – 2:30-3:30, HML 2<sup>nd</sup> floor  
Huhndorf-Marthedal, Amber – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Hupp, Justin – 5:30-8:00 pm, HML room 2134  
Jarvis, Kaylee – 1:15-2:15 pm, HML room 2127  
Jones, Kamali A. – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Kaufman, Michael with Stephanie D. Moore-Reed & Scott Sailor – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Keding, Sheena – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Kenndy, Kristen – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Kipnis, Darcy M. – 1:15-2:15 pm, HML room 2108  
Kleinstauber, Allison – 5:30-8:00 pm, HML room 2119  
Kosareff, Jr, David – 5:30-8:00 pm, HML room 2119  
Lacson, Jeremy – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Lam, Kelvin – 5:30-8:00 pm, HML room 2134  
Lauder, Will – 5:30-8:00 pm, HML room 2134  
Leahy, Shannon – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Lepp, Amy – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Liang, Garrett – 5:30-8:00 pm, HML room 2134  
Little, Brent – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Llanos, Rhaul with Miriam Ahmad, Krish Krishnan, Laurent Dejean – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Loper, Meghan with Michelle Ganci, Shivaram Rao & Nick Wolfenden – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Lopez-Doerksen, Amanda – 5:30-8:00 pm, HML room 2119  
Lopez Vega, Jovana E. – 2:30-3:30 pm, HML room 2119  
Maddox, Veronica – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Maraccini, Adam – 5:30-8:00pm, HML room 2127  
Martin, Beverley – 5:30-8:00 pm, HML room 2127  
Marton, Rebecca – 1:15-2:15 pm, HML room 2127  
Masswadi, Nazmieh – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Medina, Millie – 1:15-2:15 pm, HML room 2108  
Mendes, Brad – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Middleton, Eric – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Mohsin, Gihad – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Negatu, Megan – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Neufled, Philip – 5:30-8:00 pm, HML room 2119  
Ngo, Chau – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Nguyen, Krisa – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Nguyen, Jennifer – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Ogbuehi, Matthew with Delwar Hussain & Jason Bush – 3:45-4:45, HML room 2127  
Ohlrogge, Fanchon – 1:15-2:15 pm, HML room 2127  
Olea, Catalina with Reynaldo Luna, Jordana Totman & Shawn Ashkan– 2:30-3:30 pm, HML room 2127  
Oliveira, Chadwick – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Ortega, Brandon – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Palmer, Brandon – 5:30-8:00 pm, HML room 2119  
Pano, Ana – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Parreira, Erin – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Patel, Beena – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Perry, Laren – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Piche, Ross – 530-8:00 pm, HML room 2134  
Pruneda, Evelyn – 2:30-3:30 pm, HML room 2134  
Quenzer, David – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Rios Torres, Mayela 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Salvador, Cynthia – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Sanchez, Liliana – 1:15-2:15 pm, HML room 2119

Sandu, Harneet – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Shapiro, Joshua – 5:30-8:00 pm, HML room 2127  
Shiglik, Alexander with Otto Berg – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Smith, B. – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Tennant-Albarran, Alicia – 2:30-3:30 pm, HML 2<sup>nd</sup> floor  
Utrecho, Jean-Baptiste with Ashley Peton – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Valdez, Daniel – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Vang, Justin with Divine Yang & Kathryn Patterson – 3:30-3:30 pm, HML 2<sup>nd</sup> floor  
Vang, Linda – 5:30-8:00 pm, HML room 2108  
Velazquez, Claudia Christina – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Villarreal, Karen – 3:45-4:45 pm, HML 2<sup>nd</sup> floor  
Vo, Huy – 1:15-2:15 pm, HML 2<sup>nd</sup> floor  
Walsh, Nichole – 5:30-8:00 pm, HML room 2127  
Waterston, Anthony with Geil Merana, Clarissa Niino, & Annabelle Lolinco – 2:30-3:30 pm, HML room 2127  
Wild, Kevin – 5:30-8:00 pm, HML room 2134  
Winslow, Tatum – 3:45-4:45 pm, HML room 2119  
Xiong, Pahoua with Rubing Wang, Xiaojie Zhang, Eduardo DeLa Torre, Francisco Leon, & Qiao-Hong Chen –  
2:30-3:30 pm, HML room 2127  
Xiong-Lor, Vicky – 5:30-8:00 pm, HML room 2127  
Yang, Divine with Justin Vang, Erik Rangel, Robyn Verhalen, Kathryn Patterson, Annabelle Lolinco – 1:15-2:15 pm,  
HML 2<sup>nd</sup> floor  
Zupanovic Lucka, Dana – 5:30-8:00 pm, HML room 3212

## NOTES:

[illegible]

