Student Scholars’ Showcase is facilitated by the Faculty of Health and Community Studies Scholars’ Council. The mission of Scholars’ Council is to foster a culture of scholarship amongst Health and Community Studies faculty, staff and students by developing programs for Scholarly Exchanges and the Student and Faculty Scholars’ Showcases; and by supporting, promoting and funding scholarly events - conferences, workshops and symposia.

The purpose of Student Scholars’ Showcase is to highlight scholarly presentations that students in the Faculty of Health and Community Studies have completed as part of their coursework.
### POSTER 1  
**Overcoming barriers when working with manipulative individuals: The role of the health care practitioner**

**Amy Cheng, Ashley Frith Pridham, Annamarie Langelotti – School of Nursing – BN Programs**

**Faculty Supervisor: Sonya Jakubec, School of Nursing – BN Programs**

Attempts to control one’s environment can lead to manipulative behaviors in mental health and other patients in health care settings. Literature indicates that manipulative behavior arouses strong negative feelings in those that are the target of such behaviors. These feelings can cause health care providers to blame and reject patients who exhibit these behaviors. This rejection compromises patient care and, as a result, also compromises the integrity of the health care system. From a social determinant of mental health perspective, this poster offers an examination of the impact that manipulative behavior has on the individual, community and population. Recommendations from literature and expert interviews are also explored and illuminate how to recognize, respond to, and better understand manipulative behavior in the mental health setting.

### POSTER 2  
**The project approach: Creating better opportunities for engaged learning**

**Angela Vriend – Child and Youth Studies**

**Faculty Supervisor: Linda Sutherby, Department of Child and Youth Studies**

"Engaged learning allows students to participate in ‘real-life’ activities through collaboration, exploration, and discovery with peers. Engaged learning projects do not focus on one subject, but the integration of many or all subjects.” (Source: Belt, K., et al., Green is Good).

Recent studies in the field of Early Childhood Education show that project work “promotes children’s intellectual development by engaging their minds in observation and investigation of selected aspects of their experience and environment.” (Katz & Chard, 2000) The Project Approach allows children to steer the course of their learning by having them discuss topics that they are excited about, formulate a plan as to how they will answer key questions about their topics and express methods as to how that plan will be executed. (The Project Approach, n.d.) When the project is completed the students and teachers determine how their learning will be presented and celebrated with a culminating event. This 3 phase method has allowed children to be active participants in their learning and has the teacher become more of a facilitator or coach in the whole process encouraging the students, asking them questions to guide their learning and providing assessments and feedback as to what worked and what didn’t work.

### POSTER 3  
**Neglect, maltreatment, and bullying: The linkages between best practices and root causes**

**Pam Gardner, Breanne Poetker – Social Work and Disability Studies**

**Faculty Supervisor: Peter Choate, Department of Social Work and Disability Studies**

This poster will look to discuss neglect, maltreatment, and domestic violence and the linkages they have to bullying. What the research tells us is that these are the root causes to bullying due to the effects they have on children and the externalizing and internalizing behaviors that stem from these types of treatment. Research also indicates that there is disconnect between the root causes and the best practice intervention methods of bullying. The poster will look to discuss these issues, both the roots of bullying and the best practices of intervention. We will then look to show what some of the evidence based practice and meta research tells us about the success of bullying interventions currently, where the disconnect is occurring and how we can bridge the gap between neglect, maltreatment, and domestic violence and best practices to intervene in bullying.
### POSTER 4

**Rhonda Camplin, Pam Gardner, Breanne Poetker, Rebecca Rychliski, Alyssa Ytsma – Social Work and Disability Studies**

**Faculty Supervisor: Yasmin Dean, Department of Social Work and Disability Studies**

This poster presents a community walking audit conducted within Social Work 1221: Community Organization class. The research project describes the process of looking deeper within an inner city Canadian community; exploring the positive and negative aspects of that community, and furthermore, forming recommendations for community enhancement. Personal interviews were conducted with the Community Liaison of District 4 and the Business Revitalization Zone Executive Director. These in depth qualitative interviews were beneficial in understanding additional perspectives and initiatives taking place within the community. Additionally, sector maps and report cards of the community have been developed to further understand complex community characteristics. The information generated in this study offers meaningful ideas for the creation of a better, more inclusive Calgary.

### POSTER 5

**Nicole Brown, Dan Castiello, Stephanie Foran, Tara Huxley, Aditi Loveridge, Alyssa Ytsma, Natalie Sztogryn – Social Work and Disability Studies**

**Faculty Supervisor: Dr. Brian Guthrie, Department of Social Work and Disability Studies**

This class project challenged students to use the art of storytelling through images and/or words to explore human rights and social justice issues. The Hunger Project theme of ‘The elements of Hunger’ provided the catalyst for students to explore their feelings, opinions and ideas about the meaning and influence of hunger on poverty.

The challenge was to think critically, to breakdown the stigma and stereotype of being poor by providing the viewer and reader with an experience that challenges their view of the dominant perspective on hunger as a social issue.

Dr. Guthrie describes that the purpose of the assignment is to stimulate reflection, inquiry, argument, collaboration and positive action. The assignment is intended to an act of social justice to promote participatory, investigative hands on learning. As students The Hunger Project created a platform for creative interpretation to a social issue. The concept of dissecting the issue of hunger through a spiritual, physical, emotional, mental or environmental lens challenged students beyond the framework of current social policy. The Hunger Project was a harmonized effort; the result was a mosaic of collective expression which touched on the deeply personal and societal issue of hunger.

### POSTER 6

**Cori Bowhay – Physical Education and Recreation Studies**

**Faculty Supervisor: Dr. David Legg, Department of Physical Education and Recreation Studies**

The goal of this study is to determine the public’s perception and knowledge of the Paralympics and Paralympians. In addition it attempts to measure the role the media plays in the public’s perception. Research into past studies reveals that the public, as well as sport leaders may believe athletes who use prosthetic devices have an advantage over able bodied counterparts. One athlete at the centre of debate over the use of prosthetic devices discussed in this study is Oscar Pistorius, a disabled track athlete from South Africa. The employment of several methods of research are used, including public surveys and interviews with Canadian Paralympics’ cyclist Brayden McDougall and Para-nordic guide and coach Robin McKeever.
POSTER 7  
**Tyler McConachy – Physical Education and Recreation Studies**

**Faculty Supervisor: Dr. David Legg, Department of Physical Education and Recreation Studies**

The NHL has had 2 lockouts in the past decade because of disagreement on the CBA (Collective Bargaining Agreement). There is a renewal in 2012 which may cause conflict and maybe a third lockout. Players' salaries have been raised to high levels again with teams attempting to sign long term contracts and find creative ways around the CBA. On the other hand teams are struggling to make the minimum cap while four NHL teams have filed for bankruptcy in past years. The rise in salaries began when the numbers became public in the early 1990's and the media acted as the middle man. I wanted to see what could be done to decrease the chance of a third potential lockout from a fans perspective.

The NHL and NHLPA need to come to an agreement on a lower percentage of players' salaries, they must also incorporate costs into the number like when a NHL team builds a new rink. Finally, they must reduce circumvention of the CBA from teams attempting to gain wage advantages. With implementing these changes it will create a more effective league, decrease circumvention and benefit both the NHL and NHLPA.

POSTER 8  
**Development of an awareness day policy for Closer to Home**

**Vivian Andersen, Morgan Brown, Ainsley Cardos-Wagner, Rachel Castro, Caroline Ireland, Jeannelle Kerr, Valerie Mills, Alana Van Middlesworth – School of Nursing – BN Programs**

This poster presentation addresses the need of the Closer to Home (CTH) community to develop a policy for hosting a community event day by identifying and consulting key stakeholders and engaging the community as partner with the Hamilton & Bhatti (1996) model as a framework. The policy was created as a strategy for CTH to implement health promotion events. The goals of the policy are to ensure that key elements of health promotion can be met by CTH regardless of the presence of health care professionals. Additionally, the need to increase bicycle safety in the low-income housing complex of the Shaganappi Housing Complex (SHC) lead to the creation of the “Wear it and Ride it” event day to be chosen as a pilot project to implement the general health promotion policy and assess its effectiveness. The objective of the event day was to promote injury prevention in SHC and evaluate feasibility of the created policy. The success of the event day can be measured through the positive feedback of key stakeholders and community members. Observations pre and post event were taken at the SHC and an approximate 65% increase in wearing properly fitting bike helmets was noted, providing objective proof of event success. Although the feedback on the policy based event day was positive, further implementation of the policy is required for effective evaluation.

POSTER 9  
**Examining community: Past, present and future sustainability In Calgary’s East Village**

**Dominick O’Donnell – Social Work and Disability Studies**

**Faculty Supervisor: Yasmin Dean, Department of Social Work and Disability Studies**

This project focused on the overall development and sustainability of communities in Calgary's East Village. Through this project we were able to realize the life cycle of the birth place of Calgary. This poster will showcase the challenges and continued needs for community supports in all Calgary communities.
**POSTER 10**

**EAL nursing support: Advocating English as an additional language**

**Charmaine Law, Caithlyn Pasion – School of Nursing – BN Programs**

**Faculty Supervisor: Liza Choi, School of Nursing – BN Programs**

This current presentation describes a student and faculty sponsored support program for English As An Additional Language (EAL) nursing students. The poster will explain the rationale behind the establishment of the EAL Nursing Support Group; details of its beginnings, success of ongoing programs and visions for future impact on nursing as a whole is included. The EAL Support Group provides students with an additional learning resource through a variety of unique workshops, peer mentoring programs and social events. As students participate in either seeking or providing help, they are given opportunities for cultural exchange, leadership and mentorship, having significant impact on personal and professional growth. These important experiences promote supportive learning environments which in turn contribute to cultivating positive and competent nursing practice. This poster presentation will inform the audience of student perspectives and how influential and valuable the EAL Nursing Support Group can be for quality student experiences and future nursing practice.

---

**POSTER 11**

**The influences of comedy shows on post-secondary students' perceptions and social definitions of sexual assault: A case study of Two and a Half Men**

**Lindsey Thorlakson – Justice Studies**

**Faculty Supervisor: Dr. Harpreet Aulakh, Department of Justice Studies**

Sexual assaults are a prevalent problem in society, and most notably in post-secondary institutions. The largest problem associated with sexual assaults is the underreporting by victims, and two noticeable themes to why this occurs are the social stigma attached to the crime, and society’s social definitions of what sexual assault is. Sexual relations are a product of social definitions, which are what a given population collectively defines a concept, and our perceptions influence these definitions. Various groups have different definitions of several sexual acts, and this can cause ambiguity in sexual assault, which could blur the lines of what constitutes sexual assaults and one-night stands to an individual, as both frequently involve alcohol and individuals unknown to each other. This research will look at media's influence on social definitions and perceptions of sexual assault. First, a content analysis of five episodes of Two and a Half Men (Season 3) will be conducted because of the reoccurring themes of one-night stands, conversations about sexual relations, and alcohol use. The second part will examine the discussions of three focus groups after viewing one of the selected episodes where the participants will define what occurred, and discuss their perceptions of the events.

---

**POSTER 12**

**Children’s books**

**Lisa-Mae Hodges, Jaquelynn Klassen – Child and Youth Studies**

**Faculty Supervisor: Linda Sutherby, Department of Child and Youth Studies**

The course project was to prepare a book about an issue in family life suitable for children ages 3-5 years. The issue could be any topic covered in ELCC 1211 including divorce, separation, new siblings or death. It was to be accompanied by a reflection focused on how the issue affects young children and how the book may be used to help support the child. The purpose of this assignment was for students to build on their knowledge of child development by writing a book that focuses on a specific issue. In writing, the student considered children’s cognitive, language, social and emotional development in order to determine how to present and deliver concepts. Books were required to present information in an age appropriate manner both in terms of the written language and concepts used and in terms of visual presentation. The reflection was to show rich understanding of the issue and its impact on children, clearly articulating children’s needs and how the book addresses those needs, thoughtfully incorporating related readings and personal understanding gained.
POSTER 13  Building Safe Communities from the start: UpStart Parenting Program Survey

Bree Crone, Preet Dhesi, Kristen Duke – Child and Youth Studies
Faculty Supervisor: Dr. Dawne Clark, Department of Child and Youth Studies

Building Safe Communities, a short-term project funded by the Centre for Criminology and Justice Research, is beginning to provide critical information about the feasibility of measuring population-based common outcomes of prevention-focused parenting programs. The UpStart Parent Survey was developed to help agencies evaluate common outcomes (as determined by the Alberta Centre for Child, Family and Community Research) of their prevention-focused parenting programs (P-FPP). The purposes of this short term project are to (1) examine the measurement (psychometric) properties of the UpStart Parent Survey, and (2) determine the feasibility of using the tool in prevention-focused parenting programs (P-FPPPs). The results of this project will provide critical information to program leaders and policy makers about measurement of common outcomes across various P-FPPPs. A reliable and valid evaluation tool to measure common outcomes is an important step in the development of P-FPPPs that are responsive to community needs, and effective in achieving desired outcomes, including behaviour. If the UpStart Parent Survey is found to be an effective evaluation tool for measuring outcomes, it could be used on a province-wide basis across ministries and with not-for profit agencies.

POSTER 14  They’re dying inside! Some answers & more questions concerning deaths in custody

Terry Pitoulis, Kris Wilkins – Justice Studies
Faculty Supervisor: Dr. Andreas Tomaszewski, Department of Justice Studies

The state has a unique responsibility when it comes to people who are temporarily deprived of their personal freedom by agents and agencies of the criminal justice system: arrestees and prison inmates. Part of that responsibility is the provision of a safe environment, which includes the protection from harm that others may inflict on them or that they may want to inflict on themselves. When this responsibility is not taken seriously enough by agents of the state, it can be deadly. This poster presents the current state of social scientific knowledge on deaths in custody in various countries and is largely based on Mr. Pitoulis’ and Mr. Wilkins’ literature review on the topic (both are honour students in the Dept. of Justice Studies). The poster examines different definitions of deaths in custody and presents a typology of deaths in custody based on cause of death (e.g., homicide, suicide, natural) and type of custody where it occurred (e.g., under arrest, in remand, “doing time”). It further presents answers provided in the literature regarding reasons and responses to deaths in custody, points to questions that are still lacking answers, and raises critical questions that have yet to be asked.

POSTER 15  A project on trucks: The project approach to learning in early childhood classrooms

Caitland Valgardson – Child and Youth Studies
Faculty Supervisor: Linda Sutherland, Department of Child and Youth Studies

This poster presentation will focus on the positive outcomes associated with teaching young children using the project approach to learning. This approach focuses on using emergent, child directed curriculum which is based on the unique interests, needs, and abilities of a particular group of children in an early childhood setting. Children who are involved in a project have the opportunity to apply and practice their skills and focus on their individual abilities. A project also stresses intrinsic motivation, as opposed to motivation from teachers or parents, and sees the child as an expert on their learning needs (Katz, 1994). This presentation follows a group of 2 – 3 year old children in a full day care program as they explore an in depth project on “Trucks.” It highlights the three phases involved in using the project approach, including how the project was chosen, the planning involved in creating and implementing the project, and the documentation and representation of the children’s learning throughout the project. This type of emergent curriculum is based on the process of learning rather than the final product and it provides children with the opportunity to become fully engaged in a variety of open ended, child directed, play experiences.
POSTER 16

Nadia Riterman – Child and Youth Studies
Faculty Supervisor: Dr. Marlene Kingsmith, Department of Child and Youth Studies

This presentation focuses on a Directed Field Studies/Practicum experience in Kota Kinabalu, Borneo, Malaysia. It will illustrate the work three students from the Child and Youth Care Counsellor Diploma and the Applied Child Studies Degree programs conducted in the spring of 2010 in Bukit Harapan, a group home for children and adults with or without disabilities. The main focus of the presentation is to demonstrate the incredible effects international experience can have on the students and the individuals residing in the placement. There is no doubt that international experience can have a great impact on students’ personal growth through the mere encounter of new cultures and overcoming challenges that may be presented. However, the Bukit Harapan experiences provided a far greater opportunity for the students. Lack of staff and funds prevented the managers from providing educational programs for the children living in the group home. So it was up to the students to utilize the knowledge gained throughout their academic endeavors to create and implement a program for the children.

The process of creation itself provided a true immersion in the culture and innumerable opportunities for learning particularly about oneself. This presentation will illustrate the process of creation and the challenges met along the way. It will also discuss the necessary preparation before the trip and future goals.

POSTER 17

Nicolla Kaumeyer – Physical Education and Recreation Studies
Faculty Supervisor: Dr. Christy Tomkins-Lane, Department of Physical Education and Recreation Studies

Introduction: Balance impairment is often reported by people with lumbar spinal stenosis (LSS), and is an indicator of physical function and mobility. The purpose of this study was to identify factors associated with self-reported balance impairment in people with LSS.

Methods: Subjects were >45 years of age with LSS. Subjects completed a Self-Paced Walking Test. Visual analog pain scales and body diagrams were completed before and after walking. Subjects also completed the Swiss Spinal Stenosis Questionnaire, the Oswestry Disability Index (ODI) and the Health Utilities Index. Balance was assessed with the following scale: no problems with balance; sometimes balance is off; often balance is off. Regression analysis was employed.

Results and Conclusions: 49 subjects (66.9 yrs± 9.6, 57% female) participated. Walking distance, walking difficulty, pain frequency, severity of weakness in the legs and feet, back-pain related disability, severity of back pain following walking, presence of leg weakness and presence of leg pain following walking were associated (<0.05) with balance in univariate analysis. The three factors that entered the final multivariable model were walking distance, pain frequency and post-walking leg weakness (r²=0.64). Future research may investigate whether modifying these three factors would cause concomitant changes in balance, improve mobility or decrease risk of falls.
POSTER 18  In recognition of the murdered and the missing First Nation women

Glenna Cardinal – Social Work and Disability Studies
Faculty Supervisor: Yasmin Dean, Department of Social Work and Disability Studies

In Canada we must recognize that there are close to 600 missing and murdered First Nation women. These First Nation women have also been described as “forgotten” or “disposable” or “living a high-risk lifestyle”. Their files and investigations are simply considered as unresolved, having been stored away in R.C.M.P and police department back rooms. The Government of Canada’s Budget 2010 “invests $10 million over two years to address the disturbingly high number of missing and murdered Aboriginal women” Budget (2010). The Sisters in Spirit campaign has been the outspoken voice for these missing and murdered First Nation Women and their families since 2004. The Assembly of First Nations (AFN) and the Native Women’s Association of Canada (NWAC) purpose that the creation of an action plan is long overdue and they recommend that the Federal and Provincial Governments work in consultation with them to get positive results. Answers are needed because we all have a mother, a sister, aunts, grandmothers, cousins and friends. We pray that they never go missing or are murdered or are abused... Violence against First Nation women must stop because families, friends and supporters will continue to remember and speak out telling their stories. They need to be heard.

POSTER 19  Giving children a voice

Heather Forsey, Tara Reilly – Child and Youth Studies
Faculty Supervisor: Dr. Dawne Clark, Department of Child and Youth Studies

The significance of this study, Giving Children a Voice, is to provide information to professionals working in child welfare systems and with custody issues about the damaging effects of high conflict custody and access on the children involved, as well as the gaps and barriers related to services for these children. By having access to the information provided in this report, professionals may become more aware of these concerns and begin to make more informed decisions on the best interests of children. Providing early interventions to high conflict families will reduce the number of court appearances therefore reducing the cost to society. Stronger and more effective communication between the courts would also reduce court appearances and police involvement. A preventative measure, suggested by the participants, to reduce high conflict custody and access situations, potential police involvement, as well as Child and Family Services involvement is to provide more education and resources for families and professionals. The results of this study indicate there is a need for further research on the immediate and long-term effects high conflict custody and access cases have on children.

“We need to make sure that all of the people in Justice, Children’s Services and the groups like shelters, that we all have really up to date training on family violence; the judiciary, everybody. We need more training to better understand the complexity of this issue”.

Faculty of Health and Community Studies – Student Scholars’ Showcase – January 25, 2011
Faculty Scholars’ Showcase is facilitated by the Faculty of Health & Community Studies Scholars’ Council:

<table>
<thead>
<tr>
<th>Faculty Representatives</th>
<th>Student Representatives</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Chad London, Chair</td>
<td>Associate Dean, Faculty of Health and Community Studies</td>
<td></td>
</tr>
<tr>
<td>Dr. Marianne Rogerson</td>
<td>Andrea Stevenson</td>
<td>Advanced Specialty Health Studies</td>
</tr>
<tr>
<td>Dr. Bev Mathison</td>
<td>Terry Pitoulis</td>
<td>Child and Youth Studies</td>
</tr>
<tr>
<td>Dr. Andreas Tomaszewski</td>
<td>Gareth Sine</td>
<td>Justice Studies</td>
</tr>
<tr>
<td>Dr. Christy Tomkins</td>
<td>Melissa Engdahl</td>
<td>Physical Education and Recreation Studies</td>
</tr>
<tr>
<td>Cynthia Gallop</td>
<td>Brenda Varnum</td>
<td>Social Work and Disability Studies</td>
</tr>
<tr>
<td>Olive Fast</td>
<td>Michelle Cabuburac</td>
<td>School of Nursing – BN Programs</td>
</tr>
<tr>
<td>Elaine Schow</td>
<td></td>
<td>School of Nursing – IEN Programs</td>
</tr>
<tr>
<td>Elaine Danelesko</td>
<td></td>
<td>Director, IHI at MR</td>
</tr>
</tbody>
</table>

Norma Kenward
Office of the Associate Dean, Faculty of Health and Community Studies – logistics, site planning/execution and administrative support