



# CONFERENCE PROCEEDINGS

## 2022 CA-AFCS CONFERENCE

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*Hilton San Diego Mission Valley*

*San Diego, CA*

# TABLE OF CONTENTS OF JURIED RESEARCH AND PROJECT PRESENTATIONS

Page

## **Apparel/Textiles**

*Project-Based Community Engagement Pedagogy in Apparel Design and Merchandising Curriculum*, Sara Stevens, M.S. & Jongeun Kim, Ph.D., California State University, Northridge .....4

*Dressing the First Lady: Costumes and Causes*, LynDee Lombardo, independent researcher, .....5  
Washington

*Fashion and the Experienced Consumer: An Interdisciplinary Educational Opportunity*, .....6  
Maria Claver, Ph.D. & Jun Mee Mung, Ph.D., California State University, Long Beach

*Functional Design: Pediatric Insulin Pump Therapy and Childrenswear to Uphold the Kits*, .....7  
Madelynn Esquivias, Leila Salarpour, & Jongeun Kim, Ph.D., California State University, Northridge

## **Education/Curriculum**

*Building Self Efficacy for Professionals in Family and Consumer Sciences*, Melanie Horn .....8  
Mallers, Ph.D., California State University, Fullerton; Wendy Reiboldt, Ph.D., California State University, Long Beach; & Maria Claver, Ph.D., California State University, Long Beach

*Infusing Aging Related Content in Family and Consumer Sciences Curricula*, Maria Claver, .....9  
Family and Consumer Sciences, Gerontology Program, CSULB; Wendy Reiboldt, Family and Consumer Sciences, CSU Long Beach; & Melanie Horn Mallers, Human Services, CSU Fullerton

*Career Choices: A High School Graduation Requirement*, Rene' Ketchum, Retired FACSE .....10  
& FCCLA Adviser, Toledo, WA

*Engagement, Motivation and Work Preparedness Perceptions Online Student Learning: A Quick Shift*, Ivana Markova & Gus Vouchilas, San Francisco State University .....11

*Phi Upsilon Omicron Service Project: Fostering Community Interaction with DS Action*, .....12  
Kristina Briggs & Sarah Hajj, Point Loma Nazarene University

## **Financial Literacy**

*Supporting Students through Financial Literacy Education*, Lisa Amos, AFC®, CPFFE, .....13  
Mountie Money Management Faculty Coordinator, Mt. San Antonio College

*Livelihood Incubator and Financial Empowerment*, Veronica Muncal, Consumer .....14  
Affairs and Family Studies, California State University, Northridge

## **Health/Relationships**

*Atlas of the Heart: Map for Cultivating Relationships*, Jody L. Roubanis, Ed.D., CFCS, .....15  
Point Loma Nazarene University

*Incorporating Mental Health into the Classroom in the Era of Covid-19*, Rene' Ketchum, .....16  
Retired FACSE & FCCLA Adviser, Toledo, WA

*Teens Make Health Happen: Developing Extra-curricular Clubs in San Diego*, .....17  
Macarena Cardenaz, Point Loma Nazarene University

*Reggio Inspired: Preschool Curriculum Ideas*, Point Loma Nazarene University. The following ...18  
undergraduate PLNU students presented posters with these themes:

- ❖ *Rolling Tires & Ideas*, Paola Ruiz Ovando
- ❖ *The Giving Project*, Leah Bergmann
- ❖ *Birds Don't Eat Rocks*, Cady Kinzler
- ❖ *Dirt + Fruit = Art?*, Faith Phillips
- ❖ *Explorations With Ice*, Haley Wakefield

## **Nutrition/Dietetics**

*Food Insecurity and Food literacy among Parenting-Students at San Francisco State University* .....19  
Kamilia Kailany & Zubaida Qamar, Ph.D., RD, San Francisco State University

*Can Eye Movement Desensitization and Reprocessing (EMDR) Therapy Used to Improve Food Acceptance, Nutritional Status, and Recovery Outcomes in Eating Disorder Patients?* .....20  
Naia Riley Cook, San Francisco State University

*GERD: The Most Common GI Diagnosis in America*, Karen Wong, Maria de Graci, & .....22  
Sharona Schnall, California State University, Northridge

*Food Deserts*, Sharona Schnall, California State University, Northridge .....23

## **Project-Based Community Engagement Pedagogy in Apparel Design and Merchandising Curriculum**

Sara Stevens, M.S. and Jongeun Kim, Ph.D.  
California State University, Northridge

### ABSTRACT

The research project was aiming to refining, implementing, and analyzing Community Engagement projects in Apparel Design and Merchandising courses to enhance students' learning, incorporate agency in participants, and serve the community. Carver's Conceptual Framework for Experiential Education (Carver, 1997) was applied to assess the success of students' learning outcomes after the implementation of developed projects and provided a framework for educators looking to incorporate projects into their curricula. This framework provided a grounded theory that was to provide an outline for projects to address social responsibility to be advanced, executed, and analyzed by key stakeholders. A revised model of Carver's Conceptual Framework for Experiential Education (1997) was revisited to check the applicability.

This project first demonstrated the effectiveness of the Community Engagement pedagogy in one Apparel Design and Merchandising curriculum. There are pre- and post-surveys to measure the achievements and students learning outcomes from the project. The students further discussed the process of project involvement through both oral presentations and formal project reports that have been assessed for academic merit. Separate surveys gauged the community impacts. The study confirmed Community Engagement as an innovative teaching strategy from which students learn and develop through active participation in service experiences. Community Engagement enhanced what was taught in coursework by extending students' learning beyond the classroom into the community in an applied atmosphere, thus helping students to foster the development of a sense of caring for others, provide feedback, and guide improvement for students' classroom learning. In conclusion, Community Engagement is an experiential pedagogy that involves students in learning outside the traditional classroom while providing a needed service in the community.

## Dressing the First Lady: Costumes and Causes

LynDee Lombardo, independent researcher  
Washington State

### ABSTRACT

Whether our interest in dress and costume history is educational, professional or just for fun, we need to break free of the idea that all we need to know about most of our United States' First Ladies can be summarized by remembering the color, fabric and silhouette of their iconic gowns stored at the Smithsonian. Ideally our knowledge of US first ladies should involve knowing a little – or a lot - about each “First”, not just as an extension of her husband, but as a person in her own right with her own interests, causes, and passions.

This presentation's goal is to examine presidential spouses as more than convenient White House hostesses, planning and attending gatherings, or representing the US abroad, but as educated partners; women with their own unique points of view interested in sharing that view through the clothing they wore as they brought their personal causes to the attention of US citizens.

While many 20<sup>th</sup> and 21<sup>st</sup> century historians note Eleanor Roosevelt as the first First Lady with a cause, closer examination of the lives of these educated and intelligent women chosen as life partners by men from George Washington to Joe Biden, will make it clear that most of these women had personal interests beyond raising their children and supporting the presidential initiatives.

Information will be shared on over a dozen first ladies from each American century from 1789 through today. In addition to learning some facts about their backgrounds and education, participants will be challenged to think about the likely connections between the personal influences, the clothing and causes the Ladies promoted. Noteworthy inaugural garments will be shown for comparing or contrasting with the dominant silhouette of the period. Examples of the first ladies' daily attire will be shown to discover whether the garments relate directly or indirectly to their missions or causes. Costume terms in vogue during the presidential era will be included as key garments are shown. A variety of garments worn for life activities participated in while residing in the White House will be shared, such as items for weddings, periods of mourning or funerals, campaigning, hostessing, recreation or activities with children.

This presentation is part of an ongoing study of clothing worn by US First Ladies and the causes they promoted during their husbands' years in office. In addition to various periodicals such as *Glamour*, *Smithsonian*, *Vanity Fair*, and *Vogue*, available in print or online, used as sources for information and images, the references below also provided resource information.

### References

Bennett, Kate. *Free Melania*. Macmillan, 2019.

Swain, Susan. *First Ladies: Presidential Historians on the Lives of 45 Iconic American Women*. Public Affairs, 2015.

Truman, Margaret. *First Ladies*. Random House, 1995.

Young, Robb. *Power Dressing: First Ladies, Women Politicians & Fashion*. Merrell, 2011.

Themes: US First Ladies, Power Dressing, Fashion Diplomacy

## **Fashion and the Experienced Consumer: An Interdisciplinary Educational Opportunity**

Maria Claver, Ph.D., California State University, Long Beach, and  
Jun Mee Mung, Ph.D., California State University, Long Beach

### **ABSTRACT**

The purpose of this collaboration was to expose Fashion Design and Merchandising (FMD) students to opportunities in targeting the “experienced market,” or consumers over the age of 65. Faculty members from the FMD and Gerontology Programs collaborated to present a 2-hour hands-on workshop. By the end of the workshop, our goal was that students would be able to:

- 1) describe the demographic shift/population aging in the United States and around the world,
- 2) identify reasons to design for and market to older adults, and
- 3) discuss special needs that should be considered regarding designing for and marketing to older adults.

First, the Gerontology faculty presented a brief lecture about today’s older population. Students then experienced, with the use of aging simulation suits, the physical changes that may accompany aging as described in the lecture. They were asked to put on various clothing items while wearing components of the aging simulation suits that allowed them to experience limited mobility to button small buttons, zip up the back of a dress, or tie shoelaces, for example. Lastly, small groups of students brainstormed how they might market to or design for older adult consumers. They presented their top three ideas to the class.

Prior to the presentation, students admitted that they gave little consideration to the experienced consumer segment of the population when planning design and marketing strategies. The workshop resulted in creative and innovative design and marketing ideas for older adults.

The completion of this workshop provided students with a new perspective about the experienced market and encouraged them to consider these consumers in their future careers as fashion designers and business people in the field of fashion.

## **Functional Design: Pediatric Insulin Pump Therapy and Childrenswear to Uphold the Kits**

Madelynn Esquivias, Leila Salarpour, and Jongeun Kim, Ph.D.  
California State University, Northridge

### ABSTRACT

Approximately 29.1 million people are living with diabetes mellitus in the United States, and there are more than 23,000 youths who have been diagnosed with Type 1 or 2 diabetes. Of the U.S. youths who are diabetic, 47% use insulin pump therapy to help control this chronic disease (Ruder, 2011). An insulin pump is a device about the size of a deck of cards that can be worn on a belt or the skin or kept in a pocket. The pump carries a reservoir of insulin that connects to the body and gives a basal amount of insulin continuously throughout the day. Whilst earlier studies have assessed the impact of insulin pump therapy itself, there is a lack of study on the pump's comfort and fit, as well as on the safety of carrying the insulin pump kits in clothing, especially for children and adolescents. There is a need for properly designed functional apparel garments that satisfy both functional and aesthetic purposes to assist in the successful use of insulin pump therapy.

The purpose of this research was to design and produce a functional childrenswear collection that addressed the wants and needs of clothing for diabetic children and adolescents using insulin pump therapy. A total of 16 looks for the childrenswear collection were developed. A conceptual framework by Lamb and Kallal (1992) was applied to theoretically analyze the design process. All 16 garments were evaluated using a product implementation analysis table in conjunction with another evaluation table based on the Consumer Needs Model (Lamb & Kallal, 1992), which formed a list of three specific criteria categorized under functional (mobility, protection, and construction), expressive (fabric use, fiber content, and inconspicuous), and aesthetic (style, color, and design detail) considerations.

## Building Self Efficacy for Professionals in Family and Consumer Sciences

Melanie Horn Mallers, Ph.D., California State University, Fullerton

Wendy Reiboldt, Ph.D., California State University, Long Beach

Maria Claver, Ph.D., California State University, Long Beach

### ABSTRACT

Family and Consumer Sciences entails “the comprehensive body of skills, research, and knowledge that helps people make informed decisions about their well-being, relationships, and resources to achieve optimal quality of life...” Among its goals is to “...grow and accomplish more, both personally and professionally...” (American Association of Family and Consumer Sciences, 2021). Among the most critical components for achieving these goals, both as professionals and graduate students, is to build personal efficacy, which is the ability to produce desired or intended results. Self-efficacy determines the goals we choose to pursue, how we go about accomplishing those goals, and how we reflect upon our own performance, and it plays a critical role in how we think, act, and feel about our place in the world (Bandura, 1997). This has direct impact on job satisfaction, the risk for burnout, and interpersonal relationships (Friedman, 2003).

Gaining deeper insight into one’s own efficacy has a direct impact on FCS teachers, practitioners, and graduate students’ personal and professional success. Compared to those with a weaker sense of efficacy, those with a stronger sense of self-efficacy develop a deeper interest in activities, form a stronger sense of commitment to their interests and activities, recover quickly from setbacks and disappointments, and view challenging problems as tasks to be mastered.

The purpose of the proposed oral presentation is to share the cognitive, behavioral, and emotional components impacting personal efficacy, as well as strategies to increase or enhance it for FCS professionals. The presentation ends with guiding participants through a list of reflective questions to inspire their own personal awareness and belief that they and their work in the FCS field matter.

### References

- American Association of Family and Consumer Sciences (2021). *AAFCS and FCS FAQ*. Retrieved December 9, 2021 from <https://www.aafcs.org/about/about-us/faqs>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman/Times Books/Henry Holt & Co.
- Friedman, I. A. (2003). Self-efficacy and burnout in teaching: The importance of interpersonal-relations efficacy. *Social Psychology of Education*, 6, 191–215.  
<https://doi.org/10.1023/A:1024723124467>

## Infusing Aging Related Content in Family and Consumer Sciences Curricula

Maria Claver, Family and Consumer Sciences, Gerontology Program, CSULB;  
Wendy Reiboldt, Family and Consumer Sciences, CSU Long Beach; and  
Melanie Horn Mallers, Human Services, CSU Fullerton

### ABSTRACT

College students, especially those in the Family and Consumer Sciences (FCS) fields, will inevitably encounter and work on behalf of a diverse population of older adults. Therefore, FCS professionals must be equipped to guide and encourage their students to prepare for aging-related careers. Unfortunately, research studies suggest a shortage of professionals capable of providing effective services to older adults and that some already working with older adults have limited knowledge regarding aging (Institute of Medicine, 2008). Further, students have little exposure to aging-related content, which further exacerbates the diminished desire to work with and/or advocate on behalf of older adults. Faculty, irrespective of their expertise, are in a unique position to build an “aging-informed” workforce of future FCS professionals whose work will inevitably intersect with older adults. Thus, given the fact that by 2030, about 20% of the US population, 72 million people, will be over the age of 65 years (US Department of Health and Human Services, 2020), it is critical to understand the growing role that gerontology plays in strengthening the field of Family and Consumer Sciences (Brown & Byers, 2020).

The goal of this presentation is to present unique and engaging ideas to FCS constituents to encourage and empower them to infuse aging-related content into their classes: GeroFusion. We will present intersections of Gerontology into the vast array of disciplines in FCS, providing examples of assignments, readings, activities, discussions, and engagements -- as follows:

Fashion Merchandising: online buying, advertising using older adults and multiple generations

Fashion Design: fashionable clothing & footwear for a range of functional abilities

Nutrition: sensory issues, malnutrition, tools to encourage proper nutrition for dementia patients

Consumer Affairs & Family Finance: scams, funeral protection, housing, end of life issues

Child Development: intergenerational work, grandparenting

Education: portraying older adults in a positive light, books with positive older adult role models

Interiors: wayfinding, home modification, aging-in-place

Family Life Education: Ombuds services for older adults, referrals for appropriate services

Hospitality Management: accessible lodging, cruises, age friendly businesses, menu planning

Food Science: hydration, normal changes in taste, medication effects, appearance of food

Following the discussion above, we will provide an interactive activity to encourage and stimulate thinking about attendees’ classes and how different GeroFusion ideas can be incorporated. We hope this interactive discussion sparks a commitment to make gerontology a salient and relevant discipline that can easily and enthusiastically be infused into FCS students’ academic and personal development, allowing them to thrive in and contribute to an increasingly multicultural aging world.

### References

Brown, L.E., & Byers, C. (2020). Gerontology in Family and Consumer Sciences: Where do we go from here? *Journal of Family and Consumer Sciences*, 112(3), 23-33.

Institute of Medicine (2008). *Retooling for an aging America: Building the health care workforce*. Report Brief, pp. 1-5.

US Department of Health and Human Services (2020). *Healthy people 2030. Older adults*.  
<https://health.gov/healthypeople/objectives-and-data/browse-objectives/older-adults>

## **Career Choices: A High School Graduation Requirement**

Rene' Ketchum

Retired FACSE and FCCLA Adviser, Toledo, WA

### **ABSTRACT**

This workshop discussed curriculum that goes beyond books for students to investigate careers as some careers and jobs will be obsolete by the time students finish their education. The class was created as a requirement in Toledo, Washington for high school graduation.

This trimester or semester course will allow students to delve into ten or more careers in a variety of different ways. It is important for students to look at many careers in the same field or a variety of fields with options for their future. Through this curriculum, students will find out about themselves using several different inventories, create a budget to assess their wanted lifestyle, use different websites to investigate careers, and write a final research paper on a career of their choice. Some materials used are: FCCLA Power of Ones, Competitive Event "Career Investigation," Career Pathways web quest lesson, and the FCS National Standards. Originally a portfolio/notebook was created but with Covid, some items have been revised.

Let's give our students the opportunities needed to be successful in the workforce of the future.

## Engagement, Motivation and Work Preparedness Perceptions Online Student Learning: A Quick Shift

Ivana Markova and Gus Vouchilas, San Francisco State University

### ABSTRACT

While online learning is not new, a dramatic shift to online for university students who have traditionally learned in a classroom with colleagues and teachers can bring with it a multitude of personal reactions and perceptions which may be kept hidden and which may have ramifications at multiple levels. The recent 2020 shift to remote teaching and learning at universities brought on by the corona virus took academia by surprise. Faculty and students were required to continue to teach and learn online, perhaps, never having done so. For faculty, the process required in-depth thinking and preparations in order to accommodate the continuance of classes while also having to learn new ways of imparting information to students outside the classroom. For students, the process required a new approach to learning. Within this, it was necessary for students to embrace technology in a different way and to continue learning and drawing experiential references.

The impact on learning remotely may have brought with it challenges regarding the student experience and particularly, their personal engagement with the classroom environment, their motivation to continue their education, and their overall sense of preparedness as it relates to their career goals. Engagement is an important component of the learning process and research shows that online learning is not as engaging as in-person courses. According to Dumford and Miller (2018) first-year students who take more classes online report lower levels of collaborative learning in their courses, fewer diverse discussions with others, and lower quality of interactions.

The intent of this project is to better understand student perceptions within each of these three areas and the implications for their futures as well as the future of remote instruction. The sample included 257 students at San Francisco State University (50% apparel design & merchandising, 46% interior design, .4% family & community sciences, 4% other). The method was an online survey distributed during the spring of 2021. Based on Likert scale reporting, preliminary results indicate work preparedness as 'neutral', class engagement as 'sometimes to often', and motivation at 'neutral to agree.' Findings suggest further research is needed on student outcomes in these areas.

### Reference

Dumford, A.D., Miller, A.L. Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education* **30**, 452–465 (2018). <https://doi.org/10.1007/s12528-018-9179-z>

## Phi Upsilon Omicron Service Project: Fostering Community Interaction with DS Action

Kristina Briggs and Sarah Hajj  
Point Loma Nazarene University

### ABSTRACT

**Purpose:** Phi Upsilon Omicron is an honor society of the Gamma Iota chapter at Point Loma Nazarene University in the department of Sociology, Social Work and Family Sciences. The mission of Phi U is to promote social and emotional wellness among vulnerable populations to help mitigate some of the social learning losses suffered in light of the COVID-19 pandemic.

**Method:** On October 28, 2021, Phi Upsilon partnered with Down Syndrome Action and arranged a trick or treat event, titled the *Halloween Bash*, for children ages one to ten years old. Phi Upsilon hosted the event in Evans and Sator Halls on the Point Loma Nazarene campus, and invited other students on campus to participate by decorating doors according to the themes of various Disney movies. Students were encouraged to dress up to match the characters and theme portrayed by their door. For example, one team created a door dedicated to the Disney movie *Coco* and wore traditional Hispanic dress. Another team decorated their door similar to the one in *Monsters Inc* and wore Boo and Sully costumes. Children and their parents were able to vote on their favorite door decorations, and the winners received a gift card. Additionally, the event had a ring toss activity, a Halloween-themed mask making table, a pumpkin decorating table, and a sensory bin area to stimulate cognitive development. Children and families were encouraged to come in costume. They received goodie bags upon entrance and were able to walk around the two halls and trick or treat at the various decorated doors. The event followed COVID-19 regulations because it was held entirely outside and attendees were required to wear face masks.

**Finding:** The children and their caregivers expressed tremendous joy at the opportunity to interact with others in an environment that avoided putting them at further risk for COVID-19. Our team walked away with an increased understanding of the importance of social connection in facilitating development. For immunocompromised children and their families, the COVID-19 pandemic generated an abundance of fear, uncertainty, and social isolation. It was refreshing to see families that had been separated from their peer groups reunite for the first time in over a year. This event was a reminder of the power of community, and it was inspiring to see the resilience of these young children as they interacted with new people in an unfamiliar environment after years of virtual settings and minimal visitors. The youngest children at our event were born during the chaos of 2020, and although it was their first time in a group setting among strangers, most of them were unafraid to engage with us. We found that there is an innate drive in children to discover and interact with the unfamiliar, which speaks to the essence of human nature. Even the somewhat prolonged period of isolation from their community brought about by the pandemic, which some of these children had been experiencing since birth, failed to dim their social charisma and zest for life. The event was a success in our eyes and will be considered again for the 2022 to 2023 program with the possibility of expanding the target audience as COVID-19 restrictions are lifted.

## Supporting Students through Financial Literacy Education

Lisa Amos, AFC®, CPFFE, Professor of Family and Consumer Studies, Mountie Money Management  
Faculty Coordinator, Mt. San Antonio College

### ABSTRACT

Mt San Antonio College is the largest single district community college in California, serving 20 local communities. The college has been federally designated as a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI).

Mt. SAC was awarded a 5-year Title V Grant in September 2019. This award included financial literacy efforts. The grant goal that specifically included financial efforts is: Increase students' financial literacy, including awareness of financial aid options, financial planning, and debt management. The three objectives tied to this goal are:

- By September 2024, 80% of students participating in grant-sponsored personal and leadership development activities will self-report an enhanced sense of identity and confidence in their ability to achieve their educational goals.
- By September 2024, a minimum of 1,000 students will have participated in grant-sponsored financial literacy activities.
- By September 2024, 70% of students who complete financial literacy activities will score at least 70% on a financial literacy post-assessment.

Undergraduate students seek financial independence but are unaware of how to do simple tasks such as balance a checkbook, pay bills, understand investment strategies, or how interest works on loans (as cited in Meadows and Mejri, 2021, p. 2). In addition to preparing students for professional skills, higher education institutions can play a significant role in educating students about financial decision-making that would lead to productive participation in the economy, build wealth, and attain goals (U.S. Financial Literacy and Education Commission, 2019, p. 21). Financial education matters. Both the amount and quality of financial education correlate positively with behaviors indicative of financial capability. Respondents who receive more financial education or believe their financial education was higher quality are more likely to save and less likely to overdraw their checking accounts, engage in fee-generating credit card behaviors, or use non-bank borrowing methods (FINRA.org, 2019, p. 2).

The Mountie Money Management Center (MMMC) launched at Mt. SAC in February, 2021 to provide students with financial literacy resources:

- Virtual workshops for 2021; face-to-face workshops starting in Spring 2022
- Student outreach including class and student club presentations; campus pop-up information booths; supports to various equity centers on campus
- Canvas online learning platform and webpage
- One-on-one financial counseling
- Services are available for Mt. SAC employees and community members as well

This workshop will provide an overview of the activities and outreach provided by the center as well as the need for financial literacy education for students. Data, best practices, and barriers will also be shared.

### References

- Financial Industry Regulatory Authority. (2019). The State of U.S. Financial Capability: The 2018 National Financial Capability Study.
- Meadows, M. and Mejri, S. (2021). Student Perceptions of the Implications of a Financial Literacy Project Within a College Mathematics Course. *International Journal of Progressive Education*, 17 (3).
- U.S. Financial Literacy and Education Commission (2019). Best practices for financial literacy and education at institutions of higher education. <https://home.treasury.gov/system/files/136/Best-Practices-for-Financial-Literacy-andEducation-at-Institutions-of-Higher-Education2019.pdf>

## **Livelihood Incubator and Financial Empowerment**

Veronica Muncal, FCS, Consumer Affairs and Family Studies  
California State University, Northridge

### **ABSTRACT**

Dr. Carlfred Broderick defines a Transitional Character as “A person who in a single generation changes the entire course of a lineage. Who somehow find a way to metabolize the poison and refuse to pass it on to their children. They break the mold. Their contribution to humanity is to filter destructiveness out of their own lineage so that the generations downstream will have a supportive foundation upon which to build productive lives.”

It is my dream to build a Family Resource Center that focuses on nurturing a child’s full potential, especially those raised in low-income families in historically underserved communities. Through a livelihood incubator, my mission to develop livelihoods for members from low-income families by connecting them with resources that they would otherwise not have access to.

I believe this would be possible through nurturing and raising awareness of human capital resources such as education, technical or on-the-job training, health, mental and emotional wellbeing, punctuality, problem solving, people management, and communication skills early on.

This study will take into consideration the ecological system where in the individual’s environment plays a role in influencing entrepreneurial or livelihood decisions, counterchecked with their family’s generational cycles that have impeded them from reaching their full potential.

I will need to explore, investigate, and research how to the gaps between those who have access to opportunities and those who do not in order to identify what is necessary to connect the gap.

The Family Resource Center would model the same programs and services that have recently successfully provided access, such as Matty’s Closet, CSUN Food Pantry, business and creative Incubators such as the Los Angeles Cleantech Incubator that CSUN recently collaborated. If our university recognizes the need for these services and is able to prioritize them aided with research-based information, I believe many more programs across underserved communities can grow by incorporating centers that provide similar services.

I will also take into consideration fundamental human needs as mentioned by Maslow’s Hierarchy of Needs; physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. I believe that through the study of family relationships and theories, we will be able to identify stressors and coping mechanisms that will help families and communities thrive through supportive foundation upon which to build productive lives equipped with livelihood to help families rise from poverty.

## Atlas of the Heart: Map for Cultivating Relationships

Jody L. Roubanis, Ed.D., CFCS  
Point Loma Nazarene University

### ABSTRACT

Using the framework developed by Brene Brown (2021) for cultivating meaningful connections, participants investigate some of the 87 emotions and experiences that define the human experience to reflect on personal strengths and challenges in building relationships. With a relational ontology at the core of the professionalism communicated in the Family & Consumer Sciences Body of Knowledge (Roubanis, 2016), Brown's work provides insights for professional self-reflection and a tool for developing more meaningful personal and professional relationships.

#### Objectives

1. Identify the language and the grounding confidence needed to tell personal stories and to be stewards of the stories of others (and briefly relate to the family & consumer sciences body of knowledge).
2. Relate the role of emotions and sharing experiences in building relationships with self and others.
3. Generate personal atlas of emotions based on Brown's (2021) framework and metacognitively reflect on their role in cultivating meaningful connections with others with attention to strengths and challenges.

#### Learning Activities

- Introduction
- Lecture: Identify the relational ontology in the family and consumer sciences body of knowledge as context for better understanding relationships. Outline Brown's framework for cultivating meaningful connections.
- Small group discussion: Share a story and identify three to five key emotions from the framework. Reflect on personal strengths and challenges in communicating authentically.
- Big group discussion: Small groups share with the big group the key emotions and language used in the story telling. Summarize themes in key emotions and language shared.
- Conclusion

#### References

Brown, B. (2021). *Atlas of the heart: Mapping meaningful connections and the language of human experience*. Random House: New York.

Roubanis, J. L. (2016). Heart of the FCS Body of Knowledge: Relational Ethic. *Journal of Family & Consumer Sciences*, 108(4), 31–36. <https://doi-org.pointloma.idm.oclc.org/10.14307/JFCS108.4.31>

## **Incorporating Mental Health into the Classroom in the Era of Covid-19**

Rene' Ketchum  
Retired FACSE & FCCLA Adviser, Toledo, WA

### **ABSTRACT**

All FCS teachers have taught about stress, depression, and teen suicide within our class curriculum.

When COVID appeared and we found ourselves in isolation it became more apparent that not only our students were struggling with their mental health but so were educators.

The lessons in this workshop include a variety of ways to get students to talk about mental health and how to adjust to a new way of life now. The workshop will include resources such as:

- ❖ YouTube videos
- ❖ FCCLA National Program “STAND UP” materials
- ❖ PowerPoint on stress, ways to assess their health, and
- ❖ how to be more prepared through a calendar they create.

Getting students to talk freely about how they are doing with their mental health is the number one topic that needs to be addressed in the classroom right now.

## **Teens Make Health Happen: Developing Extra-curricular Clubs in San Diego**

Macarena Cardenaz  
Point Loma Nazarene University

### **ABSTRACT**

As an undergraduate internship student working in partnership with Teens Make Health Happen, I organized a plan to start an after-school club in a high school in the San Diego Unified School District, as a facilitator. The Health Corps is a non-profit organization about teens taking charge of health and wellness for themselves and those around them. I currently have three schools interested in starting this type of club. I will be using materials and curriculum provided by Dr. Oz's Teens Make Health Happen, a Health Corps non-profit organization, to facilitate the plan to develop these programs. Although I will be graduating this spring 2022, I plan to continue this work and have these programs in full force by the fall of 2022. An early finding from my job is that relationship development is a critical skill in developing new programs and bringing people on board to sustain them. My experience of learning about the challenging experiences that teens can experience due to the complex health situation and access to food has been a significant part of my growth as a person and facing the need that our communities are facing right now.

## Reggio Inspired: Preschool Curriculum Ideas

*Rolling Tires & Ideas*, Paola Ruiz Ovando

*The Giving Project*, Leah Bergmann

*Birds Don't Eat Rocks*, Cady Kinzler

*Dirt + Fruit = Art?*, Faith Phillips

*Explorations With Ice*, Haley Wakefield

Point Loma Nazarene University

### ABSTRACT

**Purpose:** Targeting preschool children, the Reggio Emilia approach focuses on the importance of relationship-driven learning environments that are student-centered and experiential. The Early Childhood Learning Center (ECLC) at Point Loma Nazarene University (PLNU) implements this approach in its philosophy and curricula.

**Method:** As part of a program of study in the Child and Adolescent Development major at PLNU, a lesson module was developed based on the Reggio philosophy appropriate for a portion of the ECLC curriculum. All materials to accompany the module were created. The completed lesson module was presented to a focus group for feedback. Revisions to the lesson module were made before the researchers implemented the lesson module in the 4-5 year-old classroom at the ECLC. Using the 360 method, the researcher reflected on improving the lesson module.

**Findings:** Although the lesson modules were only presented in one setting, feedback would be improved if the lesson modules had been presented several times with different groups of children. The Reggio approach profoundly engages the child in her learning and encourages constructivist pedagogy that is student-centered and experiential. An insight is the amount of preparation necessary to create and implement the lessons, and the needed aptitude of being flexible.

# Food Insecurity and Food literacy among Parenting-Students at San Francisco State University

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## ABSTRACT

### Purpose:

Food insecurity is an issue of concern among college students with varying complex factors. A contributor to food insecurity is poor food literacy. Understanding the relationship between food insecurity and food literacy requires that we learn more about their experiences to assess if incorporating food literacy will mitigate the situation. An understudied but growing group of students are parenting students. Access to sufficient nutritious food is associated with a wide range of health benefits such as preventing malnutrition, chronic diseases, and other related mental and physical health conditions. This research will identify the food insecurity experiences among parenting-students at San Francisco State University (SFSU). The study will also explore the elements of food literacy and other health consequences of food insecurity of students with children at SFSU.

### Methods:

This is a cross-sectional study on students who are parent-caregivers at SFSU. The inclusion criteria are:  $\geq 18$  years old, current SFSU student, a parent or caregiver of a child at any age, able to complete the survey in English, and able to access the online survey. The parenting students were surveyed via Qualtrics. The survey focuses on demographics, food literacy, food access, and awareness of food resources on and off-campus. In addition, it will assess the levels of food insecurity utilizing the 18-item USDA household food insecurity survey and student's health and academic performance

### Results:

We anticipate a minimum of 50 responses to this ongoing survey. The results of this study will be shared during the presentation. Descriptive statistics will be provided on employment status, race, gender, income levels and other demographic factors. Elements of food literacy such as skills, attitude and knowledge will be assessed through a Likert scale. Preliminary results indicate the sample to be diverse, predominately female with varying levels of food insecurity and food literacy skills. Participants also indicated utilizing various on campus and off-campus food resources. Additionally, participant's food access negatively impacted their health and academic performance.

### Conclusion:

Food insecurity impacts parenting college students and needs to be further studied. Enhancing food literacy can help mitigate some of the negative consequences of food insecurity on health and academic performance.

# Can Eye Movement Desensitization and Reprocessing (EMDR) Therapy Used to Improve Food Acceptance, Nutritional Status, and Recovery Outcomes in Eating Disorder Patients?

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## ABSTRACT

In the United States, over 50% of teenage girls and 30% of teenage boys engage in disordered eating behaviors in an attempt to influence their weight (Yaşar et al, 2019). The estimated range of college students with diagnosable eating disorders is 8-20%, though only 10.6% of students report receiving an eating disorder (ED) diagnosis (Eisenberg et al., 2011). Eating disorders are among the deadliest of mental health illnesses, with 26% of ED sufferers attempting suicide and others succumbing to medical issues caused by their eating disorder (Arcelus et al., 2011). Eating disorders can affect people across all demographics and have very high rates of relapse, which makes them a high priority for new, more effective treatment methods.

Eye Movement Desensitization and Reprocessing (EMDR) therapy was developed in the 1980's as a treatment for post traumatic stress disorder (PTSD). It has primarily been used in eating disorder treatment to reduce the severity and intensity of triggers in someone with a past history of trauma (acute, complex, and/or PTSD). The current body of research indicates that EMDR can improve ED recovery outcomes if the eating pathology symptoms are related to trauma (Yaşar et al, 2019). There is one study on the benefits of EMDR for body image, which is a primary driving force for many eating disorder behaviors (Bloomgarden & Calogero, 2008). Bloomgarden & Calogero's study demonstrated an improvement in participants' body image scores after EMDR therapy, which leads to potential success of EMDR research applied to aspects of ED treatment other than trauma.

Regular eating is critical for establishing healthy eating patterns, and therefore maintaining a successful recovery, but the experience of eating reportedly produces significant anxiety (Long et al., 2012). EMDR treatment is not currently utilized for meal support and food exposure therapy, the gradual exposure to anxiety producing foods to reduce avoidance of the feared food and overcome distressing emotions (Levinson et al., 2018). Many ED patients experience food as stressful, for some it is even traumatic, which activates the fight or flight system and can contribute to stress response system dysregulation (Ginty et al., 2011). This leads me to believe that EMDR applied immediately after a meal may be an effective treatment to help patients overcome food related anxiety, improve nutritional status, and increase acceptance of all foods. If successful, this could contribute to improved recovery outcomes and reduced rate of relapse.

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## GERD: The Most Common GI Diagnosis in America

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### ABSTRACT

GERD is the most prevalent outpatient gastrointestinal diagnosis in America (Pandolfino et al., 2013). GERD is classified into 3 phenotypes: NERD, erosive Esophagitis, and Barrett's esophagus. GERD is a condition affecting 20% - 40% of all Americans. Unfortunately, there are likely further unreported cases of GERD, as a result of numerous individuals purchasing over-the-counter antacids. GERD does not discriminate and may emerge in any individual, regardless of health status. Higher risk populations that are more prone to developing GERD include obese individuals, pregnant women, individuals who take certain medications, and smokers. Symptoms may be different depending on the individual; however, the following may occur: chest pain, dysphagia, dyspepsia, globus sensation, nausea, sore throat, bloating, epigastric pain, and extraesophageal symptoms (Young, et al., 2020). To improve one's quality of life and lessen the undesirable symptoms, lifestyle changes are the priority in terms of treatment.

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## **Food Deserts**

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### **ABSTRACT**

This poster is on the topic of food deserts due to their importance and relevance in modern-day society. Certain populations have difficulty accessing fresh fruits and vegetables and that is unethical and related to public health, equality, and nutrition. Everyone deserves the human right to have access to healthy food. It is unjust for poor workers performing strenuous work to also suffer from preventable diseases. Additionally, this topic is important because the healthcare system may benefit from resolving the issue. If there are fewer sick people, the hospitals would not be overcrowded and insurance companies, the government, and individuals would potentially save a great deal of money. Not only will being healthy ease financial stress, but it will improve individuals' quality of life. Stakeholders that would be interested in this topic are policymakers, politicians, community members, and healthcare workers.