

Jan 1st, 12:00 AM

02. Family Science

University of Central Oklahoma

Follow this and additional works at: <https://dc.swosu.edu/ordabstracts>

Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Higher Education Commons](#)

University of Central Oklahoma, "02. Family Science" (2014). *Oklahoma Research Day Abstracts. 2.*
<https://dc.swosu.edu/ordabstracts/2014oklahomaresearchday/educationandprofstudies/2>

This Event is brought to you for free and open access by the Oklahoma Research Day at SWOSU Digital Commons. It has been accepted for inclusion in Oklahoma Research Day Abstracts by an authorized administrator of SWOSU Digital Commons. An ADA compliant document is available upon request. For more information, please contact phillip.fitzsimmons@swosu.edu.

**Abstracts from the 2014 Oklahoma Research Day
Held at the University of Central Oklahoma**

02. Education and Professional Studies

02. Family Science

02.02.01 Surrogacy: A Lived Experience

Cori-Jo, Black

University of Central Oklahoma

Surrogacy: A Lived Experience examines what surrogacy is, the difference between the two different definitions of surrogacy, how surrogacy is viewed in Oklahoma and California, and includes a personal account from a proven surrogate of her journey to and through surrogacy. The project also examines the process of becoming a surrogate, the pros and cons of the occupation, and includes insight to how families are changed during the journey.

02.02.02 Communication Styles of Coping with Life Threatening Illness

Jeanetta, Sims , Jalea Shuff

University of Central Oklahoma

This study examines prevailing experiences related to participants' perceptions on how communication has unfolded since they or their relational partner has been diagnosed with a severe, life-threatening illness (LTI). Using Q methodology, 60 participants will perform Q sorts, which will be analyzed using PQ Method. Interviews will be conducted with 20 participants to clarify, and better understand Q sort results. This study will offer coping strategies for couples who experience severe LTI or palliative care.

02.02.03 Intergenerational Studies: Developing College Bound Students Raised by Grandparents

Glee, Bertram , Jenifer Fuller, Katelyn Green, Kaye Sears

University of Central Oklahoma

Our Midwestern University hosted an intergenerational program to provide training for grandparents and their adolescent grandchildren in Oklahoma Promise, scholarship applications, university application, and college/career advisement information. Grandparents are many times out of touch with the process of helping adolescents prepare for college. This program is a first step in giving adolescents living with grandparents the resources to be college bound: thereby increasing their chances of being successful adults. Grandparents and grandchildren attended a day long workshop to explore the topics at the University of Central Oklahoma campus. Grandchildren and grandparents were given tours of college housing to motivate them about attending college. Students who are attending college on Oklahoma's Promise discussed their positive experience. Grandparents and grandchildren were given a pretest-posttest to assess changes in perceptions about college participation. Focus groups were conducted with grandparents after the event to receive more in-depth feedback. This data was collected over Fall semester, 2013, and data collection continues in Spring semester, 2014. Early findings indicate that the grandparents have raised awareness about how to apply for college, career opportunities for grandchildren, and know financial aid. Grandchildren increased their awareness of career opportunities. Implications for future college prep training for this population will be discussed.

02.02.04 Teaching Relationship Education in the College Classroom

Katelyn, Green , Brandon Burr, Glee Bertram, Tiffany Stepp

University of Central Oklahoma

Relationship instability is an ongoing challenge for many families. Relationships education services are designed to provide information to help both couples and individuals build healthy relationships. Up to this point, relationship education has primarily been implemented with established couples who are engaged or married. However, relationship researchers are suggesting that intervening earlier with emerging adult (primarily ages 18-25) populations, before many enter committed relationships, can have a large impact on overall future relationship quality and family well-being. The goals and objectives of this project seek to fill this gap by implementing a research-based relationship education curriculum into a university Marriage class, and assessing student knowledge on several important relationship areas in the pre-post-test method. Comparisons were made between students who received the revised Marriage course curriculum, and students who did not. Data was collected over the Fall semester of 2013, and data collection continues over the Spring semester of 2014. At this preliminary stage, results show gains in several areas of relationship knowledge and awareness for both groups, and some differences between groups. Specifically, the group who received the revised Marriage curriculum showed improved communication skills over the group who did not. Implications for those who study and/or work with couple relationships and relationship education will be discussed.

02.02.05 Constructing a Grounded Theory Of Father Involvement In The Treatment Of Children With Type-1 Diabetes

Shaun, Calix

Cameron University

The goal of this grounded theory study was to generate a model of the influences on paternal involvement in the treatment and care of children with type-1 diabetes. The research questions addressed were, "In what ways are fathers involved in the treatment and care of children with type-1 diabetes?", and "What influences paternal involvement in the treatment and care of children with type-1 diabetes?" Fifteen fathers of children with type-1 diabetes were interviewed. Fathers described several family processes (e.g., navigating the emotional waters, balancing work and family demands, building trust and teamwork within the parental treatment team, and encouraging child responsibility for treatment) that influenced how they shared the responsibility for the care and treatment of the children with mothers. Fathers engaged in several involvement roles (e.g., as primary breadwinner, helper, equal partner, treatment monitor, primary caregiver).

02.02.06 Family Typology and Health Care Providers

Margaret, Eagler , Steven Byers

Northeastern State University

The life-changing event of learning a child has a serious or permanent disability has a devastating effect on those involved. The outcome for the child can be improved by improving the relationship between the healthcare provider and the family. Understanding how the family feels about the health care industry as a whole can improve the relationship between the provider and family, and thus provides the child with a better outcome in life. By addressing factors such as stressors, coping mechanisms available resources and basic trust, the provider can better provide the family with the additional necessary resources needed. This project will examine those factors by examining the importance of the family dynamic. Whether the family trusts or does not trust the provider to give the necessary support can influence the ability to cooperate and follow through with recommended and necessary treatment plans. By addressing the typology of the family system, a provider can have insight into their combined interaction.