

# Abstracts

## of the 2015 LGBT+ College Conference Research and Partnership Posters

Volume 1 • April 2015

### 2015 LGBT+ COLLEGE CONFERENCE

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**Ingram MT Training Center**  
Middle Tennessee State University  
Murfreesboro, Tennessee  
Thursday, April 9-Friday April 10, 2015

**College of Education Building**  
Middle Tennessee State University  
Murfreesboro, Tennessee  
Saturday, April 11, 2015

### REGISTRATION

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*Ingram MT Training Center Lobby*  
*Ingram (ING) Building, Middle Tennessee State University*

Thursday, April 9—10:00 am-3:00 pm  
Friday, April 10—9:00 am-3:00 pm

*College of Education Building Lobby*  
*College of Education (COE) Building, Middle Tennessee State University*  
Saturday, April 11—9:30 am-2:00 pm

### POSTER/RESEARCH SESSIONS

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*Ingram MT Training Center*  
*Ingram (ING) Building, Middle Tennessee State University*

Poster session I  
11:00 am-12:00 pm  
Partnership presentations/*Tennovation*  
12:15 pm-1:15 pm  
Lunch/Networking  
1:30 pm-2:45 pm  
Poster session II  
3:00 pm-4:00 pm

### KEYNOTE ADDRESSES/ EVENING EVENTS

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*Theatre*  
*Keathley University Center (KUC)*  
Thursday, April 9—6:00 pm-8:00 pm

- Film festival

*State Farm Room*  
*Business and Aerospace (BAS) Building*  
Friday, April 10—7:00 pm-8:30 pm

- Keynote—Vernice “FlyGirl” Armour
- Reception to follow

*Room 160*  
*College of Education (COE) Building*  
Saturday, April 11—10:30 am-11:30 am

- Keynote—Ilona Turner

*Tennessee Room*  
*James Union (JUB) Building*  
Saturday, April 11—7:00 pm-9:00 pm

- Conference awards dinner
- Keynote—Brigadier General Tammy Smith

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### 2015 LGBT+ COLLEGE CONFERENCE

*Diversify Your World!*

[capone.mtsu.edu/mtlambd/conference/index.php](http://capone.mtsu.edu/mtlambd/conference/index.php)





## WELCOME

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Welcome to the 2015 LGBT+ College Conference! The research posters you will see today represent top scholarship in the fields of LGBT+ research and research into issues of gender and diversity. Partnership posters are presented to highlight the kinds of collaboration that are possible when colleges and universities work with community and organizational partners to address needs. These needs could be research related (e.g., poster 2008 investigating the campus climate for LGBT+ people in the Tennessee Board of Regents system). These needs could be for support for activities such as data analysis and report writing (e.g., poster 1008 partnering with Doors of Hope, a social service agency). These needs could be policy related (e.g., poster 2006 presenting a collaboration between MTSU faculty and Nissan). The partnership posters are intended to spark ideas and to lead to conversations about how needs can be matched to resources. The intent is to move beyond the specific ideas presented to thinking about how these concepts can be extended to leverage success for all involved. Presenters of partnership posters are willing to make themselves available to share their expertise in research, policy, or content. Collaborations can range from a presentation in a person's area of expertise to a long-term research project. Enjoy the posters!

## *Tennovation*

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The *Tennovation* Research Consortium will connect college and university resources to community and organizational partners who have needs. Today's presentations are designed to showcase what is possible, and the kinds of resources that are available. Presentations of demonstration projects will showcase the challenges and opportunities provided by this initiative. Lunch and networking time will allow presenters and community and organizational partners an opportunity to discuss ideas. As you go through the day, and as ideas spark, feel free to make a wish list. Questions, ideas, and requests should be forwarded to William Langston at [William.Langston@mtsu.edu](mailto:William.Langston@mtsu.edu).

## THANKS

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Thank-you to all of the presenters who have generously offered their time and expertise to share their projects with us today.

**POSTER SESSION I**  
**Thursday, April 9, 2015, 11:00 AM**  
**Ingram MT Training Center**

• **RESEARCH POSTERS** •

(1001)

**Time Sequenced Citation Analysis of Scientific Literature on Enacted Stigma by Health Personnel When Treating LGBTQIA Patients.** TARA PRAIRIE, BETHANY A. E. WRYE, NORMAN L. WEATHERBY, and SHARON C. PARENTE, *Middle Tennessee State University* — Enacted stigma involves labeled individuals being treated differently from or denied access to resources available to non-labeled individuals. When studying stigma in the medical field, researchers tend to focus on the extent to which labeled patients feel or internalize stigma and then avoid situations or interactions to prevent anticipated stigmatization. The purpose of this bibliographic citation analysis is to examine enacted stigma by health personnel toward lesbian, gay, bisexual, transgendered, questioning, intersex, and asexual (LGBTQIA) patients.

This analysis incorporates the passage of time into the study of networks of citations in the scientific literature. A review of articles from 1970 to the present was conducted to trace citations across time and find links among the cited articles shown. A study sample was developed from bibliographic databases by identifying articles using the terms “enacted stigma”, “physician stigma”, “physician bias”, and “physician attitudes”. The citations in these articles were then used to retrieve additional articles.

The amount of published research involving enacted stigma towards LGBTQIA patients has increased over time. Examination of the citation networks as they evolve across time helps us to understand the extent to which knowledge is communicated among researchers. The implication is that, until knowledge of the detrimental effects of enacted stigma become widespread among health personnel, it will continue to be an issue that affects access to health care for this population.

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(1002)

**Negotiating Christian Identity and LGBT Identity.** LAUREN CUMMERLANDER,

*Middle Tennessee State University* — Religion is a major institution and is responsible for the socialization and creation of morality in society. For many, religion forms a key identity and dictates their understanding of certain social issues, including same sex relationships. For individuals who identify as lesbian, gay, bisexual, transsexual, or queer (LGBTQ) religious identity and sexual identity may be in conflict. Despite the perceived conflict between religion and sexuality some individuals who identify as LGBTQ are able to maintain a religious identity. Past research has shown that this is a five-step process that individuals go through with varying amounts of support. In my current research I am interested in how individuals maintain religious identity or overcome the identity conflict. This poster presentation will outline existing research on how religious identity and sexual identity are negotiated for those who identify within the LGBTQ community. In addition proposed research and preliminary results will be shared.

Email: lcummerlander@gmail.com

(1003)

**Constraints to Leisure Time Physical Activity for Transgender Adults.** LINDA OAKLEAF, *Middle Tennessee State University* and LAUREL RICHMOND, *California State University Long Beach* — Leisure and the opportunity to recreate and use public space are important for human development and social interaction. This study, grounded in feminist methodology and queer theory, consisted of semi-structured interviews with five adults who self-identified as transgender. The obstacles participants encountered affected how they used parks and how they felt about it. Most of the barriers had the effect of limiting physical activity. All of the participants stated that they would not swim at public pools. Participants also reported that limited their use of locker rooms and bathrooms. Further research on this topic allows for the continued investigation into the contradiction of space as safe but still needing to negotiate risk and behavior to maintain the space as safe. Without access to facilities that feel safe, transgender individuals may find it more difficult to engage in physical activity.

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(1004)

**Rhetorical Criticism of Women in the Video Game Industry.** ALEX LEMPIN, *Middle Tennessee State University* — Women have been consistently misrepresented in video games since their birth in the 80s. The representation women receive has improved very little since then, and the majority of video games still portray women negatively. This portrayal in video games creates a misogynist environment in the gaming community, and has a direct effect on industry professionals and young men and women in our society.

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(1005)

**Feminism Communication Project.** CODY LESTER and XIAOWEI SHI, *Middle Tennessee State University* — This project was done to measure MTSU students' opinions on feminism both qualitatively and quantitatively. This study included a survey that measured 120 students' beliefs about feminism. The results were then compiled and placed into the final report and the poster.

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(1006)

**Beyond the Gender Binary: An Examination of Transgender Body Image.** MARY BETH ASBURY, *Middle Tennessee State University*, PHILLIP WAGNER, and ADRIANNE KUNKEL, *University of Kansas* — Despite the growing visibility of individuals who identify as transgender, research on transgender issues beyond sexual health, discrimination, and violence is lacking. The purpose of this study is two-fold. First, we seek to expand on the current body image literature by examining a population that has been greatly overlooked. In addition, we seek to add to the communication literature regarding individuals who identify as transgender by examining how messages are used to form and affect transgender body image.

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(1007)

**Looking Past “The Plumbing”: An Examination of Transgender Patients’ Interactions with Healthcare Providers.** MARY BETH ASBURY, *Middle Tennessee*

*State University*, PHILLIP WAGNER, and ADRIANNE KUNKEL, *University of Kansas* — In an effort to better understand the landscape of transgender issues in the context of health needs and concerns, we conducted a qualitative investigation into self-identified transgender individuals' experiences in seeking support for health- and medical-related needs. Calling upon the needs for non-sensationalizing research on transgender individuals' lived experiences, we seek to explore the communication process of identity negotiation that transgender individuals undergo in healthcare contexts. Through this study, we hope to develop guidelines for medical professionals regarding how to effectively interact with transgender individuals.

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• PARTNERSHIP PREVIEW •

(1008)

**Service Learning & Student Engagement: Graduate and Undergraduate Social Work Student Collaborations with a Local Social Service Agency.** ARIANA POSTLETHWAIT, *Middle Tennessee State University* — This presentation describes the work of four social work research classes during the Fall 2014 semester. Social work graduate (MSW) and undergraduate (BSW) students worked with Doors of Hope, a local agency that assists individuals to reintegrate into the community after incarceration. Social work research courses assist students to build skills that will allow them to critically evaluate practice, become informed consumers of research, assess studies and the ways findings could impact oppressed or marginalized groups, and consider diversity within the context of research. Employing service learning to teach research to social work students is an active teaching approach that increases student interest in course content, leading to greater motivation to learn and also provides a service—in this case, the development of research and data analysis reports for a local social service agency. Such service learning research projects are an excellent resource for many small social service agencies. Such agencies are busy providing services and often do not have the time or means to enter, analyze, and summarize the information they collect that has the potential to improve services and the lives of those the agency serves.

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(1009)

**What Does It Take to Become a Competent Communicator?** XIAOWEI SHI, *Middle Tennessee State University* — This presentation discusses a theory-driven approach to understanding competency in communication. Competent communicators possess an anticipatory mindset. They set up goals, foresee likely obstacles to achieving their communication goals, develop and enact plans in terms of when and how to communicate with the other person to increase the likelihood of being effective. Relevant theories and skill building training are discussed.

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(1010)

**The Power of Ethically Persuasive Presentations.** STEVE DECKER, *Middle Tennessee State University* — The ability to persuade comes from a combination of skills which we will cover in our the course, “The Power of Ethical Persuasive Presentations.” Here are some of the skills you will learn in this course. There are three qualities that you must possess if you are going to ethically influence others to consistently comply with your requests. We will closely look at these and learn to master

each one. Your choice of words will pull people toward you or push them away. We will learn the language of persuasion. We will discover how the words you choose will build a bridge of trust or create a chasm of doubt. There are personal characteristics we must possess before others will give us permission to persuade them. We will learn those characteristics. Although persuasive people seem to be winging it, they are working off a strict formula that includes four stages of persuasion. We will learn how to follow those stages. Next we will cover how to persuade difficult people. We will learn how to skillfully handle the angry person and the person who won't open up. You will learn how to powerfully arrange your information in a persuasive outline. You will discover where to find information to fill your presentation with riveting material. We will study the methods of persuasion. We will learn how to build credibility, how to use evidence, how to reason, how to appeal to emotions. In our world you make excellent pay for excellent skill, average pay for average skill, poor pay for poor skill. The amazing fact is, we have the choice. Make a commitment to pay the price to be excellent at making persuasive presentations.

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**POSTER SESSION II**  
**Thursday, April 9, 2015, 3:00 PM**  
**Ingram MT Training Center**

• RESEARCH POSTERS •

(2001)

**Researching LGBT+ History.** ELIZABETH CATTE, *Middle Tennessee State University* — Interested in learning about LGBT+ history? Looking for ways to incorporate LGBT+ issues into your academic work? This poster invites viewers to consider key themes and questions in LGBT+ history and explore digital resources that bring the gay past to life. Although LGBT+ individuals are everywhere in the past, it is sometimes difficult to locate their stories because of the stigma they often lived with, and because our definitions of sexual identity have changed over time. Once revealed, however, these stories can enrich our sense of community, help us celebrate diversity in the present, and promote inclusiveness across our organizations and institutions. Whether you're hoping to learn more about important LGBT+ people and places or engage with more complicated questions about identity and expression, this poster and accompanying resource guide will provide practical advice for getting to know LGBT+ history.

Email: elizabeth.catte@mtsu.edu

(2002)

**Transgender Community Inequalities and the Importance of Perceived Social Support.** QUINN JOHNSON, *Middle Tennessee State University* — There is a huge gap societally between social equality for transgender populations when compared to their cisgender counterparts. I intended to look at amounts of perceived social support in three main categories (family, significant others, and friends) between cisgender and transgender samples, trans men and trans women, and how perceived social support fluctuated during early, middle, and late medical transition stages. I analyzed these issues with an online survey via a demographics section, the Multidimensional Scale of Perceived Social Support, and a medical transition timeline questionnaire. I found statistically significant results for only my first hypothesis concerning cisgender and transgender samples. The cisgender samples reported significantly higher amounts of perceived social support than

transgender respondents. Transgender respondents also reported the lowest amount of social support coming from their families. Transgender individuals also reported the most social support coming from their friends. Transgender individuals perceive themselves as having less social support than cisgender individuals. The lack of family support is indicative that some kind of intervention and access to education is imperative to turning the tide of social inequalities that transgender populations experience.

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(2014)

**Developing an Online Interactive Training Program to Reduce Negative Attitudes Toward Lesbians and Gay Men.** SOFIA VACAS and MARK C. FRAME, *Middle Tennessee State University* — A previous study (Phase 1 of this endeavor) demonstrated the role that cooperative contact can have as an antecedent to reducing negative attitudes toward gay men and lesbians, as measured by Herek's Attitudes Toward Lesbians and Gay Men Scale. Phase 2 of this project will use video vignettes to create a scripted, interactive, role-play that will permit participants to "interact" with a previously recorded confederate. As in the first study, confederates will declare their character's sexual orientation during the online interaction. Confederates will report their orientation as either heterosexual or homosexual. The first study found that face-to-face in person contact with confederates portraying homosexual individuals reduced participants' negative attitudes toward gay men and lesbians when compared to the participants' prior ATLG scores (assessed weeks before). The present study will attempt to extend these findings using a computerized platform (on-line, non-synchronous interactions) that could allow for broader implementation across organizations seeking to reduce negative attitudes toward gay men and lesbians in the workplace.

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(2015)

**LGBT Youth in Foster Care.** SANA WILSON and BRENDON HOLLOWAY, *Middle Tennessee State University* — Recruiting, supporting and retaining qualified foster parents for children and youth has always presented some unique challenges that are often intensified when considering the identification of appropriate placements for foster children with specialized needs. This is especially true for youth that identify as sexual minorities. The emergence of competent foster parents for LGBT youth could transform foster care practices and policies that influence the systems responsible for their safety, positive development, and care. During this poster session presenters will explain the available research and best practice principles associated with LGBT youth in child welfare systems as well as those providing their care. Additionally, the presenters will provide insight into the current approaches being used to increase awareness, support and available resources to help serve this at-risk population.

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• PARTNERSHIP POSTERS •

(2003)

**BERC Research Portfolio.** JOHN GLEASON and MURAT ARIK, *Middle Tennessee State University, Business and Economic Research Center* — This poster introduces the research and partnership opportunities BERC presents across the communities.

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(2004)

**Analysis of the Efficacy of a Health Literacy Intervention in Middle Tennessee.** HANNAH TODD, STUART BERNSTEIN, and CATHERINE CROOKS, *Middle Tennessee State University* — Following a 2013 needs assessment, an intervention was conducted using a high readability children's health manual. The goal of this study was to assess the intervention for effectiveness in improving adults' scores on an assessment of how to care for acute childhood health conditions, as well as tracking their health behavior changes after training. Participants included parents and grandparents of children who attended two Family Health Literacy Nights held at a preschool in Rutherford County (n = 42). Participants were tested on three types of knowledge: the need for ER care, doctor's office

care, or at home care, and surveyed on their use of healthcare services. Although there was no significant improvement between pre- and post-tests over any of the question types, there was a decline in the participants' choosing semi-urgent and urgent healthcare services for non-urgent situations. Also, there was significant improvement in real-time health behaviors; including more appropriate uses of healthcare services such as the ER. Although the mixed results were most likely due to a small n, the content of the intervention was effective in positively changing participants' health behaviors.

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(2005)

**Scholarship as Conversation: Using the Academic Library to Support Your Research.**

JASON VANCE, *Middle Tennessee State University* — Academic libraries help researchers join scholarly conversations by building diverse collections, celebrating the freedom of information and ideas, and serving as public forums for social conversations.

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(2006)

**Tennovation: Development of Nissan's LGBT+ Guidebook.** MARY BETH ASBURY, JESSICA KRATZER, *Middle Tennessee State University*, and CATHY LIVELY, *Nissan North America* — LGBT+ individuals face many obstacles in society. However, the workplace is a unique context, and as such, LGBT+ individuals may encounter a different set of problems. Nissan has decided to address some of these issues, hoping to make the workplace a more tolerant and welcoming place for those who identify as LGBT+. To do this, Nissan is working with MTSU Communication faculty, Dr. Jessica Kratzer and Dr. Mary Beth Asbury, to develop a handbook and resources for those who identify as LGBT+, and coworkers and managers. Through this project, we hope to help Nissan, but also help other companies develop handbooks and policies to make their workplaces more welcoming.

Email: MaryBeth.Asbury@mtsu.edu

(2007)

**JAM Communication Consultants.** MARY BETH ASBURY and JESSICA KRATZER, *Middle Tennessee State University* — The goal



of Tennovation is to partner faculty expertise with community and organizational needs. Dr. Mary Beth Asbury and Dr. Jessica Kratzer, communication professors at MTSU, seek to provide these services. Problems in the workplace often stem from poor communication, and they seek to help solve these problems through consulting and workshops. Their goal is to help and empower people in organizations to be better communicators.

Email: MaryBeth.Asbury@mtsu.edu

(2008)

**Tennovation: Tennessee Board of Regents Campus Climate Survey.** BOBBIE PORTER, *Tennessee Board of Regents*, and WILLIAM LANGSTON, *Middle Tennessee State University* — To develop a snapshot of the current campus climate for LGBT+ students in Tennessee, the Tennessee Board of Regents requested campus diversity officers to complete a survey. The survey also explored areas of challenges that campuses were currently facing, and solutions that campuses had developed. The data will allow innovations to be shared throughout the system.

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(2009)

**The Social and Psychological Aspects of Developing and Maintaining Research Collaborations.** THOMAS M. BRINTHAUPT, *Middle Tennessee State University* — This presentation describes some of the major social and psychological aspects of creating, developing, and maintaining successful research collaborations. Topics include defining collaborations, the different kinds of possible collaborations, and how one goes about creating a successful collaboration. In addition, I discuss the major benefits and challenges associated with collaborations. A final section details ways that we can manage our collaborations for maximum effectiveness and productivity.

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(2010)

**MTSU College of Graduate Studies.** JACKIE ELLER, *Middle Tennessee State University* — The MTSU College of Graduate Studies encourages students to apply to graduate programs to further their education.

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(2011)

**MTSU Women In Science, Technology, Engineering & Mathematics (WISTEM) Center.** JUDITH IRIARTE-GROSS, *Middle Tennessee State University* — The MTSU WISTEM Center is the home for many programs which support girls and women in STEM education and careers.

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(2012)

**Improving Communication Skills.** L'OREAL STEPHENS, *Middle Tennessee State University* — L'Oreal Stephens, MA, is a lecturer at Middle Tennessee State University in the Department of Communication Studies and Organizational Communication. “Excellent communication skills” is listed as a requirement in most job descriptions across all fields. Yet, many employees lack the training and knowledge needed to develop those skills. Stephens is seeking to provide communication assessment, coaching, training, and workshops to meet the needs of individuals and organizations through the Tennovation program.

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(2013)

**Understanding Equality.** BETHANY A. HOPPE, *Middle Tennessee State University* — Understanding equality—specifically equal opportunity and access to services, business, and educational programs—can be a challenge. Applying and blending equal opportunities from both a gender and disability model can prove even more challenging to employers, educators, and community service organizations. Organizational Communication Studies Lecturer, Bethany Hoppe, offers solutions and current/projected statistics for businesses and organizations to better understand equal access, education, and employment to people with disabilities through consulting and workshops. Ms. Hoppe's emphasis is centered on The Reasonable Accommodations Act (Part III) of The Americans with Disabilities Act (ADA), with a specialization in the education and hiring of women with disabilities.

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