

IN WHOM WE TRUST: FACTORS THAT INFLUENCE UNIVERSITY STUDENT
PARENTS' WILLINGNESS TO SEEK PARENTING AND CHILD
DEVELOPMENT INFORMATION

by

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ABSTRACT

This paper explores the sources of parenting help and child growth and development information for parents who are also college students. Student parents' levels of hope in relationship to their likelihood to accept help and information from a variety of sources is also examined. The characteristics student parents find important in a source of parenting help and child growth and development information is explored. Student parents were neither likely nor unlikely to accept parenting help or child growth and behavior information from someone other than their trusted source. Student parents also reported that they would be likely to accept this kind of information from someone with a university degree in a child development related field. Student parents were most likely to turn to their own parents when in need of help or information on child rearing. Student parents report that the most important characteristics they look for in a source of parenting help and child growth and behavior information is that the information provider has parenting experience and that he or she has a university degree in a child development related field.

DEDICATION

This thesis is dedicated to all of the people who helped me through the journey of college, graduate school, and the thesis writing process. In particular I would like to thank my husband, Eric Sudduth, our children, Jennifer and Matthew, and my mother Rhonda McGuff.

LIST OF ABBREVIATIONS AND SYMBOLS

p	Probability: probability associated with the occurrence under the null hypothesis of a value as extreme or more extreme than the observed value
r	Pearson product-moment correlation
$<$	Less than
STEP	Systematic Training for Effective Parenting: a parent training program
SES	Socioeconomic status: an indicator of social and economic position
UA	The University of Alabama
CFLE	Certified Family Life Educator
FSEOG	Federal Supplemental Educational Opportunity Grant
TANF	Temporary Assistance for Needy Families

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CONTENTS

ABSTRACT.....	ii
DEDICATION.....	iii
LIST OF ABBREVIATIONS AND SYMBOLS.....	iv
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES.....	vii
1. INTRODUCTION.....	1
2. METHODS.....	14
a. Sample.....	14
b. Procedures.....	15
c. Measures.....	16
3. RESULTS.....	18
4. DISCUSSION.....	30
REFERENCES.....	42
APPENDIX.....	44

LIST OF TABLES

1. Sample Demographics.....	15
2. Trusted Sources of Child Growth and Behavior Information.....	19
3. Trusted Sources of Help and Suggestions for Parenting.....	20
4. Likelihood of Asking for and Accepting Information from Unfamiliar Source.....	22
5. Likelihood of Asking for and Accepting Help and Suggestions for Parenting from Someone of a Different Race.....	22
6. Likelihood of Asking for and Accepting Information on Child Growth and Behaviors and Help or Suggestions for Parenting from Someone with a University Degree in Child Development.....	23
7. Important Characteristics in a Trusted Source of Parenting and Child Growth and Behavior Information.....	24
8. Pearson Correlation for Total Hope Score and Asking for and Accepting Child Growth and Behavior Information from Someone Other Than Trusted Source.....	25
9. Pearson Correlation for Total Hope Score and Asking for and Accepting Help and Suggestions for Parenting from Someone Other Than Trusted Source.....	25
10. Pearson Correlation for Total Hope Score and Asking for and Accepting Help and Suggestions for Parenting from Someone of a Different Race.....	25

LIST OF TABLES (continued)

11. Pearson Correlation for Total Hope Score and Asking for and Accepting Help and Suggestions for Parenting and Child Growth and Behavior Information from Someone with a University Degree in Child Development.....	26
12. Pearson Correlation for Total Hope Score and Sharing Help and Suggestions for Parenting with Friends and Family.....	26
13. Pearson Correlation for Pathways Hope Score and Asking for and Accepting Information from Various Sources and Sharing Information with Friends and Family	27
14. Student Parents' Awareness of Local Family Programs.....	28
15. Ways Student Parents Have Learned of Local Family Programs.....	29

Introduction

Parents today have a greater need for parenting and child development information than parents from previous generations for several reasons. A greater number of single parents are raising children than in the past due to divorce, terminated cohabitation relationships, and the birth of children outside of relationships (Edwards & Gillies, 2004). Without partners, these parents may experience isolation, a lack of support, and may have fewer opportunities to seek and receive parenting advice and support. In a study of 28 British parents, Akister and Johnson (2004) found that the majority of the participants who did not live with their child's other natural parent reported feeling unsupported by that parent. Parents today are also living farther from their family of origin than parents in previous generations (Edwards & Gillies, 2004; Keller & McDade, 2000). While families have the ability to communicate via telephone, text, e-mail, Skype, and instant messaging, living away from one's family may hinder the ability to receive parenting advice and information on child rearing.

Parenting Outcomes

Effective parenting has been linked to lower juvenile crime rates, reduced instances of child maltreatment, lower high school drop rates, and decreased negative child outcomes. In a study of 488 adolescent male offenders, Chung and Steinberg (2006) found that ineffective parenting is one factor associated with high rates of juvenile offending. Results of a study on 228 sixth grade students and approximately 144 parents found that positive parenting practices such as parental monitoring, eating family dinners together, and checking the child's homework

protects children from negative outcomes (Griffin, Botvin, Scheier, Diaz, & Miller, 2000).

Greater parental monitoring was associated with less child delinquency and slightly less smoking. Monitoring interacted with gender in predicting alcohol use. Parental monitoring was found to be related to a decrease in alcohol consumption by boys but an increase of alcohol consumption by girls. Eating meals as a family was associated with less delinquency in girls but not boys, and frequent checking of homework was associated with less aggression in girls but not in boys (Griffin, et al., 2000).

Parent Education Programs

Parenting programs have been created in order to reduce instances of child maltreatment and to improve parenting skills and parent-child relationships. These programs achieve positive outcomes by teaching parents behavior modification techniques, by giving them developmentally appropriate expectations for child behavior, by teaching positive communication skills, by informing parents of the risks associated with harsh physical punishment and teaching them alternative discipline techniques, by fostering parents' sense of personal competence, and by strengthening parents' ability to use available resources for their own and their child's wellbeing (Rodrigo, Almeida, Spiel, & Koops, 2012). These programs use methods such as classroom lessons, informative newsletters, and home visitations. The results of a meta-analysis conducted by Holzer, J. Higgins, Bromfield, Richardson, and D. Higgins (2006) found that parenting programs (parent education and home visitation programs) "can improve parents' knowledge, skills and supports and may be effective in preventing child abuse and neglect"(p. 21). For example results from a study on the Systematic Training for Effective Parenting (STEP) program conducted by Fennell and Fishel (1998) found that most of the 18 participants (some of whom were court ordered or referred by the Department of Social Services) who participated in the

program had more positive perceptions of their children and were less potentially physically abusive than a control group after completing the 9 week program. These parents also gained a new social support system from participating in the program which is another important aspect of parent education programs.

Sources of Parenting and Child Growth and Behavior Information

Family. The most frequently utilized source of parenting and child development information is the family (Radey & Randolph, 2009), specifically the child's maternal grandmother (Marx, Miller, & Huffman, 2011). A mother often seeks the advice of her own mother because of their close relationship as well as their shared values and parenting styles (Marx, Miller, & Huffman, 2011). A parent may also seek the advice of their spouse when confronted with parenting issues. In their study of 167 southern U.S. parents Marx, Miller, and Huffman (2011) found that fathers cited their wives as the person they would turn to for advice on child behavior issues. In Walker's (2005) study of 457 Wisconsin mothers of infants who receive monthly parenting newsletters, participants rated their partner or spouse and the infant's grandparents as the most useful sources of information.

Friends. Friends may be a source of information to parents as well. Friends who have children may share their experiences with other parents thereby teaching their parenting tips and techniques to other families. In a study conducted by Edwards and Gillies (2004), friends were found to be as important as family when seeking parenting support and guidance. In the study, which consisted of survey and interviews of parents of children age 8 to 12 years, family and friends were found to be the most appropriate sources of help for parents. According to Walker (2005), "informal lay sources (friends and family) offer readily available advice from personal

experience and can be tailored to a parent's individual needs" (p. 167). Parents are also more likely to be candid with friends and seek their assistance because they have no fear of judgment.

Medical personnel. Medical personnel such as physicians and nurses are a valuable source of childhood medical information and sometimes child development information. These individuals are not typically used as a primary source of parenting tips or advice. This is most likely because medical personnel are less accessible than informal information sources such as family and friends (Walker, 2005). A study conducted on 373 parents in Memphis, Tennessee by Combs-Orme, Nixon, and Herrod (2011) found that participants reported receiving information from their pediatrician mainly on health, diet and nutrition, communication with children, discipline and guidance, and general developmental information. This study found that more than three quarters of higher income participants and just more than one half of lower income participants reported unmet needs for information from their pediatrician. In their study of 167 parents Marx, Miller, and Huffman (2011) found that physicians were consulted frequently for medical issues (87% of times for fathers and 89% for mothers) but much less frequently for child behavior issues (31% for mothers and 20% for fathers). Walker (2005) found that of 457 participant responses, health professionals were rated as "very helpful" sources of information on infant feeding (80%), useful advice on infant development (77%), and on dealing with "difficult" infant behavior (53%).

Media. Media sources such as books, magazines, television programs, and Internet websites dedicated to childrearing have become increasingly popular in recent years. In a study of 1,240 parents of children 10 years old and younger, Radey and Randolph (2009) reported that 60% of participants received parenting information from television programs, 76% from the Internet, 32% from radio programs, and 40% from newspapers. They report that the majority of

parents use not one but a combination of sources when making parenting decisions. Their research showed that being young and unmarried increased the likelihood that a parent will use the Internet as a source of parenting information. They believe that this may be due in part to younger parents' familiarity and comfort with Internet usage and unmarried parents' lack of access to a partner. One of the more popular media sources put out by family service organizations is the newsletter. Walker's (2005) survey of 457 mothers receiving monthly newsletters on child rearing topics found that a majority of the participants found the newsletter to be a helpful source of information. Approximately 93% of participants found the newsletter to be helpful in providing child development information, 82% for what to do when the baby is "difficult", and 80% on how to start infants on solid foods.

Family life educators. The use of Family Life Educators and child development specialists as a source of parenting and child development information has not been widely studied. Certified Family Life Educators (CFLE) have been educated through university programs accredited by the National Council on Family Relations (NCFR) and use a preventive and educational approach to provide information about healthy family functioning to minimize family problems ("What is Family Life Education?", n.d.). It is not known if professionals such as child development specialists and family life educators are perceived as credible sources of information for parents in need of parenting advice. The investigator of this study hopes to learn if parents who are students at an NCFR accredited university are familiar with Certified Family Life Educators and if they would be likely to seek parenting and/or child development information from these professionals.

Factors Impacting Likelihood of Seeking and Accepting Parenting and Child Growth and Development Information

A parent's likelihood of asking for and accepting information from a source is based upon their trust in the source's credibility as well as the cultural relevance of the information being provided. Several factors impact a source's credibility and relevance to parents. These include the source's parenting experience, the family's cultural beliefs and values regarding parenting, and the socioeconomic status of the parent.

Parenting experience. Parents are sometimes interested in whether or not the person providing parenting and child development information has children of his or her own. Parents may be more receptive when the person providing information on parenting has experience using the advice they are giving. The shared experience of parenthood helps parents to trust that the source of this information understands the joys, needs, and struggles of the parent. In their study of 1,112 parents Edwards and Gillies (2004) found that when in need of help dealing with a child's behavior, 44% of parents are likely to seek advice from a friend who has children of their own. Similarly, Walker (2005) reported 70% of study participants consulted friends with infants when in need of parenting information. Having experience as a parent is not enough alone to make one a credible and trusted source of parenting and child development information though. Marx, Miller, and Huffmon (2011) found that mothers often disregarded the opinions and advice of their mother-in-law when the two had conflicting values and beliefs on childrearing. In contrast, parents who value education may be more inclined to accept information from a provider with a family service related college degree but who has no children than parents who place more value on personal parenting experience.

Culture. The cultural background of the information provider also plays an important role in gaining the trust of the parent. Parenting practices and values are often related to the culture of the parent's community. Providers that emphasize autonomy in children may experience difficulty when offering parenting advice to parents whose cultures value collectivism. Cultural gender differences are also important to parents when looking for an information provider. In the United States, mothers are often the target of family related services and parenting education organizations but this may not be acceptable to families from male dominated cultures.

Regional differences. Parenting practices vary among parents of different countries as well as those in different regions of the United States. For instance the practice of spanking children for misbehavior is more prevalent in the southern region of the United States than in other regions (Robinson, Funk, Beth, & Bush, 2005; Straus & Stewart, 1999). This makes alternative discipline practices a hard sell for some southern parents who value corporal punishment as a way to change and control a child's behavior. The beliefs and values of the information provider may also be important to parents when they select a source of parenting and child development information. For instance, parents who believe that the best way to foster independence in infants is by leaving infants on their own and by expecting infants to accomplish developmental tasks with little guidance from adults may be less inclined to accept information from a provider that encourages parents to foster the infant's sense of security, and ultimately independence, by engaging in high touch behaviors such as frequent holding – and even baby wearing—and night time parenting behaviors such as co-sleeping.

Racial differences. Differences between people of different races who live in the same region may also play a role in who these parents turn to for help. In a study on race preferences

and help seeking attitudes of African-American adults in the southern United States, Townes, Chavez-Korell, and Cunningham (2009) found that of the 168 participants, those who held high levels of cultural mistrust of white people, white culture, and white society were likely to have a strong preference to receive services from an African-American counselor. In addition, minority parents may be less likely to begin and continue parent education programs because they feel that the programs are based on the values of middle-class Caucasian values and are therefore irrelevant to them (Keller & McDade, 2000).

Socioeconomic status. A parent's socioeconomic status can impact their help seeking behavior. Edwards and Gillies (2004) reported in their study that middle-class participants were more likely to identify professionals (i.e. teachers, parenting classes) as being appropriate sources of assistance regarding children's behavioral and educational issues than were "working-class" participants. According to Hoff, Laursen, and Tardif (2002), "contemporary 'expert' advice affects the behavior of higher-SES parents before it affects the behavior of lower-SES parents" (p. 247). Socioeconomic status may also affect the way parents view children and their behaviors. Parents of low socioeconomic status often believe that their children should conform to societal expectations and that the parent should have total authority over their children. These parents are punitive when children test that authority (Hoff, Laursen, & Tardif, 2002). Parents of higher socioeconomic status are concerned with their children developing initiative, use a more authoritative parenting style, and are less likely to use harsh punishment (Hoff, Laursen, & Tardif, 2002).

Reasons Some Parents Do Not Seek Parenting and Child Growth and Behavior Information

Parents often do not seek parenting assistance, advice, or information because of fear; fear of stigmatization, fear of losing their children, fear of rejection, and fear of intrusion.

Fear of stigmatization. The fear of stigmatization stems from the thought of being viewed as an incompetent parent if one seeks information or advice from professional services. The incorrect assumption that drives this fear is that “good” parents do not need assistance when it comes to raising their children. In a study of 20 Australian mothers who identified themselves as not well-connected to family services, Winkworth, McArthur, Layton, Thomson, and Wilson (2010) found that mothers expected to be judged by formal service providers. These women reported feeling ashamed of being single parents and believed that using formal services was a sign of failure. In their study of 52 low income parents in Washington, Keller and McDade (2000) found that parents were afraid of being judged or misunderstood, looking stupid, or being “preached to” by doctors, clergy, and teachers. The fear of rejection originates from a parent’s previous attempts to secure services or assistance from professionals and being turned away or treated badly (Winkworth et al., 2010; Keller & McDade, 2000).

Fear of losing children. The fear of losing one’s children arises from the idea that seeking assistance from professionals who are mandatory reporters may imply that a parent is unfit. These parents sometimes believe that seeking help may trigger an investigation of the family and could result in removal of the children (Keller & McDade, 2000). In a study of Australian mothers, participants reported feeling that they were put under surveillance after having contact with social service organizations (Winkworth et al., 2010). This fear may be enough to cause parents to endure serious hardship in order to keep the family intact. Other

times the parent may go without a need in order to provide for their children without seeking outside assistance. An addition, parents often do not know what social services deem to be a “safe home” so fear that child protective services could come in and take a child is very real to many underprivileged families (Keller & McDade, 2000).

Fear of intrusion. Parents sometimes choose not to pursue information on parenting and child development because they do not want others to intrude into their personal matters. Keller and McDade (2000) found that often parents do not seek help from friends and family because they do not want others to “get in my business”, “get too nosy” or “take over” (p. 302). These participants believe that boundaries between the family and outsiders require that family concerns stay within the family to avoid the intrusion of others. Other reasons for not seeking family related services include not being connected with needed resources by service workers who know of parents’ needs, a lack of trust in social services, and not knowing anyone who has had experience with the service in question (Winkworth et al., 2010).

Knowledge of Existing Programs

Often parents are not aware of all family service programs in their community. Johnson, Akister, McKeigue, and Wheeler (2005) found that 62% of the 428 parents they surveyed did not know of any agencies that offer support to parents in their communities. This study was conducted with parents of children aged 5 through 11 years old in the Cambridgeshire and Essex areas of the United Kingdom. A portion of the participants in this study (15%) suggested that a telephone helpline would be beneficial but were unaware of Parentline, a national telephone helpline for parents already in operation. Findings from this study indicate that parents do not know where to locate information on community resources and that a “one stop center” would be

helpful in assisting parents in locating the resources they need. Several focus groups conducted by The University of Alabama Graduate Parent Support program found that some student parents are unaware of services provided by a local parenting telephone helpline. Specifically, parents were unaware that this service provides callers with a list of local childcare facilities (The University of Alabama Focus Group of Graduate Students with Children, June 30, 2008).

Hope

A parents' level of hope may influence their assistance seeking behavior. Snyder (1991) defines hope as "a cognitive set that is based on a reciprocally derived sense of successful (a) agency and (b) pathways" (p. 571). Hope is learned and is based on goal attainment thinking, not emotions. One's success or failure at reaching a goal can create positive or negative emotions which reinforce or dampen future goal related thinking (Snyder, Rand, & Sigmon, 2005). Agency refers to a sense of successful determination in meeting goals in the past, present, and future. Agency is the component of hope that motivates a person to follow through on their plan to reach their goal. Pathways thinking refers to a sense of being able to generate successful plans to meet a goal. Pathways thinking displays an individual's perceived abilities to generate workable routes to complete their goals (Snyder, 1991; Snyder, Rand, & Sigmon, 2005). In simpler terms, hope reflects the collective level of perceived agency and pathways (Snyder, 1991). Both agency and pathways are necessary components of hope.

Snyder's (1991) work on hope indicates that those high in hope should have more goals in their life and should select and attain more difficult goals than those who are low in hope. When faced with a difficult task agency thinking temporarily decreases in most individuals. Those who are high in hope tend to rebound quickly while those low in hope are likely to stay

focused on a perhaps unattainable goal and will experience negative demoralizing emotions brought on by failing to reach a goal (Snyder, 2002). People who have high levels of hope thrive when solving dilemmas and see obstacles as challenges while those low in hope may find these obstacles as devastating. The investigator hypothesizes that student parents with higher levels of hope will be more likely to seek help and information than those with low levels of hope. This is because when producing positive child outcomes is a goal, actively seeking child growth and development information or parenting advice is an example of pathways thinking.

Research Questions

The investigator would like to answer the following questions by completing this study.

1. What are university student parents' sources of parenting and child growth and behavior information?
2. What is the likelihood that university student parents would be willing to receive parenting and child growth and behavior information from a source other than their usual trusted source?
3. What is the likelihood that university student parents would be willing to receive parenting and child growth and behavior information from a family life educator if one were available to them?
4. What characteristics do university student parents look for in a trusted source of parenting and child growth and behavior information?
5. Are university student parents who are more hopeful more likely to seek information on parenting and child growth and behavior than parents who are less hopeful?
6. Are university student parents aware of the child and family related information sources in their area?

Methods

Sample

The sample for this study was made up of members of The University of Alabama Graduate and Undergraduate Parent Support groups. Of the 920 members invited to participate in the study (515 graduate students and 405 undergraduate students), 71 participants began filling out the survey and of those, 51 participants answered every question. Therefore, the sample size varies for different questions on the survey. The average participant in this study is a 34 year old Caucasian woman with one child who is approximately 7 years old. The average annual income for participants (excluding tuition waivers) is between \$25,000 and \$35,000. All but 10 participants reported receiving no needs based financial assistance. Needs based financial assistance includes Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), or Temporary Assistance for Needy Families (TANF). See Table 1 for further demographics of the sample.

Table 1

Sample Demographics

	Frequency	Percent
Sex		
Male	11	21%
Female	40	78%
Race		
Caucasian	33	63%
African-American	10	19%
Asian	2	3%
Hispanic	1	1%
Other	3	5%
Bi-racial	3	5%
Needs based assistance		
No	37	78%
Pell Grant	7	14%
TANF	2	4%
FSEOG	3	6%
	Mean	Range
Age	34 years	21– 49 years
Number of children	1.90	1 - 5
Age of children	7.84 years	0.08 – 25 years ^a
Income	7.98 ^b	1 - 12

^a For age 0.08 is equivalent to 1 month of age

^b For income 7 = \$25,000 to \$29,000 annually and 8 = \$30,000 to \$35,000 annually

Procedures

Permission to conduct this study was obtained from The University of Alabama Institutional Review Board (IRB) and the University of Alabama Work Life Manager. The University of Alabama Work Life Manager oversees the Graduate and Undergraduate Parent Support programs. The permission letter from the Institutional Review Board can be found in Appendix A, the permission letter from the Work Life Manager can be found in Appendix B. The primary investigator attended The University of Alabama Graduate and Undergraduate Parent Support annual kick-off resource fair in order to meet potential participants and to familiarize them with the study. Flyers that were posted on the investigator's table can be found

in Appendix C, the handouts provided can be found in Appendix D. Five days after the resource fair the Work Life Manager sent Graduate and Undergraduate Parent Support members an email inviting them to participate in an online survey to be used for the primary investigator's thesis project. Participants were advised that results of the survey may be used to inform family service providers, including those running the Graduate and Undergraduate Parent Support programs, of ways to better serve student parents. A copy of this email can be found in Appendix E. The Work Life Manager sent reminder emails to all members of the Graduate and Undergraduate Parent Support programs 1 week and 2 weeks after the initial invitation email was sent. Student parents who had already completed the survey were thanked for their participation while those who had not were encouraged to participate if they wished to do so. A copy of the reminder email can be found in Appendix F. The online survey was closed six days after the final reminder email was sent and no additional data were collected. The site Survey Monkey was used to conduct the online survey. The informed consent document for the survey can be found in Appendix G. A copy of the survey can be found in Appendix H.

Measures

Student parent survey. The Student Parent Survey includes questions created by the primary investigator, the primary investigator's faculty advisor, and the University of Alabama Work Life Manager. The survey is made up of 50 questions. It includes 10 Likert scale questions measuring the likelihood of turning to an alternative information source for parenting help or suggestions and child growth and behavior information. It includes 2 questions in which student parents are asked to rank their top three sources of parenting help or suggestions and child growth and behavior information. An open answer section allows parents to respond to 9 questions such as what characteristics they look for in a source of parenting help or suggestions

and child growth and behavior information, what would make it easier for them to receive this kind of information, why they feel some parents do not seek this kind of information, and what family related programs they would like to see started in their community,. Questions regarding the programs student parents are familiar with or have had contact with as well as demographic questions are also included in this survey.

The Adult State Hope Scale. The Adult State Hope Scale was created by Snyder et al. (1996) to measure overall hope as well as pathways and agency thinking. The scale contains six statements, three measuring pathways thinking and three measuring agency thinking. The participant reads each statement and responds by selecting a number on a Likert scale that matches their present level of agreement with each statement. Responses range from “1 – Definitely False” to “8 – Definitely True”. The total hope score is calculated by summing all six responses with higher sums representing higher levels of hope. Participants’ pathways score is calculated by summing the three pathways statements. The pathways score will be evaluated along with participants’ total hope score. In previous studies the Adult Hope Scale was found to have a Cronbach’s Alpha of .90 (Maikranz, Steele, Dreyer, Stratman, & Bovaird, 2006; Snyder, 2000). In this study the Cronbach’s Alpha for the Adult State Hope Scale has been calculated to be .85. This is evidence that the items in the Adult State Hope Scale measure the underlying construct of hope and that the measure has good internal consistency.

Results

Student Parents' Trusted Sources of Child Growth and Behavior Information

The first research question is, "What are student parents' sources of parenting and child growth and behavior information?" The most frequently chosen primary source of information on child growth and behavior is the participant's parents. The second most frequently chosen primary source of child growth and behavior information is the child's doctor. The third most frequently selected primary source of information on child growth and behavior is the Internet.

The most frequently chosen secondary source of information on child growth and behavior is the child's doctor. The second most frequently chosen secondary source of child growth and behavior information is the Internet. Two sources are cited equally as the third most frequently chosen source of child growth and behavior information. Parents and friends were selected by 8% of participants.

The most frequently selected tertiary source of child growth and behavior information is the Internet. The second most frequently chosen tertiary source of child growth and behavior information is a child development professional. The third most often selected tertiary source of parenting and child growth and behavior information is books and magazines. See Table 2 for more results.

Table 2

Trusted Sources of Child Growth and Behavior Information

	First choice		Second Choice		Third Choice	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
My parents	28	38%	6	8%	6	8%
Family other than parents	2	2%	2	2%	4	5%
Child's other parent	6	8%	3	4%	3	4%
Child's doctor	16	21%	25	34%	8	11%
My friends	4	5%	6	8%	6	8%
Internet	7	9%	10	13%	13	17%
Books and magazines	2	2%	5	6%	9	12%
My place of worship	1	1%	1	1%	1	1%
Child development professional	4	5%	5	6%	10	13%
My child's teacher	0	0%	5	6%	8	11%
Television	0	0%	0	0%	0	0%

Student Parents' Trusted Sources of Parenting Information

Table 3 displays student parents' trusted sources of help or suggestions for parenting.

The most frequently chosen primary source of help and suggestions for parenting is the participants' parents. The second most frequently chosen primary source of help and suggestions

for parenting is the child's other parent. The third most frequently chosen primary source of help and suggestions for parenting is the participants' friends.

Table 3

Trusted Sources of Help and Suggestions for Parenting

	First choice		Second Choice		Third Choice	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
My parents	31	42%	8	11%	5	6%
Family other than parents	2	2%	12	16%	3	4%
Child's other parent	13	17%	5	6%	3	4%
Child's doctor	2	2%	6	8%	7	9%
My friends	10	13%	13	17%	9	12%
Internet	4	5%	5	6%	12	16%
Books and magazines	1	1%	8	11%	13	17%
My place of worship	2	2%	4	5%	5	6%
Child development professional	4	5%	5	5%	4	5%
My child's teacher	0	0%	3	4%	6	8%
Television	0	0%	0	0%	0	0%

The most frequently chosen secondary source of help and suggestions for parenting for student parents is the participants' friends. The second most frequently chosen secondary source of help and suggestions for parenting is a family member other than the one's parents.

The third most frequently chosen secondary source of help and suggestions for parenting is a tie between the participant's parents and books and magazines.

The most frequently chosen tertiary source of help and suggestions for parenting is books and magazines. The second most frequently chosen tertiary source of help and suggestions for parenting is the Internet. The third most frequently chosen tertiary source of help and suggestions for parenting is friends of the participant.

Likelihood of Asking for and Accepting Parenting and Child Growth and Behavior Information from a Source Other Than Their Usual Trusted Source

The second research question is "What is the likelihood that student parents would be willing to receive parenting and child growth and behavior information from a source other than their usual trusted source?" Results for this question can be seen in Table 4. The mean response for the likelihood of asking for child growth and behavior information from someone other than their usual source indicates that student parents are neither likely nor unlikely to ask for this information from someone other than their usual source. The means response for the likelihood of accepting child growth and behavior information from someone other than a student parents' usual trusted source also shows that they are neither likely nor unlikely to accept this information from someone other than their usual source. The mean response for the likelihood of asking for parenting help or suggestions indicates that student parents are again neither likely nor unlikely to ask for this kind of information from someone other than their usual source. The mean response for the likelihood of accepting parenting help or suggestions from someone other than their trusted source indicates that student parents are neither likely nor unlikely to accept information from someone other than their usual trusted source.

Table 4

Likelihood of Asking for and Accepting Information from Unfamiliar Source

Topic Child Growth and Behaviors			
Ask for Information		Accept Information Provided	
Mean	Standard deviation	Mean	Standard deviation
3.34	1.12	3.73	0.92

Topic Help or Suggestions for Parenting			
Ask for Information		Accept Information Provided	
Mean	Standard deviation	Mean	Standard deviation
3.29	1.16	3.53	1.07

Likelihood of Asking for and Accepting Parenting Information from a Source of a Different Race

When inquiring about student parents’ likelihood of asking for help or suggestions for parenting from someone of a different race, the mean response indicates that student parents are neither likely nor unlikely to ask for this information from someone of a different race. The mean response for the likelihood of accepting help or suggestions for parenting from someone of a different race shows that student parents are neither likely nor unlikely to accept this information from someone of a different race. These results can be seen in Table 5.

Table 5

Likelihood of Asking for and Accepting Help and Suggestions for Parenting from Someone of a Different Race

Topic Help or Suggestions for Parenting			
Ask for Information		Accept Information Provided	
Mean	Standard deviation	Mean	Standard deviation
3.71	1.00	3.85	0.97

Likelihood of Asking for and Accepting Parenting and Child Growth and Behavior Information from a Family Life Educator if one were Available

The third research question for this study is “What is the likelihood that student parents would be willing to receive parenting and child growth and behavior information from a family

life educator if one were available to them?” For the purpose of this study, in the survey the term “family life educator” was replaced with “someone with a university degree in child development” because knowledge of the designation of certified family life educator (CFLE) is not widespread. When asked of their likelihood to ask for information on child growth, child behavior, and parenting from someone with a university degree in child development the mean score indicates that student parents are somewhat likely to ask for this information from someone with a university degree in child development. When asked about their likelihood to accept information about child growth, child behaviors, and parenting from someone with a university degree in child development, student parents were again somewhat likely to accept this information from someone with a university degree in child development. The results can be seen in Table 6.

Table 6

Likelihood of Asking for and Accepting Information on Child Growth and Behaviors and Help or Suggestions for Parenting from Someone with a University Degree in Child Development

Topic Information on Child Growth and Behaviors and Help or Suggestions for Parenting			
Ask for Information		Accept Information Provided	
Mean	Standard deviation	Mean	Standard deviation
4.12	0.97	4.15	0.95

Important Characteristics in a Trusted Source of Parenting and Child Growth and Behavior Information

The fourth research question is, “What characteristics do student parents look for in a trusted source of parenting and child growth and behavior information?” The most important characteristic to student parents is the information provider’s personal experience as a parent. The second most important characteristic is that the information provider is educated in a child development related field. The third most important characteristic is that the information provider has positive personality traits. See Table 7 for a full list of characteristics.

Table 7

Important Characteristics in a Trusted Source of Parenting and Child Growth and Behavior Information

Characteristic	Frequency	Percent
Experience as a parent	40	39%
Education/degree in child development	32	31%
Personality traits	13	12%
Experience working with children	5	5%
Shared parenting beliefs	4	4%
Personal relationship with student parent	2	2%
Age	2	2%
Religious beliefs	1	1%
Political beliefs	1	1%

Hope Levels and Likelihood to Ask for and Accept Information

The fifth research question is, “Are student parents who are more hopeful more likely to seek information on parenting and child growth and behavior than parents who are less hopeful?” Pearson correlation coefficients were computed to assess the relationship between participants’ total hope score and their likelihood of asking for and accepting information from a variety of sources. The possible range for likelihood of asking for or accepting information from any provider is 1-5 with higher numbers indicating a greater likelihood of asking for or accepting information from a given source. The possible range for the total hope score is 6-48 with higher scores indicating higher hope levels. One-tailed tests were run for each relationship. A small correlation was found between the total hope score and the likelihood of asking for child growth and behavior information from someone other than one’s usual trusted source. A medium size

correlation was found between total hope scores and the likelihood of accepting child growth and behavior information from someone other than one's usual trusted source. These relationships can be seen in Table 8. Table 9 displays a small correlation found between total hope scores and the likelihood of asking for help or suggestions for parenting from someone other than one's usual source. Table 10 displays a small correlation found between total hope scores and the likelihood of accepting help or suggestions for parenting from someone of a different race. Table 11 displays the small correlations found between total hope scores and the likelihood of asking for and accepting parenting help or suggestions and child growth and behavior information from someone with a university degree in child development.

Table 8

Pearson Correlation for Total Hope Score and Asking for and Accepting Child Growth and Behavior Information from Someone Other Than Trusted Source

	Total Hope Score	
	<i>r</i>	<i>p</i>
Ask for Information	.24	.03
Accept Information Provided	.45	<.001

Table 9

Pearson Correlation for Total Hope Score and Asking for and Accepting Help and Suggestions for Parenting from Someone Other Than Trusted Source

	Total Hope Score	
	<i>r</i>	<i>p</i>
Ask for Parenting Help	.25	.03
Accept Parenting Help	.16	.10

Table 10

Pearson Correlation for Total Hope Score and Asking for and Accepting Help and Suggestions for Parenting from Someone of a Different Race

	Total Hope Score	
	<i>r</i>	<i>p</i>
Ask for Parenting Help	.19	.08
Accept Parenting Help	.25	.03

Table 11

Pearson Correlation for Total Hope Score and Asking for and Accepting Help and Suggestions for Parenting and Child Growth and Behavior Information from Someone with a University Degree in Child Development

	Total Hope Score	
	<i>r</i>	<i>p</i>
Ask for Help, Suggestions, and Information	.22	.23
Accept Help, Suggestions, and Information	.05	.04

A Pearson correlation coefficient was computed to assess the relationship between participants' total hope score and their likelihood of sharing information they have learned with friends or family members. The possible range for likelihood of sharing information is 1-5 with higher numbers indicating a greater likelihood of sharing information. Medium correlations were found between total hope scores and the likelihood of sharing child growth and behavior information and parenting help or suggestions with friends and family. These can be seen in Table 12. No other correlations concerning the total hope score were found to be significant.

Table 12

Pearson Correlation for Total Hope Score and Sharing Help and Suggestions for Parenting with Friends and Family

	Total Hope Score	
	<i>r</i>	<i>p</i>
Share Child Growth and Behavior Information	.38	.002
Share Parenting Help and Suggestions	.35	.004

A Pearson correlation coefficient was computed to assess the relationship between participants' Adult State Hope Scale pathways score and the likelihood of asking for and receiving information from someone other than one's usual trusted source. The possible range for the pathways score is 3-24 with higher scores indicating higher levels of pathways thinking.

The possible range for the likelihood of asking for or accepting information is 1-5 with higher numbers representing greater likelihood to ask for or accept information. Table 13 shows the only correlation, a small correlation between the pathways score and accepting child growth and behavior information from someone other than one's usual trusted source. No other pathways score correlations were significant.

Table 13

Pearson Correlation for Pathways Hope Score and Asking for and Accepting Information from Various Sources and Sharing Information with Friends and Family

	Pathways Hope Score	
	<i>r</i>	<i>p</i>
Accept information about child growth and behavior	.29	.02
Ask for information about child growth and behavior from someone other than usual source	.09	.29
Ask for help or suggestions for parenting from someone other than usual source	.12	.17
Accept help or suggestions for parenting from someone other than usual source	.05	.24
Ask for help or suggestions for parenting from someone of a different race	.05	.34
Accept help or suggestions for parenting from someone of a different race	.11	.19
Ask for parenting and child growth and behavior information from someone with a university degree in child development	.02	.42
Accept parenting and child growth and behavior information from someone with a university degree in child development	.02	.41
Share child growth and behavior information with family and friends	.20	.06
Share help or suggestions for parenting with family and friends	.19	.08

Student Parents' Knowledge of Family Related Information Sources in their Area

The fifth research question is “Are student parents aware of the child and family related information sources in their area?” Results displayed in Table 14 show that student parents are aware of some family service programs in the Tuscaloosa community. Of those who knew of the programs listed, many participants were familiar with the Parenting Assistance Line, the Baby T.A.L.K. program, Tuscaloosa’s One Place, and the Parent Resource Library. Several participants knew of the University of Alabama Psychology Clinic and the University of Alabama Capstone Family Therapy Clinic. Early Intervention program was known to some participants. A sizeable number of participants reported being unaware of all of these programs. Most have heard of these programs through flyers or through their classes. See Table 15 for a list of the most frequently mentioned ways that participants became familiar with these programs.

Table 14

Program Name	Frequency	Percent
Parenting Assistance Line	37	78%
Baby T.A.L.K.	30	63%
Tuscaloosa’s One Place	26	55%
University of Alabama Psychology Clinic	21	44%
Parent’s Resource Library	18	38%
Early Intervention	13	27%
Capstone Family Therapy Clinic	9	19%
Unfamiliar with these programs	12	20%

Table 15

Ways Student Parents Have Learned of Local Family Programs

Program Name	Most Common	Second Most Common	Third Most Common
Baby T.A.L.K.	Flyer	In class	Health department
Parent Assistance Line	Flyer	Television	Resource fair
Tuscaloosa's One Place	Flyer	In class	After school program Television Health professional
Parent Resource Library	Flyer	Referred by family or friend	Resource fair
Capstone Family Therapy Clinic	Flyer	In class	UA employee benefit
Early Intervention	In class	Flyer	Health professional
University of Alabama Psychology Clinic	In class	Flyer	Family or friend UA website UA employee benefit

Discussion

Parents depend on others as trusted sources of help and information on parenting and child related topics. The most commonly depended upon sources include family, friends, and medical personnel. In this study parents who are also college students revealed that they too depend upon these and other sources for information on parenting and child growth and behavior. Who student parents turn to for help or suggestions for parenting appears to be somewhat different than who they turn to for information on child growth and behavior. This is not unexpected as parenting appears to be less “nature” and more “nurture” based than child development. Help and suggestions for parenting include tips and techniques for raising children as well as behaviors that parents exhibit in their relationships with their children. Parenting styles and behaviors may vary with culture, religious, or socioeconomic backgrounds whereas much of child development is the natural maturation of the human child.

Sources of Child Growth and Behavior Information and Help or Suggestions for Parenting

Family. Student parents turn to their own parents for information on child growth and behavior and for parenting help more than any other source. This finding is logical and is supported by previous research that indicates that mothers often turn to their own mothers when in need of help, advice, or information related to raising their children due to their shared values, beliefs, and experiences (Marx, Miller, & Huffmon, 2011). While parents were still highly ranked sources of help and suggestions for parenting, other family members appear as trusted sources as well. Family members other than the parents were selected as a secondary source of information. So while parents are the preferred family source of information, family members

such as siblings, aunts, and grandmothers can also provide helpful suggestions on how to parent children. The child's other parent was named as a primary source of parenting help and suggestions second only to the participant's own parents. The child's other parent was not selected as a secondary or tertiary source of parenting help or suggestions. Marital status of participants was not collected in this study. In future studies, it may be helpful to determine if those who are married to or have regular contact with their child's other parent find them to be a useful source of parenting help and suggestions.

Medical personnel. The child's doctor is also an important source of child growth and behavior information to student parents. While this finding was not unexpected, the rate at which parents turn to the child's doctor, as shown by being second only to their own parents, was not expected. Previous research has indicated that medical personnel such as doctors are utilized less often than lay sources such as friends or the child's other parent because these sources are more readily accessible than doctors (Walker, 2005). Perhaps student parents are more likely than parents who are not students to actively seek the advice of the child's doctor when concerned about their child's development. Medical personnel were not selected as often for parenting help or suggestions as they were for child growth and development information. Student parents were more likely to name informal sources as those they would turn to when in need of parenting help.

Media. The Internet was frequently cited by student parents as a source of information on child growth and behaviors. The Internet was cited less frequently as a source of parenting help or suggestions. This is of some concern as the Internet allows for the distribution of both credible and unfounded information about child and family related topics. The Internet was selected as a primary source of child growth and behavior information and help or

suggestions for parenting by only a small number of participants which makes the investigator question whether or not these participants have access to other resources such as family, friends, and a regular physician. In future research, student parents should be asked to name the websites they frequent for family and child related information in order to evaluate the credibility of these sources. The Internet was also selected as a tertiary source of parenting help or suggestions. This is encouraging as it shows that generally, after other resources are consulted, parents may search for more information before making parenting decisions. Other media such as books and magazines were selected by the greatest number of participants as a tertiary source of child growth and behavior information and as a secondary and tertiary source for help or suggestions for parenting. The less frequent use of books and magazines may be due to the increased availability of these sources online. Interestingly television was not selected as a source of information on child growth and behavior or help or suggestions for parenting by any participant. The reason for this may be that parents do not feel that television programs are an appropriate source of this information or it may be due in part to there being few if any parenting and child development related programs airing in the participants' community.

Child development professionals. Child development specialists were selected as a source of child growth and behavior information and help or suggestions for parenting by a moderate number of participants. For child growth and behavior information these professionals were selected as a primary source after parents, doctors, the Internet, and the child's other parent. They were selected as a secondary source after doctors, and the Internet. As a tertiary source child development professionals are second only to the Internet. As a source of help or suggestions for parenting they were selected as a primary source after the parents, the child's other parent, friends, and the Internet. As a secondary source they were selected after friends,

family members other than parents, parents, books and magazines, and the child's doctor. As a tertiary source they were selected after books and magazines, the Internet, friends, the child's doctor, the child's teacher, parents, and someone at the participant's place of worship. These results are important because little research has been conducted to evaluate parents' use of child development professionals. It is unknown if more participants did not select a child development professional as a source of information because they do not feel they are a credible source of this information or if they simply do not know of any child development professionals whom they could consult. Participants indicated that an important characteristic of someone they would like to receive information from is that the source has an education and/or degree in a child development related field. This leaves the investigators to believe that parents would indeed utilize child development professionals as a source of information if they knew where to find one.

Friends. Friends were mentioned as primary, secondary, and tertiary sources of parenting help or suggestions but not as frequently for child growth and behavior information. This is supported by previous studies in which parents utilized friends, especially those with children, as a source of parenting guidance (Edwards & Gillies, 2004). Friends are the people we are close to, the ones we confide in, and who often times provide advice so it is not surprising to find that friends were selected as an important source of help or suggestions for parenting. Also, we often share values, beliefs, and views with our friends so parents are likely to share parenting styles with friends.

Other sources. Sources that were selected as trusted sources of child growth and behavior information and help or suggestions for parenting by only a few participants include the child's teacher and someone at the participants' place of worship. Someone at the participant's

place of worship was selected more frequently for help or suggestions for parenting than for information on child growth and development. This was not surprising as religion appears to impact parenting more than views of child growth although a parent's religion may color their interpretation of their child's behavior. No participant selected the child's teacher as a primary source of information on child growth and behavior or parenting help or suggestions. Teachers were most often selected as a secondary or tertiary source of information which indicates that they are utilized only after other sources have been consulted. This seems logical as parents typically turn to their trusted sources when faced with a parenting or child development issue and consult the teacher to inform him or her of the situation or to gain more information on the child's progress and behavior.

Student Parents' Likelihood of Asking for and Accepting Information from Someone Other Than a Usual, Trusted Source

Results of this study indicate that student parents are neither likely nor unlikely to ask for or accept child growth and behavior information or help or suggestions for parenting from someone other than their usual source. This finding shows that student parents are neutral in their likelihood of asking for information or accepting information provided by someone that they would not normally go to for this information. This is encouraging as it shows that student parents are not staunchly against asking for or accepting information from an unfamiliar source. These parents may not actively seek information from unfamiliar sources but would probably be willing to accept a general parenting tip sheet or a developmental milestone flyer from a professional source. It would be interesting to see the results of this kind of question if participants did not have the choice of a neutral option. Future research should be conducted to determine what, if anything would make student parents more likely to ask for and accept information on child growth and behavior as well as help and suggestions for parenting from

someone other than their usual source. Also, student parents should be asked if they would be willing to turn to someone other than their usual source for specific situations such as if they found out that their teenager was involved in a gang or if their preschool age child was not making friends at play dates.

Student Parents' Likelihood of Asking for and Accepting Help or Suggestions for Parenting from Someone of a Different Race

Once again, student parents report that they are neither likely nor unlikely to ask for or accept help or suggestions for parenting from someone who is of a different race than them. Participants were asked to rate how likely they would be to accept parenting information from someone of a different race because while child growth and behaviors are similar and predictable for children, parenting styles, views, and practices are more likely to differ by parents' racial backgrounds (Caughy & Franzini, 2005). The investigator expected to see more resistance to asking for or accepting parenting help or suggestions from someone of a different race. It should be noted that when asked which characteristics they look for in a source of information on child growth and behaviors and parenting help or suggestions, student parents did not list being of the same race as a desired characteristic. This finding conflicts with previous research in which college students specifically requested a mental health counselor of their own race (Townes & Chavez-Korell 2009). It should be noted though that the participants of this study are predominantly Caucasian females. Future research should attempt to solicit a more diverse sample than was achieved for this study.

Student Parents Likelihood of Asking for and Accepting Parenting and Child Growth and Behavior Information from a Family Life Educator

Student parents are likely to ask for and accept child growth and behavior information and help or suggestions for parenting from someone with a university degree in a child

development related field. This supports the idea that student parents would be likely to ask for and accept information from a Certified Family Life Educator because these professionals must hold an undergraduate or graduate degree and this degree is typically in a family specific field. This finding is further supported by student parents' report that they would like their trusted source of information to have a degree or at least some education in a child development related field. While The University of Alabama is accredited by the National Council of Family Relations it appears that student parents may not be aware that Certified Family Life Educators are available to provide information and assistance to families in the community. The investigator would like to see more family related programs that employ Certified Family Life Educators started in the Tuscaloosa community as well as for the existing programs to be more widely advertised.

Important Characteristics in a Trusted Source of Parenting and Child Growth and Behavior Information

Parenting experience. Student parents listed several characteristics they would like to see in a source of parenting and child growth and behavior information. The most important characteristic is that the person or persons giving this information should be a parent. Parents often feel that only another parent can understand what they are experiencing. Fellow parents can also provide tips and advice on how to deal with stressful parenting situations as well as how parents can help their children reach their full potential. These findings are supported by results from previous studies in which a participant's own parents as well as friends who have children are selected as important sources of guidance, support, and advice (Walker, 2005; Edwards & Gillies, 2004).

Education. As noted previously, an education or degree in a child development related field is also very important to student parents. Child development professionals are able to help

parents understand why children behave the way they do and help parents recognize when children may not be meeting developmental milestones. The finding that an educational background in child development is important to student parents is puzzling because child development professionals were not ranked highly as a trusted source of parenting help or child growth and behavior information. This again demonstrates that it is very important for programs that employ those with university degrees in child development and family related services to advertise their services to those who may benefit from them.

Personality traits. Student parents are also concerned with the personality of the person providing information to them. Participants want the provider to have positive traits such as kindness, being respectful, trustworthiness, and a non-judgmental attitude. This is supported by previous studies which found that parents want to be treated with respect and to be understood when they seek family related services (Winkworth et al., 2010; Keller & McDade, 2000).. This finding also supports parents' fear of being judged by others when they need help (Winkworth et al., 2010).

Other characteristics. Characteristics listed less often than parenting experience, education, and personality traits include experience working with children, shared parenting beliefs, a personal relationship with the family, age, religious beliefs, and political beliefs of the information provider. Working with children does not equate to parenting experience but appears to make parents more comfortable when seeking or receiving information from someone who works with children. It was not surprising to find that parents would like to receive information from someone with similar parenting beliefs. Parents want to be made to feel that they are “doing a good job” when raising their children. A problem may occur if beliefs shared by the parent and information provider are detrimental to the child, such as a belief in the use of

corporal punishment or when parents follow the guidance of one ill-informed source exclusively (Marx, Miller, & Huffman, 2011). Student parents' desire for the information provider to have a personal relationship with the family is supported by findings that parents prefer to receive help, guidance, and information from friends and family (Marx, Miller, & Huffman, 2011; Walker 2005; Edwards & Gillies 2004). A very small number of participants indicated that age is an important characteristic of an information provider. This is logical because older adults are more likely to have a greater number of years of parenting experience and may be able to offer more assistance and information to younger parents. Finally one participant each reported that the religious and political beliefs of the information provider are important to him or her. The investigator was surprised that religion was only mentioned by one participant having expected it to play a major role in participants' preference because the sample resides in a southern state. This may be explained by the presence of participants who may have been raised outside of the "Bible Belt" before registering at The University of Alabama. The idea of an information provider's political beliefs being a characteristic that student parents look for in a source of parenting and child growth and development information is puzzling and needs further investigation.

Hope Levels and Likelihood to Ask for and Accept Information

Total hope score. Several correlations were found between student parents' total hope scores and the likelihood that they will ask for or accept parenting help and child growth and behavior information. Small, positive correlations were found between the total hope score and asking for child growth and behavior information from someone other than one's usual source, asking for help or suggestions for parenting from someone other than one's usual source, accepting help or suggestions for parenting from someone of a different race, and asking for and

accepting child growth and development and parenting information from someone with a university degree in child development. A medium, positive correlation was also found between total hope scores and the likelihood of accepting child growth and behavior information from someone other than the usual source. These findings mean that as total hope scores increase the likelihood of accepting or asking for information from these sources also increases. This supports the hypothesis that student parents who are higher in hope are more likely to seek child growth and behavior information and help or suggestions for parenting than are student parents low in hope. The investigator believes that hope is related to asking for and accepting help and information because individuals high in hope are more likely to be able to develop several ways to reach their goals or solves a problem. Therefore those with high levels of hope are more likely than those with low levels of hope to seek and accept information from a variety of sources when they are in need of parenting help or suggestions and information on child growth and behavior.

Pathways hope score. The investigator wanted to determine if the pathways hope score is related to seeking and accepting information from information providers. Knowing how to find information and actively seeking information to reach a goal or solve a problem are examples of pathways thinking. It would make sense that those who have higher pathways scores would be more likely to actively seek information and to welcome information provided by professionals. The results from this study indicate that pathways hope scores are indeed positively related to accepting child growth and behavior information from someone other than one's trusted source but not to any other help or information seeking behavior. This relationship occurs because accepting information from a new source is an example of generating new ways to reach a goal. It was surprising to see that no other relationships were found between the

pathways hope score and asking for or accepting information from other sources. This may be an artifact of the small sample. The investigator believes that with a larger, more diverse sample significant relationships would be found between pathways hope scores and asking for and accepting information from a variety of sources. It would also be interesting to find out if total hope and pathways hope scores are related to student parents' willingness to actively seek help and information from their trusted source as it is possible that parents may not always be willing to ask for help even from their trusted information source.

Student Parents' Knowledge of Local Family Related Programs

Overall the student parents who participated in this study are aware of several local family related programs. Student parents are most familiar with programs that offer parent education to those with young children as well as a program that offers parenting classes to those with children of all ages. Participants were less familiar with some of the counseling programs listed on the study. It appears that student parents are most familiar with programs offered by The University of Alabama. Most of the participants reported that they heard of these programs through flyers. This is encouraging because it implies that by posting flyers around campus and by faculty telling their students about these programs in class, student parents may become better informed of the programs aimed at assisting families. At the same time this finding is worrisome because it implies that parents who are not attending college may not be receiving information about local programs that can assist their family. The findings also may indicate that students who reported not being familiar with local programs may be new to the area. This information can be used by family service programs in order to canvas the community in order to reach more student and non-student families. It was troubling to learn that a sizeable portion of student parents were not familiar with any of the programs listed on the survey. In the future the survey

may be altered to allow parents to type the names of programs they are familiar with instead of selecting them from a list. The survey can also be altered to determine if parents are new to the community.

Study Limitations

The major limitations to this study include a short timeframe and a small sample. Future research should allow for a longer data collection period than the 3 weeks available to this investigator. The study investigator advertised by distributing flyers and meeting potential participants at the resource fair as well as by having emails sent to all potential participants. Results from this study indicate that researchers may get better results by distributing flyers throughout the community as well as meeting with and emailing potential participants. A longer data collection period as well as better advertisement of the study may have resulted in a more racially diverse and gender balanced sample. Another limitation to this study is its focus on university students. Findings from this study may not apply to other groups of parents such as teenage parents, parents of children in elementary school, parents of teenage children, or parents of children with special needs.

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APPENDIX A: IRB APPROVAL LETTER

August 8, 2012

CFRE 6-0000-1
Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
RESEARCH

Melissa Sudduth
Human Development & Family Studies
College of Human Environmental Sciences
Box 870158

Re: IRB # 12-CR-277-MH: "In Whom We Trust: Factors that Influence
Parents' Willingness to Seek Parenting and Child Development
Information"

Dear Ms. Sudduth,

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of written documentation of informed consent. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing surveys, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your application will expire on August 7, 2013. If the study continues beyond that date, you must complete the IRB Renewal Application. If you modify the application, please complete the Modification of an Approved Protocol form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, please complete the Request for Study Closure (Investigator) form.

Please use reproductions of the IRB-stamped documents.

Should you need to submit any further correspondence regarding this application, please include the assigned IRB application number.

Good luck with your research.

Sincerely,


Carpanito T. Myles, MSW, CIM
Director & Research Compliance Officer
Office for Research Compliance
The University of Alabama


150 Ross Administration Bldg
Tusculum Hall
Tusculum Hall, 2000 COTC
(205) 348-2446
fax (205) 348-7167
tcr 1-800-932-2269

APPENDIX B: WORK LIFE MANAGER APPROVAL LETTER

Office of the Dean

July 20, 2012



To Whom It May Concern:

I have reviewed the research proposal for the study "In whom we trust: Factors that influence parents' willingness to seek parenting and child development information" and I agree to allow the investigators access to the University of Alabama Graduate and Undergraduate Parent Support members. This study is being conducted by Mrs. Melissa Sudduth and Dr. Mary-Lee Curtner-Smith of the Department of Human Development and Family Resources.

Mrs. Sudduth and Dr. Curtner-Smith have asked to be allowed to invite the members of the Graduate and Undergraduate Parent Support groups to participate in an online survey for this study. Mrs. Sudduth will attend our Kick-off resource fair on August 16, 2012 to inform student parents of the study. I have agreed to this and to send initial and reminder emails that contain a link to the survey. Data collected for this study will also be used to benefit the Graduate and Undergraduate Parent Support groups.

Sincerely,

Cori Perdue
Work Life Manager

103C Rose Administration
University of Alabama
Tuscaloosa, AL 35401
(205) 348-5217
cperdue@fa.ua.edu

103 Rose Administration
Box 875118
Tuscaloosa, Alabama 35407-0118
(205) 348-5997
fax (205) 348-0-00
www.ua.edu/gradschool

APPENDIX C: RESOURCE FAIR TABLE FLYERS

Student Parent Research Study Participation Opportunity

This survey is being conducted by GPS member Melissa Sudduth as part of her Master's thesis in the Department of Human Development and Family Studies. Mrs. Sudduth's work is being overseen by Dr. Mary Curtner-Smith, an Associate Professor of Human Development and Family Studies.



Your participation is sought for a research study on student parents at The University of Alabama. This study focuses on:

- Who student parents turn to when they need information on parenting and child development
- What characteristics student parents look for in a source of parenting and child development information
- If student parents are aware of family related programs at UA and in Tuscaloosa
- Why some student parents may chose not to seek parenting and child development information
- What family related programs student parents would like to see started at UA and in the Tuscaloosa community

Online survey coming August 21, 2012!

UA IRB Approved Document
Approval date: 8/8/2012
Expiration date: 8/7/2013

Student Parent Research Study Participation Opportunity

This survey is being conducted by GPS member Melissa Sudduth as part of her Master's thesis in the Department of Human Development and Family Studies. Mrs. Sudduth's work is being overseen by Dr. Mary Curtner-Smith, an Associate Professor of Human Development and Family Studies.



Your participation is sought for a research study on student parents at The University of Alabama. This study focuses on:

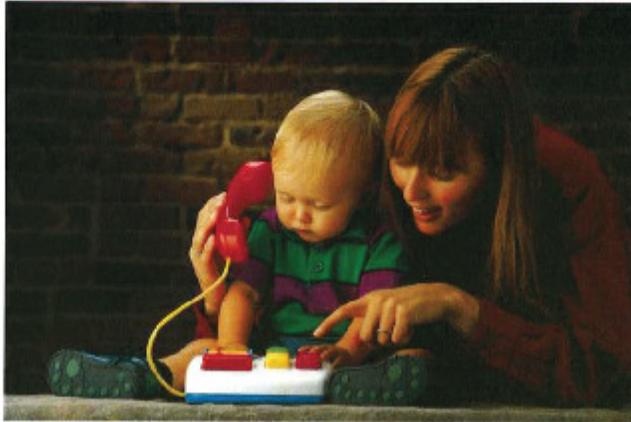
- Who student parents turn to when they need information on parenting and child development
- What characteristics student parents look for in a source of parenting and child development information
- If student parents are aware of family related programs at UA and in Tuscaloosa
- Why some student parents may chose not to seek parenting and child development information
- What family related programs student parents would like to see started at UA and in the Tuscaloosa community

Online survey coming August 21, 2012!

UA IRB Approved Document
Approval date: 8/8/2012
Expiration date: 8/7/2013

Student Parent Research Study Participation Opportunity

This survey is being conducted by GPS member Melissa Sudduth as part of her Master's thesis in the Department of Human Development and Family Studies. Mrs. Sudduth's work is being overseen by Dr. Mary Curtner-Smith, an Associate Professor of Human Development and Family Studies.



Your participation is sought for a research study on student parents at The University of Alabama. This study focuses on:

- Who student parents turn to when they need information on parenting and child development
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- If student parents are aware of family related programs at UA and in Tuscaloosa
- Why some student parents may chose not to seek parenting and child development information
- What family related programs student parents would like to see started at UA and in the Tuscaloosa community

Online survey coming August 21, 2012!

UA IRB Approved Document
Approval date: 8/8/2012
Expiration date: 8/7/2013

Student Parent Research Study Participation Opportunity

This survey is being conducted by GPS member Melissa Sudduth as part of her Master's thesis in the Department of Human Development and Family Studies. Mrs. Sudduth's work is being overseen by Dr. Mary Currier-Smith, an Associate Professor of Human Development and Family Studies.



Your participation is sought for a research study on student parents at The University of Alabama. This study focuses on:

- Who student parents turn to when they need information on parenting and child development
- What characteristics student parents look for in a source of parenting and child development information
- If student parents are aware of family related programs at UA and in Tuscaloosa
- Why some student parents may chose not to seek parenting and child development information
- What family related programs student parents would like to see started at UA and in the Tuscaloosa community

Online survey coming August 21, 2012!

UA IRB Approved Document
Approval date: 8/8/2012
Expiration date: 8/7/2013

APPENDIX D: RESOURCE FAIR HANDOUT

UA IRB Approved Document
Approval date: 08/08/2012
Expiration date: 08/07/2013

Research Survey Participation Opportunity For Student Parents

Melissa Sudduth, a member of the Graduate Parent Support group, is conducting a research study involving student parents. This study is part of Mrs. Sudduth's Master's thesis research in the Department of Human Development and Family Studies. Mrs. Sudduth's research is being overseen by Dr. Mary Curtner-Smith, an Associate Professor in the Department of Human Development and Family Studies. By conducting this study Mrs. Sudduth and Dr. Curtner-Smith hope to learn:

- Who student parents turn to when they need information on parenting and child development
- What characteristics student parents look for in a source of parenting and child development information
- If student parents are aware of family related programs at UA and in Tuscaloosa
- Why some student parents may chose not to seek parenting and child development information
- What programs student parents would like to see started at UA and in the Tuscaloosa community

Results from this study may be used to help the Graduate and Undergraduate Parent Support groups and other family related organizations better serve you the student parent. Keep an eye out for this email on August 21, 2012 from Mrs. Cori Perdue!

Research Survey Participation Opportunity For Student Parents

Melissa Sudduth, a member of the Graduate Parent Support group, is conducting a research study involving student parents. This study is part of Mrs. Sudduth's Master's thesis research in the Department of Human Development and Family Studies. Mrs. Sudduth's research is being overseen by Dr. Mary Curtner-Smith, an Associate Professor in the Department of Human Development and Family Studies. By conducting this study Mrs. Sudduth and Dr. Curtner-Smith hope to learn:

- Who student parents turn to when they need information on parenting and child development
- What characteristics student parents look for in a source of parenting and child development information
- If student parents are aware of family related programs at UA and in Tuscaloosa
- Why some student parents may chose not to seek parenting and child development information
- What programs student parents would like to see started at UA and in the Tuscaloosa community

Results from this study may be used to help the Graduate and Undergraduate Parent Support groups and other family related organizations better serve you the student parent. Keep an eye out for this email on August 21, 2012 from Mrs. Cori Perdue!

UA IRB Approved Document
Approval date: 8/8/2012
Expiration date: 8/7/2013

APPENDIX E: INVITATION EMAIL

Dear Graduate and Undergraduate Parent Support Members,

As you may have learned at our Kick-off Resource Fair you are being asked for your input on a survey being conducted by GPS member Melissa Sudduth and the Graduate and Undergraduate Parent Support groups. Mrs. Sudduth's work is being supervised by Dr. Mary Curtner-Smith, Associate Professor in the Department of Human Development and Family Studies. This survey is part of Mrs. Sudduth's thesis research in the Human Development and Family Studies Master's degree program and is part of our ongoing efforts to improve the Graduate and Undergraduate Parent Support program services.

The results of this survey will be used to help better understand:

- who you turn to for parenting and child development information
- what characteristics you look for in a source of parenting and child development information
- whether you are aware of family related programs in Tuscaloosa
- why some parents may chose not to seek parenting and child development information
- what programs you would like to see started at UA and in the Tuscaloosa community

Your participation in this survey is completely voluntary and you may exit the survey at any time if you do not wish to continue. The survey takes approximately 10-15 minutes to complete.

If you would like to participate in this study please click on the link below. If you have any questions or concerns regarding this study please contact Melissa Sudduth at mdsudduth@crimson.ua.edu. Your participation or lack of participation in this research study will not affect your relations with the Graduate or Undergraduate Parent Support groups or The University of Alabama.

Thank you for your participation.

<http://www.surveymonkey.com/s/3YVDNPF>

APPENDIX F: REMINDER EMAIL

Dear Graduate and Undergraduate Parent Support members,

On August 21, 2012 you were sent an email inviting you to participate in a study being conducted by GPS member Melissa Sudduth and the Graduate and Undergraduate Parent Support groups. Mrs. Sudduth's work is being supervised by Dr. Mary Curtner-Smith, Associate Professor in the Department of Human Development and Family Studies. This survey is part of Mrs. Sudduth's thesis research in the Human Development and Family Studies Master's degree program and is part of our ongoing efforts to improve the Graduate and Undergraduate Parent Support program services.

If you have already completed the survey, thank you. If you have not completed the survey and wish to do so please click on the link at the end of this email.

The results of this survey will be used to help better understand:

- who you turn to for parenting and child development information
- what characteristics you look for in a source of parenting and child development information
- whether you are aware of family related programs in Tuscaloosa
- why some parents may chose not to seek parenting and child development information
- what programs you would like to see started at UA and in the Tuscaloosa community

Your participation in this survey is completely voluntary and you may exit the survey at any time if you do not wish to continue. The survey takes approximately 10-15 minutes to complete.

If you would like to participate in this study please click on the link below. If you have any questions or concerns regarding this study please contact Melissa Sudduth at mdsudduth@crimson.ua.edu. Your participation or lack of participation in this research study will not affect your relations with the Graduate or Undergraduate Parent Support groups or The University of Alabama.

Thank you for your participation.

<http://www.surveymonkey.com/s/3YVDNPF>

APPENDIX G: IRB APPROVED CONSENT FORM

Consent Statement for Research

Melissa Sudduth, Principal Investigator from the University of Alabama, is conducting a research study called "In whom we trust: Factors that influence parents' willingness to seek parenting and child development information". Mrs. Sudduth is a graduate student in the department of Human Development and Family Studies at the University of Alabama. This study is being conducted as Mrs. Sudduth's Master's thesis project. Mrs. Sudduth is being supervised by Dr. Mary-Liz Cuttner-Smith who is an Associate Professor of Human Development and Family Studies at the University of Alabama. Mrs. Sudduth wishes to find out:

- Who student parents turn to when they need information on parenting and child development
- What characteristics student parents look for in a source of parenting and child development information
- If student parents are aware of family related programs at UA and in Tuscaloosa
- Why some student parents may chose not to seek parenting and child development information
- What programs student parents would like to see started at UA and in the Tuscaloosa community
- What topics student parents would like to see as workshops or tip sheets from the Graduate and Undergraduate Parent Support groups
- If hope is linked to using family related services

Taking part in this study involves completing a web survey that will take about 10-15 minutes. This survey contains questions about who you turn to for parenting and child development information, what family related services you would like to see at the University of Alabama and in Tuscaloosa, and how likely you would be to seek and receive parenting and child development information from a variety of sources.

There will be no direct benefits to you. The findings will be useful to parent educators. A summary of the results of this study will be shared with the UA Graduate and Undergraduate Parent Support groups. Parent educators will learn which factors parents find important when looking for parenting and child development information and the Graduate and Undergraduate Parent Support programs will have a better understanding of what programs student parents would like to see started on campus.

The chief risk is that some of the questions may make you uncomfortable. You may skip any questions you do not want to answer.

We will protect your confidentiality by not asking for your name and email address. No identifying information will be collected by the investigator and your answers to these questions will never be associated with you in any way. Only Melissa Sudduth and Dr. Mary Cuttner-Smith will have access to the data. The data will be kept on a password protected computer kept in a locked office in the Child Development Resource Center. This building is locked each evening. Only summarized data will be presented at meetings or in publications.

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 8/8/2012
EXPIRATION DATE: 8/7/2013

If you have questions about this study, please contact Melissa Sudduth at 205 799-9793 or by email at mdsudduth@crimson.ua.edu. You may also contact Dr. Mary Curtner-Smith at 205 348-8151 or by email at mcurtner@ches.ua.edu. If you have questions about your rights as a research participant contact Ms. Tanta Myles (the University Compliance Officer) at (205) 348-8461 or toll-free at 1-877-820-3066. If you have complaints or concerns about this study, file them through the UA IRB outreach website at http://osp.ua.edu/site/PRCO_Welcome.html. Also, if you participate, you are encouraged to complete the short Survey for Research Participants online at this website. This helps UA improve its protection of human research participants.

YOUR PARTICIPATION IS COMPLETELY VOLUNTARY. You are free not to participate or stop participating any time before you submit your answers. Your participation or lack of participation in this study will not affect your relations with the Graduate or Undergraduate Parent Support groups or The University of Alabama.

If you understand the statements above, are at least 19 years old, and freely consent to be in this study, click on the "I AGREE" button to begin.

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 8/8/2012
EXPIRATION DATE: 8/7/2013

APPENDIX H: STUENDT PARENT SURVEY

Consent Statement for Research

Consent Statement for Research

Melissa Sudduth, Principal Investigator from the University of Alabama, is conducting a research study called "In whom we trust: Factors that influence parents' willingness to seek parenting and child development information". Mrs. Sudduth is a graduate student in the department of Human Development and Family Studies at the University of Alabama. This study is being conducted as Mrs. Sudduth's Master's thesis project. Mrs. Sudduth is being supervised by Dr. Mary-Liz Curtner-Smith who is an Associate Professor of Human Development and Family Studies at the University of Alabama. Mrs. Sudduth wishes to find out:

- Who student parents turn to when they need information on parenting and child development
- What characteristics student parents look for in a source of parenting and child development information
- If student parents are aware of family related programs at UA and in Tuscaloosa
- Why some student parents may chose not to seek parenting and child development information
- What programs student parents would like to see started at UA and in the Tuscaloosa community
- What topics student parents would like to see as workshops or tip sheets from the Graduate and Undergraduate Parent Support groups
- If hope is linked to using family related services

Taking part in this study involves completing a web survey that will take about 10-15 minutes. This survey contains questions about who you turn to for parenting and child development information, what family related services you would like to see at the University of Alabama and in Tuscaloosa, and how likely you would be to seek and receive parenting and child development information from a variety of sources.

There will be no direct benefits to you. The findings will be useful to parent educators. A summary of the results of this study will be shared with the UA Graduate and Undergraduate Parent Support groups. Parent educators will learn which factors parents find important when looking for parenting and child development information and the Graduate and Undergraduate Parent Support programs will have a better understanding of what programs student parents would like to see started on campus.

The chief risk is that some of the questions may make you uncomfortable. You may skip any questions you do not want to answer.

We will protect your confidentiality by not asking for your name and email address. No identifying information will be collected by the investigator and your answers to these questions will never be associated with you in any way. Only Melissa Sudduth and Dr. Mary Curtner-Smith will have access to the data. The data will be kept on a password protected computer kept in a locked office in the Child Development Resource Center. This building is locked each evening. Only summarized data will be presented at meetings or in publications.

If you have questions about this study, please contact Melissa Sudduth at 205 799-4793 or by email at mdsudduth@cmson.ua.edu. You may also contact Dr. Mary Curtner-Smith at 205 348-8151 or by email at mcurner@ches.ua.edu. If you have questions about your rights as a research participant contact Ms. Tania Myles (the University Compliance Officer) at (205) 348-8461 or toll-free at 1-877-820-3066. If you have complaints or concerns about this study, file them through the UA IRB outreach website at http://osp.ua.edu/site/PRCO_Welcome.html. Also, if you participate, you are encouraged to complete the short Survey for Research Participants online at this website. This helps UA improve its protection of human research participants.

YOUR PARTICIPATION IS COMPLETELY VOLUNTARY. You are free not to participate or stop participating any time before you submit your answers. Your participation or lack of participation in this study will not affect your relations with the Graduate or Undergraduate Parent Support groups or The University of Alabama.

***1. If you understand the statements above, are at least 19 years old, and freely consent to be in this study, click on the "I AGREE" button to begin.**

I AGREE

I DO NOT AGREE

Usual Information Sources

2. Who do you usually turn to when you need information on normal CHILD GROWTH AND BEHAVIOR?

Please rank from 1 to 3 of who you would turn to with 1= the first source I would turn to, 2= the second source I would turn to, and 3= the third source I would turn to.

	My own parents	Other family members (other than my parents)	My child's father or mother	My child's doctor	My friends	My child's teacher	The Internet	Books and Magazines	Television	Clergy or someone at my church	Child development professionals
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

3. Who do you usually turn to when you need help or suggestions for PARENTING?

Please rank from 1 to 3 of who you would turn to with 1= the first source I would turn to, 2= the second source I would turn to, and 3= the third source I would turn to.

	My own parents	Other family members (other than my parents)	My child's father or mother	My child's doctor	My friends	My child's teacher	The Internet	Books and Magazines	Television	Clergy or someone at my church	Child development professionals
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Asking and Accepting Help from Others

4. How likely would you be to ASK FOR help or suggestions for PARENTING from someone other than your usual source?

Very unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Very likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How likely would you be to ACCEPT help or suggestions for PARENTING from someone other than your usual source if they offered it to you?

Very unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Very likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How likely would you be to ASK FOR information on CHILD GROWTH AND BEHAVIOR from someone other than your usual source?

Very unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely Very likely

7. How likely would you be to ACCEPT information on CHILD GROWTH AND BEHAVIOR from someone other than your usual source if they offered it to you?

Very unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely Very likely

8. How likely would you be to ASK FOR help or suggestions for parenting and information on child growth and behavior from someone with a university degree in child development?

Very unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely Very likely

9. How likely would you be to ACCEPT help or suggestions for parenting and information on child growth and behavior from someone with a university degree in child development if they offered it to you?

Very unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely Very likely

10. How likely would you be to ASK FOR help or suggestions for PARENTING from someone of a different race than you?

Very unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely Very likely

11. How likely would you be to ACCEPT help or suggestions for PARENTING from someone of a different race than you if they offered it to you?

Very unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely Very likely

12. How likely would you be to SHARE information you have learned about child GROWTH AND BEHAVIOR with a friend or family member?

Very unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely Very likely

13. How likely would you be to SHARE information you have learned about PARENTING with a friend or family member?

Very unlikely Somewhat unlikely Neither likely nor unlikely Somewhat likely Very likely

Characteristics of Information Sources and Programs

14. What features or characteristics do you look for in someone you would seek parenting advice and information on child growth and behaviors from?

15. What family related services would you like to see started in your community?

16. What family related services would you like to see started at The University of Alabama?

17. What would make it easier for you to get information on child growth and behavior and parenting techniques?

18. Why do you think some parents do not seek information on child growth and behaviors and suggestions for parenting?

Local Family Related Programs

19. Are you familiar with any of the following programs? Check all of the programs you are familiar with.

Baby TALK

Parenting Assistance Line (PAL)

Tuscaloosa's One Place

The Parent Resource Library

Capstone Family Therapy Clinic

University of Alabama Psychology Clinic

Early Intervention

I am not familiar with these programs

How Have You Heard of this Program?

***20. How did you hear about the Parenting Assistance Line (PAL)? Check all that apply.**

- | | |
|---|---|
| <input type="checkbox"/> I learned about it in one of my classes. | <input type="checkbox"/> At the Health Department |
| <input type="checkbox"/> I prefer not to say. | <input type="checkbox"/> At University Medical Center (Capstone Medical Center) |
| <input type="checkbox"/> Television advertisement | <input type="checkbox"/> At Maude Whaley Health Center |
| <input type="checkbox"/> Flyer | <input type="checkbox"/> Referred by a friend or family member |
| <input type="checkbox"/> Referral from health professional | |

Other (please specify)

***21. How did you hear about the Baby TALK? Check all that apply.**

- | | |
|---|---|
| <input type="checkbox"/> Flyer | <input type="checkbox"/> Referred by a friend or family member |
| <input type="checkbox"/> Referral from health professional | <input type="checkbox"/> At DCH Regional Medical Center |
| <input type="checkbox"/> At the Health Department | <input type="checkbox"/> At Northport Medical Center |
| <input type="checkbox"/> At University Medical Center (Capstone Medical Center) | <input type="checkbox"/> I learned about it in one of my classes. |
| <input type="checkbox"/> At Maude Whaley Health Center | <input type="checkbox"/> I prefer not to say. |

Other (please specify)

***22. How did you hear about Tuscaloosa's One Place? Check all that apply.**

- | | |
|--|---|
| <input type="checkbox"/> Television | <input type="checkbox"/> Referred by a friend or family member |
| <input type="checkbox"/> Flyer | <input type="checkbox"/> I learned about it in one of my classes. |
| <input type="checkbox"/> Referral from health professional | <input type="checkbox"/> I prefer not to say. |
| <input type="checkbox"/> At the Health Department | |

Other (please specify)

***23. How did you hear about the Parent Resource Library? Check all that apply.**

- | | |
|---|---|
| <input type="checkbox"/> Flyer | <input type="checkbox"/> Referred by a friend or family member |
| <input type="checkbox"/> Referral from health professional | <input type="checkbox"/> At DCH Regional Medical Center |
| <input type="checkbox"/> At the Health Department | <input type="checkbox"/> At Northport Medical Center |
| <input type="checkbox"/> At University Medical Center (Capstone Medical Center) | <input type="checkbox"/> I learned about it in one of my classes. |
| <input type="checkbox"/> At Maude Whaley Health Center | <input type="checkbox"/> I prefer not to say. |

Other (please specify)

***24. How did you hear about the Capstone Family Therapy Clinic? Check all that apply.**

- | | |
|--|---|
| <input type="checkbox"/> Flyer | <input type="checkbox"/> I learned about it in one of my classes. |
| <input type="checkbox"/> Referral from health professional | <input type="checkbox"/> I prefer not to say. |
| <input type="checkbox"/> Referred by a friend or family member | |

Other (please specify)

***25. How did you hear about the University of Alabama Psychology Clinic? Check all that apply.**

- | | |
|--|---|
| <input type="checkbox"/> Flyer | <input type="checkbox"/> I learned about it in one of my classes. |
| <input type="checkbox"/> Referral from health professional | <input type="checkbox"/> I prefer not to say. |
| <input type="checkbox"/> Referred by a friend or family member | |

Other (please specify)

***26. How did you hear about Early Intervention? Check all that apply.**

- | | |
|--|---|
| <input type="checkbox"/> Television | <input type="checkbox"/> Referred by a friend or family member |
| <input type="checkbox"/> Flyer | <input type="checkbox"/> I learned about it in one of my classes. |
| <input type="checkbox"/> Referral from health professional | <input type="checkbox"/> I prefer not to say. |
| <input type="checkbox"/> At the Health Department | |

Other (please specify)

Contact with Program

27. Have you had contact with any of these programs?

Baby TALK, Parent Assistance Line (PAL), Tuscaloosa's One Place, Parent Resource Library, Capstone Family Therapy Clinic, University of Alabama Psychology Clinic, or Early Intervention.

- Yes No I prefer not to say

Have You Had Contact with These Programs?

**28. Would you feel comfortable identifying the programs you have had contact with?
Check all that apply.**

- | | |
|--|--|
| <input type="checkbox"/> Baby TALK | <input type="checkbox"/> Capstone Family Therapy Clinic |
| <input type="checkbox"/> Parenting Assistance Line (PAL) | <input type="checkbox"/> University of Alabama Psychology Clinic |
| <input type="checkbox"/> Tuscaloosa's One Place | <input type="checkbox"/> Early Intervention |
| <input type="checkbox"/> The Parent Resource Library | <input type="checkbox"/> I prefer not to identify |

GPS/UPS and Student Parent Questions

29. Did you attend the resource fair of the University of Alabama Graduate and Undergraduate Parent Support Kick-off event on August 16, 2012?

- Yes No

30. Were you familiar with any of these programs before the August 16, 2012 resource fair?

- Yes No

31. What are the difficulties of being a student and a parent?

32. What has (or could) the university do to make being a student parent easier?

33. What topics or information would you like to see the Graduate and Undergraduate Parent Support Group cover in either workshops or tip sheets? (eg., toilet training, cyber bullying, helping with homework)

34. Have you been able to identify age appropriate programs for your children in your community?

- Yes No

35. Would you be willing to invite any friends who are both a UA student and parent to a Graduate and Undergraduate Parent Support group event?

Yes

No

I do not have a friend who is both a UA student and parent

My friends who are both UA students and parents already participate in this program

Goals Scale for the Present

Using the scale below, please select the number that best describes how you feel about yourself right now and select that number. Please take a moment to focus on yourself and what is going on in your life at this moment. Once you have this "here and now" set, go ahead and answer each item according to the following scale.

- 1 = Definitely False
- 2 = Mostly False
- 3 = Somewhat False
- 4 = Slightly False
- 5 = Slightly True
- 6 = Somewhat True
- 7 = Mostly True
- 8 = Definitely True

36. If I should find myself in a jam, I could think of many ways to get out of it.

Definitely False Mostly False Somewhat False Slightly False Slightly True Somewhat True Mostly True Definitely True

37. At the present time, I am energetically pursuing my goals.

Definitely False Mostly False Somewhat False Slightly False Slightly True Somewhat True Mostly True Definitely True

38. There are lots of ways around any problem that I am facing now.

Definitely False Mostly False Somewhat False Slightly False Slightly True Somewhat True Mostly True Definitely True

39. Right now, I see myself as being pretty successful.

Definitely False Mostly False Somewhat False Slightly False Slightly True Somewhat True Mostly True Definitely True

40. I can think of many ways to reach my current goals.

Definitely False Mostly False Somewhat False Slightly False Slightly True Somewhat True Mostly True Definitely True

41. At this time, I am meeting the goals that I have set for myself.

Definitely False Mostly False Somewhat False Slightly False Slightly True Somewhat True Mostly True Definitely True

Demographics

42. What is your age?

43. What are the ages of your children?

44. What is your gender?

Male

Female

45. What is your ethnicity? Check all that apply.

White

Hispanic

African-American

Other

Asian

I prefer not to say

46. What is your yearly household income including fellowships and assistantship stipends but excluding tuition waivers?

Under 5,000

20,000 – 24,999

45,000 – 49,999

5,000 – 7,499

25,000 – 29,999

50,000 +

7,500 – 9,999

30,000 – 34,999

I prefer not to say

10,000 – 14,999

35,000 – 39,999

15,000 – 19,999

40,000 – 44,999

47. Do you receive needs based financial assistance? Please check all that apply

Pell Grant

Federal SEOG Grant

TANF

No, I do not receive any needs based financial assistance.

Other (please specify)

48. What is your employment status?

Full time (40 hours per week)

Unemployed but seeking employment

Part time (less than 40 hours per week)

Unemployed not seeking employment

Demographics Continued

49. Are you an employee of the University of Alabama?

- | | |
|--|---|
| <input type="radio"/> No, I am not. | <input type="radio"/> Graduate Assistant (Teaching or Research) |
| <input type="radio"/> Faculty | <input type="radio"/> Workstudy |
| <input type="radio"/> Professional Staff | <input type="radio"/> I prefer not to say |
| <input type="radio"/> Instructor | |

50. What is your registration status for the Fall 2012 semester?

- | | |
|---------------------------------|---|
| <input type="radio"/> Full time | <input type="radio"/> Less than part time |
| <input type="radio"/> Part time | |

51. What is your student status?

- | | |
|------------------------------------|-------------------------------------|
| <input type="radio"/> In state | <input type="radio"/> International |
| <input type="radio"/> Out of state | |

52. How do you complete classes?

- | | |
|---------------------------------|--|
| <input type="radio"/> On campus | <input type="radio"/> Distance education |
|---------------------------------|--|

53. What is your class level?

- | | |
|-------------------------------------|--------------------------------|
| <input type="radio"/> Undergraduate | <input type="radio"/> Graduate |
|-------------------------------------|--------------------------------|

54. What best describes you?

- | | |
|--|--|
| <input type="radio"/> New student (First time in college) | <input type="radio"/> Transfer student (New to UA from a different school) |
| <input type="radio"/> Continuing student (Attended UA in the Spring 2012 semester) | <input type="radio"/> Returning student (Returning after one or more years of absence) |

55. What degree are you pursuing?

- | | |
|---|--|
| <input type="radio"/> Bachelor's degree | <input type="radio"/> Doctorate degree |
| <input type="radio"/> Master's degree | <input type="radio"/> Law degree |

Other (please specify)

56. In which college and department is your major program of study?

Click Done At The End of Page

DEBRIEFING INFORMATION

Thank you for participating in this research study. If you have questions about this study, please contact Melissa Sudduth at (205) 799-9793 or by email at msudduth@crimson.ua.edu. You may also contact Dr. Mary Curtnier-Smith at (205) 348-8151 or by email at mcurtnier@ches.ua.edu. Below is a list of local family related programs you may find helpful along with a description of their services and contact information. PLEASE BE SURE TO CLICK "DONE" AT THE BOTTOM OF THE PAGE TO SUBMIT YOUR SURVEY.

LOCAL RESOURCE LIST

Baby TALK (Teaching Activities for Learning)

The Tuscaloosa chapter of Baby TALK provides parents with free newsletters to educate parents on normal child behavior and development and a free book to share with their child. Baby TALK teachers visit families at DCH Regional Medical Center, Northport Medical Center, Maude Whatley Health Center, University Medical Center, and the Tuscaloosa County Health Department WIC clinic. During these visits Baby TALK teachers answer questions about child development and behaviors and parenting techniques, provide printed material about child/parent related topics, and provide information about other local resources when needed. This program is run by the University of Alabama Child Development Resources Center.

Coordinator: Leslie Guy (205) 348-2235 www.babytalk.org

Parenting Assistance Line (PAL)

The Parenting Assistance Line is a toll-free service that provides free support and guidance to parents. The telephone line is worked by parenting resource specialists who listen to callers needs and can provide helpful information on normal child growth and behavior as well as contact information for other local resource agencies. The PAL telephone line is available Monday through Friday between the hours of 8:00AM and 8:00PM and messages may be left before and after these hours. Information is also available on the PAL website. This program is run by the University of Alabama Child Development Resources Center.

1-866-962-3030 www.pal.ua.edu

The Parent Resource Library

The Parent Resource Library allows parents to check-out books and dvds on parenting and child development topics at no cost. A parent resource specialist is on hand to answer questions and provide support to parents. Activity kits created for young children are also available for check-out. Parents may check-out materials for 2 weeks at a time. The Parent Resource Library is open Monday through Friday from 9:00AM to 12:00PM and 1:00PM to 4:00PM. This program is run by the University of Alabama Child Development Resources Center.

651 5th Ave East Tuscaloosa, AL (205) 348-2232

Capstone Family Therapy Clinic

The Capstone Family Therapy Clinic provides therapy for individuals, couples, and families to help work through stress and emotional difficulties caused by relationships, family, work, addictions, and mental or physical illness. Fees are charged on a sliding scale based upon a family's ability to pay. This program is run by the University of Alabama Department of Human Development and Family Studies.

5th Ave East – 2nd Floor Tuscaloosa, AL (205) 348-8154

<http://www.ches.ua.edu/hdfs/oddc/capstone-family-therapy-clinic/>

The University of Alabama Psychology Clinic

The UA Psychology Clinic offers diagnostic evaluations for giftedness, AD/HD, and behavioral/emotional/cognitive problems. The clinic also provides individual, couple, and family therapy as well as parent management training. Those interested in services should call to schedule a telephone intake interview. If your case is taken fees are determined based on your income. This program is run by The University of Alabama Department of Psychology.

200 Hackberry Ln Tuscaloosa, AL (205) 348-5000

<http://ches.ua.edu/ushchealth-promotion/mental-health/psychologyclinic/>

The University of Alabama Speech and Hearing Clinic

The Speech and Hearing Clinic provides speech and language evaluations and therapy, hearing evaluations, hearing aid fitting and repair, and counseling. This program serves the needs of those in need of assistance with articulation, stuttering, aphasia (loss of speech and language), slurred speech, language delays, and voice disorders. This program is run by the University of Alabama Department of Communicative Disorders, 700 University Blvd Tuscaloosa, AL (205) 348-7131
<http://www.as.ua.edu/od/speech-and-hearing-center/>

Tuscaloosa's One Place, A Family Resource Center

Tuscaloosa's One Place provides many family related services such as several parenting classes including in-home visitation programs, an in school parenting program for teenage mothers and expectant mothers attending Holt High School, and job search assistance for non-custodial fathers. This organization also provides classes on healthy relationships, GED test preparation, career development classes, and referrals to other agencies when needed.
867 Redmont Dr Tuscaloosa, AL (205) 462-1000 www.ettfc.org/

Early Intervention

The Early Intervention program helps children under 3 years old who have developmental delays. Early intervention works to identify the special needs of children with these delays and coordinates an individualized plan of services for the child. Some of these services include: physical therapy, vision services, family training and counseling, nursing services, and speech and language therapy. Most services are provided to families at no cost. This program is run by Community Service Programs of West Alabama, Inc.
601 Black Bears Way Tuscaloosa, AL (205) 759-5429
<http://www.cspwal.com/early-intervention.aspx>

Family Counseling Service

Family Counseling Service provides counseling for individuals, couples, blended families, adolescents, and divorcing parents. This program offers the TransParenting® program, a four-hour interactive class focused on how effective parenting during a time of transition can lessen the negative impact of divorce and parental separation on children.
2020 Paul W. Bryant Dr Tuscaloosa, AL 1-866-816-2504
www.counselingservice.org/counseling.htm#services
www.transparenting.com/index_2.php

APPENDIX I: IRB TRAINING CERTIFICATE

CITI Collaborative Institutional Training Initiative

**Human Research Curriculum Completion Report
Printed on 10/11/2012**

Learner: Melissa Sudduth (username: melissasudduth)

Institution: University of Alabama

Contact Information Department: Human Development and Family Studies

Phone: 205 348-6010

Email: mdsudduth@crimson.ua.edu

Non-Medical Investigators: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

Stage 1. Basic Course Passed on 12/14/10 (Ref # 4900637)

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	12/13/10	3/3 (100%)
Students in Research	12/13/10	9/10 (90%)
History and Ethical Principles - SBR	12/13/10	4/4 (100%)
Defining Research with Human Subjects - SBR	12/13/10	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	12/13/10	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	12/13/10	5/5 (100%)
Informed Consent - SBR	12/13/10	5/5 (100%)
Privacy and Confidentiality - SBR	12/13/10	5/5 (100%)
Research with Prisoners - SBR	12/13/10	4/4 (100%)
Research with Children - SBR	12/13/10	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	12/13/10	4/4 (100%)
International Research - SBR	12/13/10	3/3 (100%)
Internet Research - SBR	12/13/10	4/4 (100%)
Research and HIPAA Privacy Protections	12/13/10	9/11 (82%)
Vulnerable Subjects - Research Involving Workers/Employees	12/14/10	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects	12/14/10	2/2 (100%)
University of Alabama	12/14/10	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be