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PDU Questions for Scholarship Section – September 2007

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Cathryn M. Studak, Jane E. Workman

Civil Behavior, Safe-School Planning, and Dress Codes

1. To study what may have been reasons for revising dress codes, the researchers sample was
 - a. Dress code violators
 - b. Schools' dress codes
 - c. Newspaper articles
 - d. Law suits related to dress
 - e. High school student handbooks

2. Planning strategies for safe schools include four of the following five. Which is not a strategy?
 - a. Assessing preparedness
 - b. Revising dress codes
 - c. Promoting a civil and safe campus
 - d. Training and practicing crisis responses
 - e. Ensuring school safety partnerships

3. Most incidents the researchers found that prompted revisions to dress codes were
 - a. Parent complaints
 - b. Neighborhood violence
 - c. Gang activity
 - d. Enforcement of existing codes
 - e. Current fashion

4. An implication for FCS to foster the relationship between dress and civil behavior is
 - a. Promotion of fashion careers
 - b. Revision of dress codes
 - c. Creation of positive classroom culture
 - d. Sponsor a fashion show
 - e. Have students critique fashion ads

5. A limitation of the study was
 - a. Availability of only those news stories deemed newsworthy by the newspaper
 - b. Focus of articles on reactive reasons for code revision
 - c. Lack of detail in articles
 - d. Absence of articles from private schools
 - e. Use of a year's articles

Diane M. Masuo, Pamela Kutara, Ronald Wall, Michael Cheang
Assessing the Financial Interests of College Students

1. (True/False) In assessing financial interests, college students and their parents were surveyed.
2. (True/False) The findings indicated students were most interested in topics related to their financial futures.
3. (True/False) Websites were not the students first choice of preferred method of receiving financial information.
4. (True/False) Two topics on which students and faculty/staff agreed as most important were avoiding credit problems and avoiding ID theft, fraud, and scams.
5. (True/False) The findings from the survey provided the basis for selection of a curriculum to present to students.

Brenda M. Malinauskas, Victor G. Aeby, Nancy Harris, Reginald F. Overton, Roman Pawlak
Adult Special Olympics Athletes: Health Risks Related to Food Choices

1. A screening of Special Olympics World Game athletes found what percentage to be overweight or obese.
 - a. 13
 - b. 29
 - c. 35
 - d. 45
 - e. 53
2. This study of Special Olympic Athletes identified two groups for comparison of dietary intake.
 - a. Women and men
 - b. Strength and speed sports participants
 - c. Participant and other person responsible for food choices
 - d. Family and non-family residence
 - e. Rural and urban
3. The dietary intake differences that were statistically significant for the two groups were
 - a. Fresh and dried fruit
 - b. Sports drinks and water
 - c. Diet soda and regular soda
 - d. Water and lemonade and sweetened tea
 - e. Carrots and tomatoes and canned fruit

4. One-fourth of the Special Olympic Athletes in the study were both
 - a. Normal weight and low disease risk
 - b. Normal weight and increased disease risk
 - c. Overweight and high disease risk
 - d. Obesity class 2 and extremely high disease risk
 - e. Obesity class 3 and very high disease risk

5. True/False) Besides athletic activities Special Olympics programming includes health assessment and education.

Rebecca Hernandez, Sally Bowman, Clara C. Pratt
Informal Nutrition Education for Mexican Immigrant Families

1. (True/False) To participants in the Las Comida Latinas (The Spanish Meals) Program, families had to be eligible for food stamps.

2. (True/False) The qualitative study collected focus group, interview, and observation data.

3. A principle identified for successful culturally competent programs was to do real time journaling.

4. (True/False) A principle identified for culturally competent programs was to create the realities of immigrant life

5. (True/False) Program planners must recognize diversity within minority groups.

Carole Miller, Margot A. Olson, Sammie G. Garner
Attitudes of Interior Design Students: Concepts Associated with Aging-in-Place

1. The purpose of the study was to explore interior design students'
 - a. Conceptual designs for aging-in-place
 - b. Strategies for meeting universal design criteria
 - c. Development of a survey to determine text book usage of terminology
 - d. Attitudes and familiarity with selected aging-in-place concepts
 - e. Experience with aging-in-place principles

2. In designing the survey, which term was deemed not acceptable for inclusion
 - a. Barrier free design
 - b. Transgenerational design
 - c. Lifespan design
 - d. Accessible design
 - e. Universal design

3. Findings indicated that students were most familiar with which design term
 - a. Inclusive
 - b. Aging-in-place
 - c. Transgenerational
 - d. Accessible
 - e. Universal

4. Students were least familiar with which design term
 - a. Inclusive
 - b. Aging-in-place
 - c. Transgenerational
 - d. Accessible
 - e. Universal

5. Most students indicated that the design term that had a positive connotation was
 - a. Accessible
 - b. Aging-in-place
 - c. Inclusive
 - d. Lifespan/life cycle
 - e. Universal

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