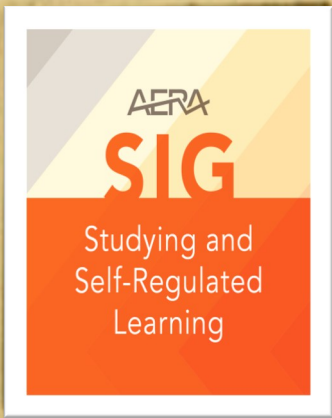


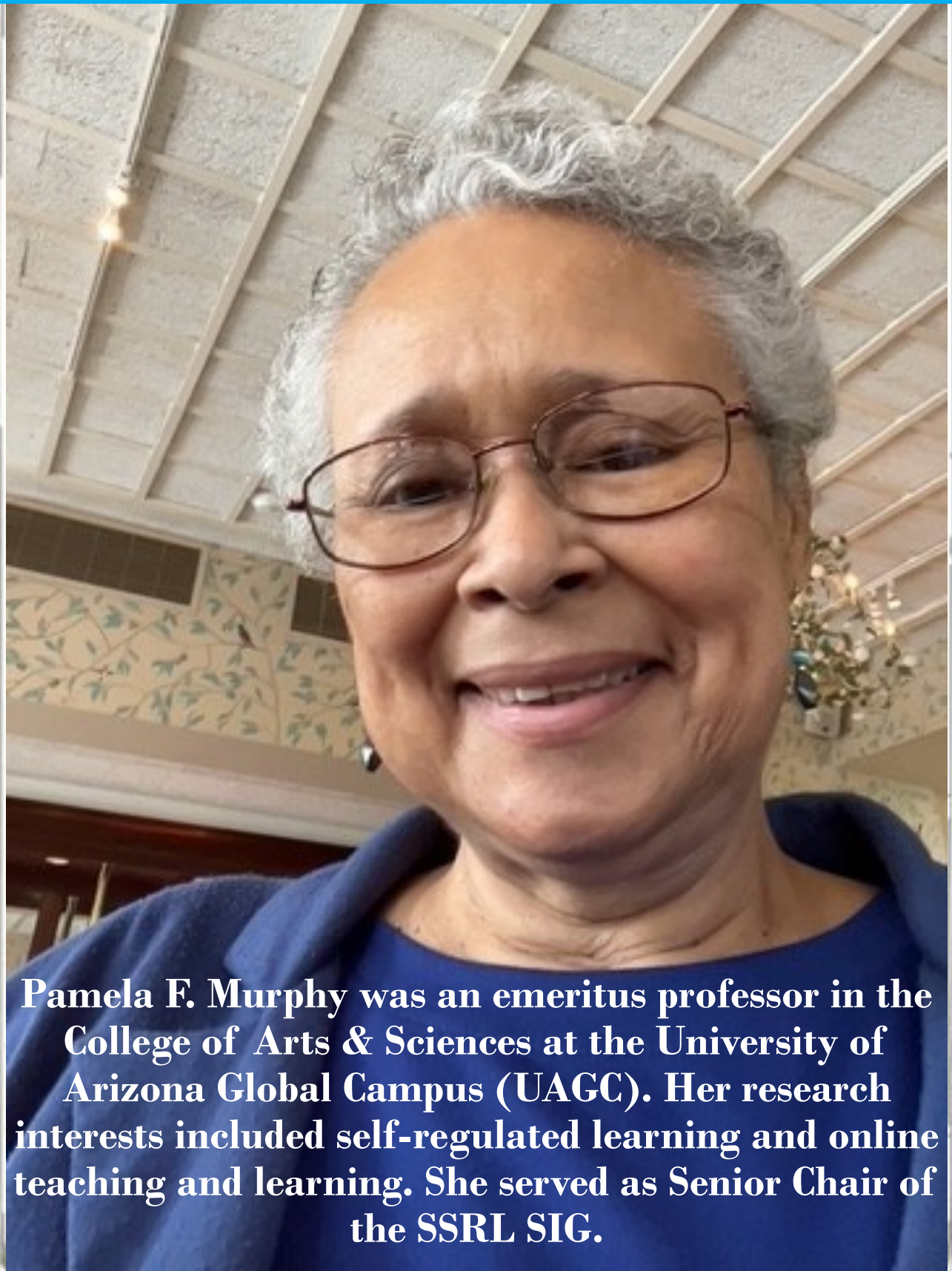


Times Magazine

Vol 9, Issue 1 - July 2026
<https://ssrlsig.org/> Established 2018



Pamela F. Murphy's (1954-2026) life shines as a compelling testament to what rigorous scholarship, faith, teaching, and service within the SSRL SIG can make possible.



A self-regulated learner and teacher

High value of culturally self-regulated pedagogy

Unquestioned humility

Intentionally strategic

Reflective adaptation

Self-efficacious and exceptional educator

Person of faith

Steadfast hope

Calibrated persistence

Advocator of academic delay of gratification

Pamela F. Murphy was an emeritus professor in the College of Arts & Sciences at the University of Arizona Global Campus (UAGC). Her research interests included self-regulated learning and online teaching and learning. She served as Senior Chair of the SSRL SIG.

Charles Raffaele (Executive Editor)

Aloysius Anyichie (SSRL SIG Senior Chair)

Héfer Bembenutty (Editor-in-Chief, Content & Graphic Editor)

A Life of Love, Helping Others, and Strength: The Shining Beacon That Was Pam

Charles Raffaele

We invoke this issue of the SSRL SIG Times Magazine to celebrate the life of someone who was a positive presence in the SIG for many years (including at the very Times Magazine institution where we are writing this memorial). Pamela F. Murphy, or Pam as we knew her, was a bright light to everyone she met. Her physical presence has tragically been lost due to cancer this year, but her light will not go out despite the transition. As you will see in the pieces by SIG members in the present issue, she touched many lives, and that light will continue to reflect for years to come.

Pam was an emeritus Professor in the College of Arts and Sciences at the University of Arizona Global Campus. She had work experience in a variety of fields, from graphics and printing to writing and publishing. She performed research in education, geriatrics and psychology. This research included a self-regulated learning focus relevant to the SSRL SIG, with a paper *Academic Delay of Gratification Among Mature Adult Online Learners* published in the same year as the present Times Magazine, in 2026. Her service to the SSRL SIG was also copious, including a stint as SIG Chair and years as the Executive Editor of the Times Magazine. She was a dedicated mother to her daughters.

I was put into contact with her by Dr. Héfer Bembunty several years ago, and I cherish the interactions I had with her. The most memorable one was the last one, early this year, when we spoke on the phone soon after her birthday. She had still been teaching, despite her illness, and had been planning to teach again the next semester (just a class she had already taught this time... who could blame her!!).

Another memorable occasion, shared by all of us in the 2025 SSRL SIG business meeting at AERA, was

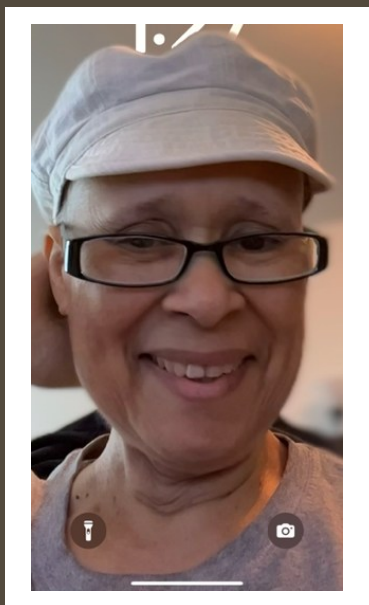
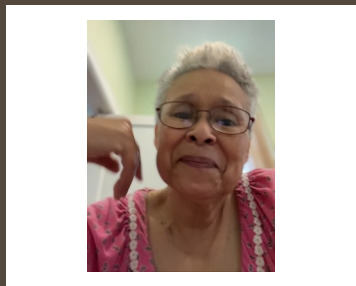
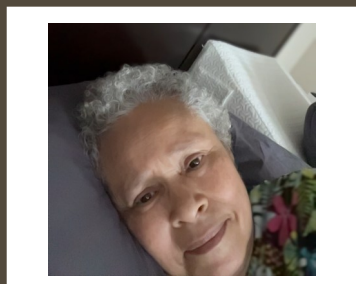
when Héfer called her and put her on speakerphone for everyone. Despite her illness already being quite bad at that point, she apologized for if she should have had Times Magazine-related updates to share with everyone! Her endearing humility and desire to help others shone on all of us present.

The pieces you will read here show also that her warmth was not only limited to PhDs and professors like herself; she had uttermost welcoming of graduate students, some in their first encounters with the SIG. Over and over again, she showed herself to have moral character that is an example to all of us who knew her (and should be to those now who hear of her for the first time). Whenever we think of Pam, our natural thought is “How can I be more like her? How can I be more genuine, more helpful to others, and more sympathetic to others’ needs?”

As she loved all she came across, we loved and love her too, and will bring this loving energy into the next endeavors we perform in her honor.



Charles Raffaele, PhD, is a research scientist in the CREATE lab in the Educational Communication and Technology department at New York University. He researches technology’s role in development and learning, with a special focus on second language learning.



Pamela Murphy

A Message from the Chair

Aloysius C. Anyichie

Aloysius C. Anyichie, PhD, is Chair of the AERA Self-Regulated Learning (SRL) SIG and an Associate Professor at Brandon University, Canada, whose scholarship explores the intersection of self-regulated learning, culturally responsive pedagogy, motivation, and engagement.

This special issue of the *SSRL Times Magazine* is dedicated to celebrating the life and legacy of Pamela "Pam" F. Murphy, a respected scholar, dedicated leader, and cherished member of our Self-Regulated Learning Special Interest Group. Through her service as SIG Chair and, for many years, Executive Editor of this magazine, Pam strengthened our community in ways that extended far beyond these pages. She fostered meaningful connections, encouraged emerging scholars, celebrated colleagues' accomplishments, and helped preserve the stories that define our community.

I was privileged to witness firsthand Pam's warmth and commitment that so many colleagues describe in this issue. During our 2025 Annual SSRL SIG Business Meeting at AERA, Pam, who was seriously ill, joined us briefly via video. Even from her sickbed, her kindness, gracious spirit, and genuine interest in the SIG were unmistakable. That brief but memorable moment, together with the reflections shared throughout this issue, has given me an even deeper appreciation of the remarkable person she was and the lasting impact she had on our community.

Rather than attempting to capture her life in a single tribute, this commemorative issue offers something even more meaningful: a collective portrait of Pam through the voices of friends, collaborators, and

colleagues. Together, these reflections remind us that the true measure of leadership is found not only in achievements but also in the lives we touch, the relationships we nurture, and the communities we help build.

As you read these pages, I invite you to reflect not only on Pam's remarkable contributions but also



on the values that continue to strengthen our SIG, such as generosity in sharing ideas, commitment to supporting one another, curiosity in scholarship, and a willingness to serve with humility and purpose. These enduring values will continue to guide and strengthen our community for years to come.

On behalf of the SSRL SIG Executive Committee, I extend my sincere gratitude to everyone who contributed memories, reflections, photographs, and tributes to this special issue. I also offer special appreciation to Charles Raffaele and all who contributed to bringing this commemorative edition to life. Your dedication has created a lasting tribute that honors Pam's legacy and preserves an important part of our shared history.

As we celebrate Pam's life and legacy, may we also recommit ourselves to the spirit of collaboration, mentorship, generosity, and service that she embodied. In doing so, we ensure that her influence continues not only through our memories of her, but through the ways we support one another and strengthen our SIG community.

Thank you for joining us in celebrating a life whose impact will continue to be felt through the people, relationships, and scholarly community she helped shape.



An Interview with Pam, Obituary, & Testimonies

[Dr. Pamela Murphy Interview](https://www.youtube.com/watch?v=Zsho0VavLog) (2022) (<https://www.youtube.com/watch?v=Zsho0VavLog>)

[Obituary information for Pamela Murphy](https://www.jeffressfuneralhomesobova.com/obituaries/Pamela-Murphy?obId=47105166) (<https://www.jeffressfuneralhomesobova.com/obituaries/Pamela-Murphy?obId=47105166>)

[Pamela Ford Murphy | Obituaries | yourgv.com](https://www.yourgv.com/obituaries/pamela-ford-murphy/article_d417f39c-4b91-49e3-aece-2e3f7ea258bc.html) (https://www.yourgv.com/obituaries/pamela-ford-murphy/article_d417f39c-4b91-49e3-aece-2e3f7ea258bc.html)

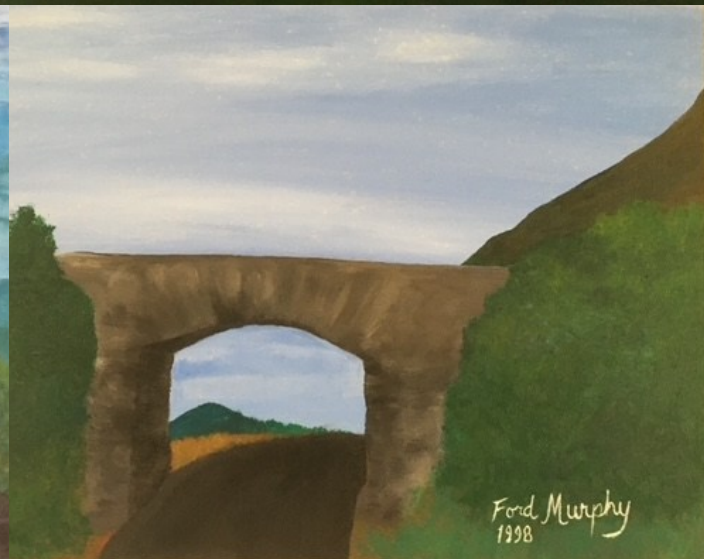
[UAGC Professor Conquers Cancer and Inspires Student Success](https://www.uagc.edu/blog/uagc-professor-conquers-cancer-and-helps-students-succeed) (<https://www.uagc.edu/blog/uagc-professor-conquers-cancer-and-helps-students-succeed>)

[Pamela Ford Murphy: Associate Professor at UAGC](https://www.uagc.edu/about/pamela-ford-murphy) (<https://www.uagc.edu/about/pamela-ford-murphy>)

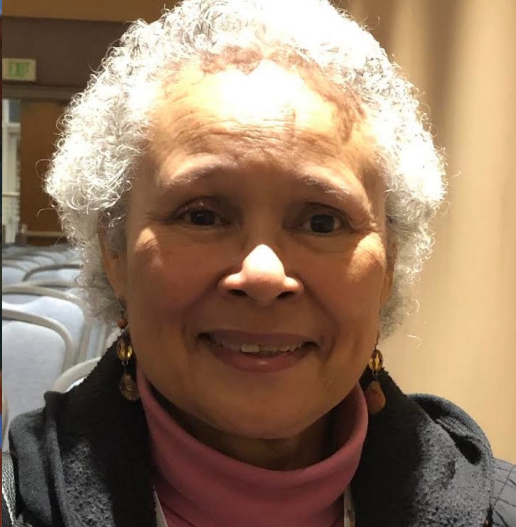
[Academic Delay of Gratification Among Mature Adult Online Learners - Murphy - 2026 - New Directions for Teaching and Learning - Wiley Online Library](https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.70003) (<https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.70003>)



Pam's Selected Paintings (1)



Pam's Selected Paintings (2)



Pamela F. Murphy: A Life of Scholarship, Kindness, and Connection

Anastasia Kitsantas
&
Janira Collado

Anastasia Kitsantas, PhD, is professor of Educational Psychology in the College of Education and Human Development at George Mason University and her research interests focus on self-regulated learning and motivation.

Janira Collado is a school-based practitioner with training in multilingual teacher preparation, and her research interests include self-regulation and self-efficacy beliefs in English language learning.



We each met Pamela Murphy at different moments in our lives, yet what stays with us is remarkably similar.

One of us first met Pam at the American Educational Research Association (AERA) conference seventeen years ago. It began as a simple conversation after a session. We quickly discovered a shared interest in self-regulated learning, and what started as a brief exchange became a thoughtful and engaging discussion. Later that week, an email arrived, warm, purposeful, and distinctly Pam. She kindly reached out to request a short contribution about my book to the *Studying and Self-Regulated Learning Special Interest Group* (SSRL SIG) newsletter. That message marked the beginning of a connection that would continue for years. We would reconnect at AERA and occasionally speak by phone, and each time she brought the same genuine warmth. Pam's commitment extended beyond ideas to the people behind them, as she guided and supported many graduate students, including Janira.

Janira came to know Pam through her editorial role with the *SSRL SIG Times Magazine*. From the very first email, Pam was encouraging, thoughtful, and clear. As we worked on a contribution, she offered careful guidance that made the process feel not only manageable, but meaningful. What stood out most, however, was her grace. Even while facing significant health challenges, Pam continued to respond with kindness, providing detailed feedback and thoughtful edits that strengthened the work. Her dedication never wavered. In one instance, although she was unable to review a presentation herself, she still took the time to suggest someone who could help, ensuring continued support even when her own capacity was limited.

Pam was a committed scholar who devoted her work to understanding learners and supporting those often overlooked. For example, her work on academic delay of gratification in adult learners reflected this commitment, thoughtfully bridging theory and practice in ways that made a meaningful difference. Equally important was her service to the community. As an editor, mentor, and colleague, she uplifted others, created opportunities, and helped people grow.

More than anything, Pam will be remembered for her kindness. Her legacy lives on in the people she mentored, the community she nurtured, and the countless learners she inspired. That is what we will carry forward.



Pamela F. Murphy, A Friend of Quiet Strength Maria K. DiBenedetto



I met Pam in 2010 when I was the junior editor for the Studying and Self-Regulated Learning SIG. I had only graduated a year earlier, and I was both excited and nervous to take on an administrative responsibility for a group I respected so much. From my very first set of emails with Pam, she helped me relax, find humor in what we were working on, and put things in perspective. It didn't take long for us to realize how much we had in common, and that connection eventually turned into a long friendship which is why writing this tribute is difficult. There is no easy way to describe how much I miss her—her voice, texts, sense of humor, and mentorship—and Pam needs to be honored and remembered not only for what she accomplished, but for the way she made people feel.

Even though we lived in different states, Pam and I stayed close through frequent emails, daily texts, Zoom calls, and every so often, a long drive to meet for lunch. Those lunches were never just about the food—they were time to really talk about work and family, worries and hopes, faith and meaning. What always surprised me was how connected I felt after each meeting, how easy and

natural our conversations were. I almost always left feeling steadier and clearer than when I arrived; and excited to have this special friend. Over time, it became clear how much our lives mirrored one another, and that shared understanding gradually deepened our bond.

One of the most important things Pam taught me was what real strength looks like. Not strength as toughness or force, but strength as steadiness, resolve, and a deep sense of inner grounding. Even when she became very ill, she never allowed her illness to define her or take over her story. It was part of her life, and it required adjustments and care, but it did not shape how she showed up in the world. She continued to focus on the people and work that mattered most to her, her students, her friendships, and, especially, her role as a devoted mother to her two daughters, something we shared and often talked about.

One moment that has stayed with me is when Pam traveled to attend Dale's retirement celebration in 2024. By then, simply making that trip required real effort—driving to another state, staying overnight, pushing herself in ways most people never see. Still, she went. Not because it was easy, but because her

being there mattered to me and so it mattered to her. When she stood up to speak about Dale and the SSRL SIG, she talked about the friendships she had built and how much that community meant to her. In that moment, I saw her determination, her loyalty, and her unwavering commitment to show up for the people she cared about. Supporting others mattered to Pam, even when it came at a cost. That choice said everything about who she was—a

beautiful woman who lived her values fully and deliberately, even when doing so required real courage in the face of terminal illness.

Pam's strength was deeply connected to her spirituality. Her faith was not something she spoke about loudly or used to draw attention to herself. Instead, it quietly shaped how she moved through the world, with humility, compassion, gratitude, and trust. She approached life with a sense of purpose that extended beyond circumstances, and that spiritual grounding gave her a calm confidence that others could feel. Being around her reminded me that faith can be lived through action, through kindness, patience, and a commitment to doing what is right. It also provides us with strength and courage when we need it most.

As I move forward in my work and in my life, I try to honor Pam by living what she taught me—to lead with care, act with quiet strength, and show up for others, even when it isn't easy. Our relationship reminded me of the power of women supporting one another, of what it means when one woman reaches back and walks alongside another with honesty and compassion. I miss our daily texts Pam, but you remain a constant reminder of the kind of woman I hope to be.

Maria K. DiBenedetto, PhD, serves as the Lecturer and Director of Assessment and Reporting at the Bryan School of Business and Economics at the University of North Carolina at Greensboro. She also has an educational consulting business, Learning to Succeed, LLC, where she mentors college students who struggle with executive functioning, supporting their development as self-regulated learners. Her research interests are on self-regulated learning, self-efficacy, and motivation in secondary and postsecondary education.





The Legacy of Pamela F. Murphy: A Culturally Self-Regulated Pedagogy, Self-Efficacy, Love, and Faith

Héfer Bembenutty

Pamela F. Murphy was an extraordinary educator, mentor, friend, and human being whose life exemplified the very principles of self-regulated learning (SRL). Pam embodied the characteristics of a self-regulated learner and teacher not merely as theoretical constructs, but as enduring competence that shaped her relationships, her teaching, and her service to others. Her life reflected self-efficacy, intentionality, cultural humility, hope, and academic delay of gratification, all grounded in a profound faith.

Pam possessed a remarkable sense of self-efficacy. She was a phenomenal writer and wrote a fictional book, slightly autobiographical, but she could not complete the final chapter. In the tradition described by Zimmerman (2000), self-efficacious individuals believe in their capabilities to organize and execute actions necessary to attain desired goals. Pam consistently demonstrated this belief, not in a boastful manner, but with quiet assurance and steadfast determination. She approached challenges, like her cancer disease, with faith and saw obstacles not as barriers but as opportunities for learning and growth.

At the center of Pam's life was an immense faith that gave meaning and purpose to her work and how she related to others. She understood teaching not merely as a profession but as a vocation and a calling. Her spiritual convictions nurtured a steadfast hope that sustained her through difficulties.

A hallmark of Pam's educational philosophy was her commitment to academic delay of gratification. In her last

publication, titled "Academic Delay of Gratification Among Mature Adult Online Learners," published in *New Directions for Teaching and Learning* (2026), she reflected that meaningful accomplishments require sacrifice, goal planning, and long-term commitment. Rather than seeking immediate rewards, she consistently invested her time and energy in goals whose benefits would emerge gradually. Pam encouraged her students to value learning over short-term pleasures and modeled the discipline necessary to pursue excellence. Her own life testified to the power of delaying immediate gratification in pursuit of enduring purposes. That is why she continued serving as the Executive Editor of the *Times Magazine* until she passed away.

Pam was herself a lifelong self-regulated learner and an exceptional self-regulated teacher. She approached teaching as a dynamic process of planning, implementation, reflection, and continuous improvement. Her professional practice reflected the cyclical processes of forethought, performance, and self-reflection that characterize Zimmerman's theory of self-regulated learning.

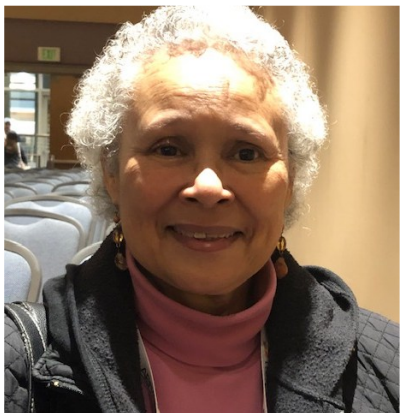
Equally important was Pam's appreciation for culturally self-regulated pedagogy. She recognized the importance of honoring the experiences, values, identities, and voices of learners. As an African American person, she believed that education should affirm human dignity and foster meaningful connections between learning and students' lived realities. She was proud that her classes were characterized by respect, inclusiveness, empathy, and

genuine care. In this sense, she practiced culturally self-regulated pedagogy that integrated academic rigor with compassion and human understanding.

Despite her many accomplishments, Pam remained a model of unquestioned humility. Humility was not merely one of her virtues; it was among the defining characteristics of her SRL approach. She never sought recognition or personal acclaim. Instead, she celebrated others' successes and devoted herself to helping colleagues and students' flourish. She interviewed scholars for our SSRL SIG media. Her humility enabled her to listen carefully, learn continuously, and serve generously. I always experienced her quiet wisdom and genuine kindness.

Pam leaves behind a legacy that extends far beyond classrooms. Her influence lives on in the countless individuals whose lives she touched through her teaching, mentorship, friendship, and faith. She demonstrated that SRL is not simply a psychological process, but a way of living characterized by self-efficacy, culturally self-regulated pedagogy, intentionality, academic delay of gratification, and service. Her example reminds us that true educators shape not only minds but also hearts, souls, spirits, and communities. Those who had the privilege of knowing her will remember not only her accomplishments but also the grace, humility, and wisdom with which she lived. In celebrating her life, one recognizes that Pam exemplified the highest ideals of humanity, leaving a legacy that will continue to inspire generations to come.

Heéfer Bembenutty, PhD, is a full professor of Educational Psychology at Queens College, CUNY. His research focuses on academic delay of gratification and culturally self-regulated pedagogy.



Remembering Pamela F. Murphy, the Face of the SSRL SIG

Michelle Taub

Pamela Murphy was a leader of the SSRL SIG and was an inspiration to us all. When I attended my first annual meetings of the AERA, I was a graduate student trying to find my way through a very large crowd. I attended sessions and learned a lot, but still wasn't quite sure how I'd fit in, meet other researchers, or make my contributions to the field. It was only when I attended my first business meeting that I realized the SSRL SIG was where I belong, and this was because of who was in the room—specifically Pam.

I remember her enthusiasm and energy at these meetings. She demonstrated her passion for the field and the SIG, her kindness, and her openness to different thoughts and opinions about where our SIG was going. When I was a graduate student and junior member of the SIG, she made me feel welcome.

Now that I am SIG chair, I remember these qualities she had and try to emulate them as I take on my chair duties. I strive to be an inspirational leader like Pam and try to earn respect from all members, as she did. Like her, I aim to be kind, focused, and dedicated to my colleagues—to take on admirable qualities I saw in her.

Although I never got the chance to tell her this, she inspired me to lead the SIG how she did. I try to emulate the passion for keeping the SIG alive and keeping our members informed and involved in SIG activities. She wanted our SIG to be a community of researchers at all levels, which we continue to do with our strong presence of seasoned as well as graduate student members.

Pam was truly the face of the SSRL SIG. She was a leader and inspiration to all SIG members, especially the junior members getting to know the field and

members of the SIG. She was such a kind person and will be remembered by all for everything she did for us as individuals and for our SIG. ***We will truly miss her.***

Michelle Taub, PhD, is an Associate Professor of Learning Sciences and Educational Research and Core Faculty of the Faculty Cluster Initiative's Learning Sciences Cluster at the University of Central Florida. Her research focuses on using multimodal data channels to examine self-regulated learning across contexts.





A Conversation in the Hallway

Abraham E. Flanigan

My first few trips to AERA’s annual meeting as a graduate student were stressful. To be honest, going to AERA still can be!

Thousands of people move quickly from session to session with determined looks on their faces, each person seeming as important as the places they are hurrying toward.

During those early conferences, I mostly moved quietly in and out of presentation sessions and SIG business meetings. I wanted to take everything in, but I also wasn’t sure where I fit or where my professional “home” might be. As my interests in self-regulated learning grew, I knew that the Studying and Self-Regulated Learning Special Interest Group (SSRL SIG) was a community I wanted to join. Still, as a graduate student, I didn’t know many people and certainly lacked the confidence to introduce myself to scholars whose work I had been reading.

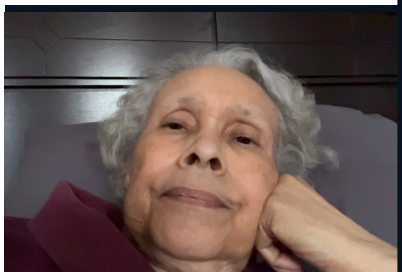
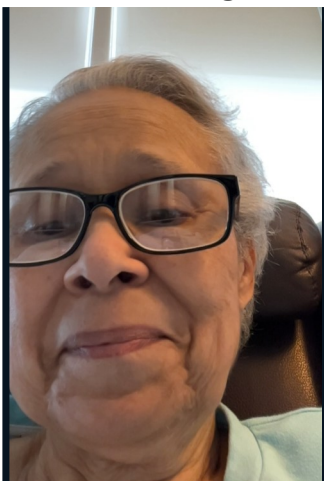
Before one SSRL SIG business meeting, I sat alone in

the hallway watching what felt like a who’s-who of scholars greeting each other like old friends. I remember thinking, *“I hope I’ll feel that comfortable here someday.”* Shortly afterward, someone came and sat next to me on the bench. At the time, I didn’t know who she was. She struck up a conversation and asked if I was attending the business meeting. When I said yes, she asked about my graduate program and my research interests. After a few minutes talking, she stood up to head inside. Realizing I hadn’t asked her name, I quickly said, “I’m sorry, but I didn’t catch your name.” She turned and replied, “Pam Murphy. It was nice chatting with you.” I remember how surprised I was that someone so respected had taken the time to talk with a random graduate student sitting in the hallway.

Over the years, I became increasingly involved in the SSRL SIG and eventually served in several leadership roles. Yet, I always held onto that moment. Pam helped me feel seen and welcomed. As I’ve

progressed in my own career, I’ve tried to “pay it forward” by connecting with graduate students and helping them feel welcome. In my own small way, it is how I hope to keep Pam’s welcoming spirit alive in our academic community.

Pamela F.
Murphy



Abraham E. Flanigan,

PhD, is an Associate Professor of Educational Psychology at the University of Georgia whose research focuses on motivation, self-regulated learning, and learning in digitally mediated environments.

Reflections on a Dear Friend of the SSRL SIG, Pamela F. Murphy

Taylor W. Acce



Taylor W. Acce, PhD, is a Professor in the Doctoral Program in Postsecondary Student Success at Texas State University where he studies self-regulated learning and motivation in postsecondary contexts.

I first got to know Pam well when we served together as Program Chairs during the 2017-2018 term for the Studying and Self-Regulated Learning Special Interest Group (SSRL SIG) of the American Educational Research Association (AERA). Pam and I connected right away as we shared in our intimidation of the responsibility that came along with our elected positions and in our motivation to do a solid job in the face of feeling a bit lost. Our elected service together continued through 2019-2020 when we served together as SSRL SIG Chairs.

Pam and I liked to work together, not just divide and conquer. We preferred a phone conversation that included catching up over a short email with a task list. Through our service work and over meals at many AERA annual meetings, Pam and I became friends, and we stayed in contact over the years. Working with Pam was a true delight, in part because Pam was as competent and thorough as she was generous and kind. Pam's loving energy and humble approach made it easy to share with her deeply. We shared about our personal lives and interests, told stories about our past, and commiserated about and laughed off our current concerns. We treated each other as friends before workmates and that made the work more meaningful.

Pam was a brilliant scholar with publications that addressed educational psychology and SRL topics in education and health domains. She was also a dedicated teacher who put her students at the top of her list. She was beloved at the University of Arizona Global Campus, including for assuaging students' fears of statistics, as is articulated so beautifully with quotes from Pam in the *Motivation and Inspiration* (<https://www.uagc.edu/blog/uagc-professor-conquers-cancer-and-helps-students-succeed>) piece about Pam's life and work persistence during her battle with Stage IV ovarian cancer (University of Arizona Global Campus, 2023).

During my time working with Pam, I observed her give her utmost to our SSRL SIG. She served with high levels of integrity, competence, and love. Pam was a remarkable person who could make anyone feel at home, and her attitude towards life is an inspiration. May you rest in peace, dearest Pam.

References are available upon request from Taylor W. Acce (aceet@txstate.edu)

"Working with Pam was a true delight, in part because Pam was as competent and thorough as she was generous and kind. Pam's loving energy and humble approach made it easy to share with her deeply."



Pam's Quotes from Her Last Publication about Academic Delay of Gratification

Abstract

“It is crucial to recognize the significance of academic delay of gratification for mature adult college students in online learning environments. As these students navigate the online college landscape, they face unique opportunities and challenges that differ from those faced by traditional students. Mature and non-traditional students often juggle multiple responsibilities such as work, family, and other commitments. Academic delay of gratification, as a valuable skill, plays a critical role in helping these learners overcome the diverse challenges they encounter. Educational implications are discussed involving delay of gratification as particularly relevant, including promoting strategies that encourage effective time management, self-regulated learning, and perseverance in the face of distractions or immediate rewards.”

Murphy, P. F. (2026). Academic delay of gratification among mature adult online learners. *New Directions for Teaching and Learning*, 2026(185), 23-27. <https://doi.org/10.1002/tl.70003>



“The decision-making process surrounding academic delay of gratification (ADOG) is complex due to competing priorities integral to the students’ adult lives.”

“The concept of academic delay of gratification is crucial for mature learners as it pertains to their ability to resist immediate distractions and stay focused on long-term academic objectives. By postponing immediate rewards, students can work towards achieving greater outcomes in the future...”

“With the flexibility to schedule their time, these students can allocate specific periods for academic work, social engagements or other leisure activities (Flanigan & Kiewra, 2018). However, the challenge lies in adhering to these schedules and resisting the allure of spontaneous leisure opportunities.”



Pam's Selected Publications

Hodges, C. B., & Murphy, P. F. (2009). Sources of self-efficacy beliefs of students in a technology-intensive asynchronous college algebra course. *The Internet and Higher Education*, 12(2), 93-97. <https://doi.org/10.1016/j.iheduc.2009.06.005>

“The purpose of this study was to explore the influence of the four traditionally hypothesized sources of self-efficacy on learners' self-efficacy beliefs regarding learning mathematics in an asynchronous environment. The context of the study was a college algebra and trigonometry course offered in an asynchronous, technology-intensive emporium model at a large, public university in the southeastern United States. Participants ($N = 99$) completed surveys assessing their self-efficacy to learn mathematics in this environment as well as to assess their mastery experiences, vicarious experiences, social persuasion, and physiological state. Regression analysis indicated that in this environment, the most important factors are vicarious experiences, followed by affective/physiological influences.”

George, T. P., DeCristofaro, C., Murphy, P. F., & Sims, A. (2017, July). Student perceptions and acceptance of mobile technology in an undergraduate nursing program. In *Healthcare* (Vol. 5, No. 3, p. 35). MDPI. 5(3), 35; <https://doi.org/10.3390/healthcare5030035>

“Mobile technology allows healthcare students to access current evidence-based resources. The purpose of this study was to evaluate the student experience of implementing point-of-care (POC) smartphone applications in a first-semester undergraduate nursing program. Teaching methods included using case studies in the laboratory to familiarize students with the apps. At community screening sites, evidence-based guidelines were referenced when students discussed screening results with patients. Surveys were administered prior to implementing this innovation and after the students utilized the apps in direct patient interactions. Survey results were analyzed to evaluate student perceptions and acceptance of mobile technology. Students felt that healthcare smartphone apps were a helpful and convenient way to obtain evidence-based clinical information pertinent to direct care settings. Over 90% of students planned to continue using healthcare smartphone apps. In conclusion, healthcare smartphone apps are a way for students to become comfortable accessing evidence-based clinical resources. It is important to encourage students to use these resources early in the curriculum. Community screenings are an independent health promotion activity which assists in the attainment of health equity and fosters nursing leadership.”

Detweiler, M. B., Sharma, T., Detweiler, J. G., Murphy, P. F., Lane, S., Carman, J., ... & Kim, K. Y. (2012). What is the evidence to support the use of therapeutic gardens for the elderly?. *Psychiatry investigation*, 9(2), 100–110. <https://doi.org/10.4306/pi.2012.9.2.100>

“Horticulture therapy employs plants and gardening activities in therapeutic and rehabilitation activities and could be utilized to improve the quality of life of the worldwide aging population, possibly reducing costs for long-term, assisted living and dementia unit residents. Preliminary studies have reported the benefits of horticultural therapy and garden settings in reduction of pain, improvement in attention, lessening of stress, modulation of agitation, lowering of as needed medications, antipsychotics and reduction of falls. This is especially relevant for both the United States and the Republic of Korea since aging is occurring at an unprecedented rate, with Korea experiencing some of the world's greatest increases in elderly populations. In support of the role of nature as a therapeutic modality in geriatrics, most of the existing studies of garden settings have utilized views of nature or indoor plants with sparse studies employing therapeutic gardens and rehabilitation greenhouses. With few controlled clinical trials demonstrating the positive or negative effects of the use of garden settings for the rehabilitation of the aging populations, a more vigorous quantitative analysis of the benefits is long overdue. This literature review presents the data supporting future studies of the effects of natural settings for the long term care and rehabilitation of the elderly having the medical and mental health problems frequently occurring with aging.”

Detweiler, M. B., Murphy, P. F., Myers, L. C., & Kim, K. Y. (2008). Does a wander garden influence inappropriate behaviors in dementia residents?. *American Journal of Alzheimer's Disease & Other Dementias*®, 23(1), 31-45. <https://doi.org/10.1177/1533317507309>

“*Background:* The effect on resident behaviors of adding a wander garden to an existing dementia facility was investigated. *Methods:* 34 male residents were observed for 12 months before and after opening the garden. Behaviors were assessed using the Cohen-Mansfield Agitation Inventory Short Form (CMAI), incident reports, as needed medications (pro re nata [PRN]), and surveys of staff and residents' family members as indices of affect. *Results:* Final CMAI scores and total PRNs employed were lower than baseline values with a trend for residents who used the garden more often to have less agitated behavior. Verbal inappropriate behaviors did not change significantly whereas physical incidents increased. Staff and family members felt that the wander garden decreased inappropriate behaviors and improved mood and quality of life of the dementia residents. *Conclusions:* Study design characteristics and garden management may have affected behaviors both positively and negatively. Additional studies are needed to explore the benefits of wander gardens for dementia residents.”

George, T. P., DeCristofaro, C., Dumas, B. P., & Murphy, P. F. (2015, June). Shared decision AIDS: increasing patient acceptance of long-acting reversible contraception. In *Healthcare* (Vol. 3, No. 2, pp. 205-218). Multidisciplinary Digital Publishing Institute. <https://doi.org/10.3390/healthcare3020205>

“Unintended pregnancies are an important public health issue. Long-acting reversible contraceptive methods (LARCs) are reliable, safe, highly effective methods for most women; however they are underutilized in the United States. Shared decision aids were added to usual care in five public health family planning clinics in the Southeastern United States, staffed by advance practice nurses and registered nurses. All five sites showed an increase in the use of LARCs during the time period that shared decision aids were used (results statistically significant to $p < 0.001$). It is important for women to make informed choices about contraception, and shared decision aids can be utilized to support this decision making. This resource has been adopted for statewide use in all public health clinics, and implications for practice suggest that the use of shared decision aids is an effective method to support informed patient decision making and acceptance of LARC methods of contraception.”