5th Annual Psychology Capstone Symposium

Sponsored by

Undergraduate Studies Committee
and Psi Chi
Department of Psychology

Saint Louis University

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ACKNOWLEDGEMENTS

Psychology Capstone Project Judges
The Undergraduate Program Committee and Psi Chi thank the following individuals who served as judges at this year’s symposium.

Faculty Judges
Terri Weaver, Ph.D.
James Korn, Ph.D.
Jeffrey Gfeller, Ph.D.
Tony Buchanan, Ph.D

Graduate Student Judges
Amanda Bequette, M.S. (R)
Meghan von Linden, B.A.
Dana Hamann, M.A.
Melinda Bullock, M.A.

Psychology Capstone Courses and Instructors
PSY 401 Advanced Statistics & Research Methods
PSY 486 History of Psychology
PSY 487 Human Services Practicum Project
PSY 488 Capstone Research Project

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GROUP A: RESEARCH PROJECTS

POSTER A-1  Correlating Interpersonal Trust with Religiosity and Internal and External Locus of Control
Authors: Cristina Giancola, Brittany Green, Chris Clow

Interpersonal trust has been identified as the expectancy held by an individual that another party will keep to his or her word (Hamsher, Geller, & Rotter, 1968). Additionally, religiosity and Locus of Control are two variables that have been shown to influence interpersonal trust, and this study examined the relationship between these variables. Eighty participants completed an online questionnaire including demographics, Rotter’s Interpersonal Trust and Locus of Control scales, and Hoge’s Intrinsic Religious Motivation Scale. We hypothesized that a higher religiosity would be a mediating factor between locus of control and a higher interpersonal trust. Results will be discussed.

POSTER A-2  Motives of Distinctiveness: The Presence of Race Descriptors in Different Situational Tones
Authors: LaVaughn Jeter, Casey Smith

By comparing themselves with others, people can make evaluations and categorize. Previous research explains a theory of optimal distinctiveness that explains individuals have the need to assimilate into the in-group and a need to make themselves distinct from the out-group. It has been hypothesized that some motives of distinctiveness are sense of belonging, individuality, and in situations of uncertainty. Participants viewed a picture of characters, labeled it as positive or negative, and then completed the Twenty Statements Test (Kuhn & McPartland, 1954). This method will illustrate what motives are present when individuals encounter negative or positive situations. It was hypothesized that the race of the participant and race of the characters in the pictures will affect the participants’ evaluations of the pictures. Further implications will be discussed.

Authors: Annie Mueller, Dan Younglove, Julie Patti

This study investigated the relationship among gender, extraversion, and privacy settings on an individual’s Facebook.com account. Previous research suggests that females are more likely to disclose information on the internet (Stern, 2004), and introverts are less likely to disclose information in non-anonymous internet conditions (Brunet, 2007). It was hypothesized that individuals who were extraverted females would have more lenient privacy settings. One hundred participants from St. Louis University completed an online survey consisting of a demographic questionnaire, the Big Five Domain Scale Factor I, and a Facebook privacy settings questionnaire. Results and implications of future research will be discussed.
POSTER A-4  
**College Students’ Perceptions of their Romantic Partners and Stress**
Authors: Jessica R. Negley, Erin N. Donnelly

Previous research suggests the susceptibility of college students to stress; however, no studies have investigated the connection between feelings towards a romantic partner and stress levels. The purpose of this study was to examine the relationship between priming with a writing sample and self-reported stress as well as consider gender differences and the potential mediating variable of affect. Individuals completed a measure of affect (Profile of Mood States), a five-minute writing exercise, a stress questionnaire (Perceived Stress Scale), and a demographic questionnaire. It was hypothesized that priming with positive writing samples would lead to lower ratings of stress while priming with negative writing samples would yield higher levels of stress compared to the control group. Additionally, it was predicted that females would have greater alterations of self-reported stress compared to males. This research may help to understand and alleviate stress associated with involvement in romantic relationships among college students.

POSTER A-5  
**College Students’ Perceptions of Male Gender Norm Violations in Three Age Groups**
Authors: Kathrine M. Galligan, Rachel A. Horwood, Katie N. Bradshaw

The purpose of this study was to investigate college students’ perceptions of gender norm violations in three age groups. One hundred twenty-two undergraduate students were recruited through an online experiment database. Participants completed one of three revised versions of the Children’s Attitudes, Occupations and Traits Attitude Measures online (Liben & Bigler, 2002), which assess attitudes toward gender roles. It was expected that males will be less accepting of gender role violations than females, and that students will perceive gender norm violations as more negative in younger populations than in older populations. Results will be discussed.

POSTER A-6  
**Parenting Styles and Academic Procrastination in College Students**
Authors: Andrew Metzger, Dan Jaster, Taurean Crawford

It has been shown that parenting styles (e.g., authoritative, authoritarian) affect various aspects of children’s development (Baumrind, 1971). One might suspect parenting styles to also be related to academic achievement, an aspect of development common phenomenon among students. Accordingly, the objective of this study was to examine the relationship between parenting style and academic achievement, with procrastination possibly serving as a mediating variable. Participants completed questionnaires assessing their perceptions of the parenting style in which they were reared, as well as their current procrastination behaviors. It was hypothesized there would be a positive correlation between maternal authoritative and authoritarian parenting styles with procrastination in females, mediated by academic achievement. It was also expected there would be a positive correlation between paternal authoritative and authoritarian styles and procrastination in females, not mediated by academic achievement. Consistent with the literature, no significant correlations between parenting style and procrastination in males was expected.
**POSTER A-7**  
**The Relationship Between Stress, Sleep Quality, and Academic Achievement in Undergraduates**  
Authors: Kelli N. Barton, Christopher B. Paulson, Edward K. Chung

Stress and sleep quality have both been shown to have a negative relationship with academic achievement. This study sought to understand the specific relationship among these three variables in the college undergraduate population. Specifically, we hypothesized that stress and sleep quality will have a significant positive correlation and both will have a negative relationship with academic achievement, as measured by grade point average (GPA). Eighty-one participants completed the Pittsburgh Sleep Quality Index (PSQI), the Perceived Stress Scale (PSS), a demographics questionnaire, and reported cumulative GPA in an online survey on SONA. Results revealed sleep quality as a significant predictor of GPA and stress to be moderately predictive of GPA. Additionally, only sleep quality was found to be a significant predictor of GPA for females, whereas stress (and not sleep quality) was a significant predictor of GPA for males.

**POSTER A-8**  
**The Impact of Handedness on Memory Function**  
Authors: Emily Taylor, Rachel Tobler

Memory differs in important ways between the left and right hemispheres, but the exact form these differences take remains controversial. One dominant theory concludes that relatively restricted activation occurs in the left hemisphere whereas diffuse activation, leading to less accurate recollections, occurs in the right hemisphere. Research on handedness has established that right handed individuals have a larger left hemisphere than left handed individuals, suggesting that right handed individuals may have more accurate recollections. However, a second, contradictory theory states that hemispheric differences occur because left handed individuals make use of more interhemispheric communication, which results in left handed individuals having more accurate episodic memory. The DRM paradigm was used to test differences in memory accuracy. It was hypothesized that both theories would partially explain false memory because left handed individuals were expected to remember more test items, but also be susceptible to more critical lure items.

**POSTER A-9**  
**Gender Differences in Interpersonal and Academic Stress Among College Students**  
Author: Shannon K. Braun, Mary E. Mantych, Megan R. Frantz

Stress is a common part of any college experience. Past studies have indicated that the two stressors that appear to be the most prevalent in undergraduates are academic issues and interpersonal relationships. Gender also greatly affects how these stressors are perceived, how they are interpreted, and how the body physically responds to this stress. Participants completed the Undergraduate Stress Questionnaire (USQ) to assess their various stressors. It was predicted that females will experience more stress due to interpersonal relationships and that males will report academic factors as being more stressful. Results will be discussed.
**POSTER A-10**  
Relationships between Organizational Climate and Emotional Labor: Testing the Moderating Effects of Affectivity  
Authors: Brandon Smit, Liam Ryan, Courtney Nelson

Many organizations regulate employee emotional displays to ensure quality of service. However, it is impossible to expect that employees' emotions will always naturally conform, creating a gap known as emotional labor (EL). Research has explored outcomes of EL, but has largely neglected the antecedents. The few studies that have done so usually have focused on job characteristics to explain this occurrence. However, other potential antecedents need to be explored. This study examined organizational climate geared toward employee service interactions with customers. We predicted that varying levels of these climate dimensions will differentially influence the way employees experience emotional labor, with affect as a moderator. If this relationship were to be established, it could provide evidence that employees' perceptions of climate (rather than the jobs themselves) influence emotional labor. With this knowledge, organizations could create a positive climate to reduce employee stress and improve performance. Results will be discussed.

**POSTER A-11**  
Relationships Between Personality Characteristics and Psychological Aggression  
Author: Cristina Giancola

OBJECTIVE: Given that intimate partner violence occurs often between college aged couples, the goal of the current study was to critically analyze the contributions of individual personality traits to psychological aggression within college student couples. METHOD: Undergraduate students (N=102) were administered the Positive and Negative Affect Scales, the Conflict Tactic Scales, the Reasons for Conflict Scale, the Personal Relationship Profile and an Emotional Abuse Scale. RESULTS: Correlations yielded moderately strong relationships between participants' anger management problems and perpetration of psychological minor and severe abuse as well as Domination/Intimidation, Hostile/Withdrawal, and Restrictive Engulfment emotional abuse. High negative affectivity also was related to these three types of emotional abuse. Moderately strong relationships were also found between participants’ self-control difficulties and use of minor and severe psychological abuse. CONCLUSIONS: Emotional abuse is more likely to be expressed in couples where one partner has problems with anger management, self-control or negative affectivity.

**POSTER A-12**  
Characteristics of Dating Relationships: A Qualitative Study of Reasons for Aggression  
Authors: Katie N. Bradshaw, Megan R. Frantz, Allyson J. Goodin

The current study examined characteristics of college student relationships in terms of reasons for engaging in psychological or physical violence. Because previous research has indicated that men and women engage in aggression in relationships in approximately equal numbers, the purpose of this study is to investigate women's reasons for doing so. Seventy-eight Saint Louis University female undergraduate students completed a qualitative measure asking about women's own reasons for the occurrence of three types of aggression (psychological, minor physical, and severe physical) in their dating relationships. Consensual Qualitative Analysis was conducted to identify themes of women's reasons for their aggressive behaviors. Some resulting themes included revenge, anger management issues, control, and domination. From this study, it is concluded that women may engage in different types of aggression in their dating relationships, primarily to seek revenge against or exert control over their partner, or because of their own issues with anger management.
POSTER A-13  Reliability of the Emotional Abuse Scale: A New Comprehensive Measure  
Author: Margaret Stretch  

To test a newly developed instrument, the Emotional Abuse Scale (EAS), and its effectiveness in measuring psychological aggression compared with other instruments such as the Conflict Tactics Scales (CTS2). **Method:** The participants, 102 male and female college students, completed a series of questionnaires regarding themselves or their dating partners. The EAS questions were grouped into four different subscales: denigration, domination/intimidation, restrictive engulfment, and hostile withdrawal. **Results:** Using Cronbach’s Alpha, the eight subscales of the EAS, for self and partner, had acceptable to good internal consistency. When correlated with the EAS subscales, the minor and severe psychological aggression subscales of the CTS2 were significantly and moderately associated with the hostile withdrawal subscales primarily, and not as strongly or consistently related to the other three subscales. **Conclusions:** The EAS has been shown to be a reliable (i.e., internally consistent) measure and covers more aspects of emotional abuse than the CTS2 psychological aggression subscales.

POSTER A-14  Preschoolers’ Perceptions of Their Mothers’ Versus Fathers’ Reactions to Injury-Risk Behavior  
Author: Kathrine M. Galligan  

This study investigated preschoolers’ perceptions of mothers’ vs. fathers’ reactions to injury-risk behavior. Seventy-eight 3 year-old children were interviewed about their own desired levels of risk and their mothers’ or fathers’ permitted level of risk in four risk-situations. Results revealed that boys reported significantly higher desired risk levels than girls. Whereas children viewed mothers as allowing similar risk levels for boys and girls, they viewed fathers as more lenient with boys and more protective of girls. These findings are discussed in terms of their implications for understanding children’s internalization of differential gender treatment with regards to injury-risk behavior.

POSTER A-15  Trait Affective Cognitive Consistency: The case for consistent attitude formation and its place in organizational research  
Authors: Daniel Bonilla, Brandon Smit, Brittany Head, Courtney Nelson, Liam Ryan, Elise Eichberg  

The relationship between attitudes and the prediction of relevant behaviors has long been inexplicably weak. The case is no different for organizational research when attempting to predict job performance. Recently, studies have begun to examine the agreement of attitude components, specifically the affective and cognitive aspects in attitude formation when attempting to predict corresponding behaviors. This type of attitude agreement is called Affective Cognitive Consistency (ACC) and when present can increase the predictive validity of attitudes towards behaviors. The current study aims to solidify the place of trait ACC as a construct and use it to increase the predictive validity of job satisfaction to job performance. Implications for an easily administered trait based measure include increased predictability of job performance and evidence for attitude formation as an individual difference. A trait based approach to measuring ACC also increases reliability over mean difference scoring currently being used to measure this construct.
GROUP B: HISTORY OF PSYCHOLOGY PROJECTS

POSTER B-1  The Meaning of Emotion: Major Metaphors in Emotion and their Contribution to the Study of this Decisive Phenomenon
Authors: Aisha Allen, Sara Beg, Dania Saffaf, Edina Strikovic

In the study of emotion, one of the most important of the issues is this phenomena’s place, either in conventional science or as a more qualitative area of study. By studying both points of view, the broad topic of emotion can truly be seen for the dynamic occurrence that it is. In this presentation, the definition of emotion itself is explored, the way it is conveyed in society, and the metaphors that are used to explain it. The history of these metaphors are studied and used to explain emotion’s place in our society. Likewise, the project will explore which ones have been used at motivational tools within the field of psychology, sociology, and other social sciences. As with other topics, emotion’s history in the world and how it has been expressed in the past will be introduced and how the history has been expressed through metaphor as well.

POSTER B-2  Mind as Conversation: Metaphor of the Dialogical Self in Theory and Application
Authors: Katherine Fabrizio, Monet Harrell, Neetu Mathew

Our project is concerned with the exploration of the history, and present implications and applications of the metaphor of the Dialogical Self. Specifically, we delve into the idea of thought as an internal conversation, in which one structures his experiences through taking on multiple perspectives and orientations to reality. The metaphor of the Dialogical Self provides a unique understanding of the study of the development of the self, as well as implications for the conceptualization and treatment of certain psychopathologies. We examine the historical roots of the metaphor and analyze the present literature related to our metaphor. Through this exploration, we find that characterization of the self as dialogical is applicable to multiple paradigms within the field of psychology, as well as to many domains related to understanding development and cultivation, as well as disintegration, of the self.

POSTER B-3  Child as Scientist: Understanding a Child’s Developing Mind Through Theory-Formation
Authors: Alexandra Roth, Heather King, Cortney Rennaux

The metaphor of child as scientist has been one of the most influential metaphors in developmental psychology. One of the main theories supporting this metaphor is the Theory Theory, which states that children have an innate theory of mind, which allows them to explain the actions of others. In this theory, children are seen as “folk” psychologists, who, by the age five, are able to attribute beliefs to others. Although many psychologists have supported the Theory Theory, there are objections, mainly from Simulation theorists. Despite these objections, research is still being done by Theory Theorists, with one of the most popular areas being the deficit of a theory of mind in autistic children. As further research is done on the validity of the metaphor and the Theory Theory, we will be able to better understand the development of the mind in children.
POSTER B-4  Some Assembly Required: The Metaphors of the Blank Slate and the Mind as a Computer
Authors: Andrea Pizzolato, Jake Hawken, Allison Brasch

Psychology often employs metaphors to present a simplified model of how the mind is organized. Metaphors like the mind as a computer and the mind as a blank slate are two metaphors that have attempted to explain how the mind is organized, stores knowledge and how people learn. The blank slate metaphor was popularized by Locke and states that human knowledge is not intrinsic; instead, knowledge is gained from the environment and experiences. This viewpoint has been found in branches like developmental and behavioral psychology. The mind as a computer metaphor states that the mind sorts and stores knowledge like a computer processes information. It has been influential in the field of memory and cognitive psychology. The objective of this project is to explore how these metaphors have been used to shape psychology as a discipline and to study how these metaphors have evolved over time.

POSTER B-5  Freudian Metaphors: Searching Through the Rooms and Layers of the Mind
Authors: Ryan Bobb, Tim Letizia, Nani Makia, Ann Schwartze

The purpose of our study is to bring three of Freud’s prominent metaphors to light by presenting the historical background, as well as an integrated analysis, of the connection between the respective metaphors. The use of metaphorical language throughout psychological discourse has heavily impacted psychologists and the construction of their respective theories. Freud recognized metaphorical language was essential in explaining how the human mind appears to organize and recall individual events. Freud first developed the threshold metaphor, which explained how events were brought into consciousness. Once in the conscious state, events were compartmentalized in the mind; Freud depicted this in his metaphor of the mind being a house with many rooms. Finally, Freud believed that disassociated events could be found through his creation of the archaeological metaphor in connection with psychoanalysis. Through these three metaphors, Freud explained how individual events enter into consciousness, are stored in the mind, and exhumed for means of psychoanalysis.

POSTER B-6  Sick in the Head: Examining the Historical, Social, and Scientific Impact of the Metaphor of Mental Illness
Authors: Jennifer Zagarri, Paul Sableman

Metaphor has often been used as a rhetorical device, but it is more than that; it is the foundation for how we share and process information. Metaphor is so pervasive in our language that we often don’t realize that we are using it. The goal of this work is to more closely examine one specific metaphor – that of mental disorders as illnesses. Through a literature review, we intend to survey the history of this metaphor’s formation and examine the impact that its acceptance has had on the fields of psychology, medicine, and criminal justice, as well as on society in general. Furthermore, we will address the debate over whether the comparison between mental disorder and physical disease is legitimate. It is our hope that through this work we will contribute to a greater understanding of the way we think about mental disorders and help to lessen the social stigma that surrounds them.
POSTER C-1  Catch a Falling Star
Author: AnnaMarie Bergman

Catch a Falling Star is a day-care, recreational center for children with mental and/or physical disabilities. They serve preschool-age through high school-age children. On weekdays, the children are dropped off after school and stay until their parents pick them up, usually around six. The early childhood program is on Saturday afternoons and the children participate in activities such as music time, arts and crafts, and story time. The responsibilities of a student volunteer are to play with the children, make sure they’re safe, discipline them as necessary, and be available for any other help that the full-time staff needs. The volunteer discovers ways to teach these children important social skills and learns more about their behaviors and how to adapt to them. The first time the volunteer calms the tears of a boy with autism or gets a normally unresponsive girl to laugh will be a truly rewarding experience.

POSTER C-2  The Women’s Safe House
Author: Carolina Mussa-Ivaldi

The Women’s Safe House in St. Louis is dedicated to providing a safe shelter for battered women and their children. At The Women’s Safe House, clothing, food and personal hygiene products are provided. Extras (such as toys and accessories) are donated daily by various organizations. Women at Safe House receive therapy as well as under-going counseling sessions to help them organize their futures. Volunteers can help in many ways such as: picking up phone calls for the crisis-hotline, helping the faculty keep the shelter clean and organized, working with the children, answering general phone calls, and helping to organize projects. My focus at Safe House is the children who come from a history of abuse. I volunteer in the playroom and spend my time interacting and playing with the kids (ages range from infancy to age 9). Volunteering at The Women’s Safe House is a challenging and incredibly rewarding experience.

POSTER C-3  Beauvais Manor on the Park: “Skilled, Residential, and Alzheimer’s Care”
Author: Diane Whitson

Beauvais Manor is a nursing home dedicated to the compassionate and professional care of the elderly with respect. Several services are provided by Beauvais Manor, including rehabilitation, a secure Alzheimer’s unit, trained nurses, and an Activities Program. This practicum site provides volunteers with an opportunity to work with individuals with varying degrees of declining cognitive and mental abilities due to Alzheimer’s disease and dementia. As a volunteer, I participated in planning, leading, and engaging residents in various activities, including hand massages, one-on-one visits, balloon tosses, manicures, and music. Through engaging residents in stimulating activities to sustain their mental abilities, this site provides satisfaction that the student is making a difference in the lives of the elderly and that the time and care are truly appreciated.
**POSTER C-4**  
**Human Services Practicum: The Open Door After-School Program**  
**Author:** Jason Kertz  

The Open Door After-School Program, located at the Center for Survivors of Torture and War Trauma, provides an outlet for refugee youth by offering academic and social activities for students after school. The program is designed to help students with their homework, as well as offer an opportunity to play with other students in similar situations. Volunteers involved with the program act as both tutors and mentors, as they develop a connection with the students over a period of time. In my experience, I acted as one of the tutors and mentors for a group of 8-10 year old boys. For the first hour or so, I worked with them on their homework as well as helped them with worksheets and other activities given to them by the teacher in the class. For the rest of the time, the boys and I would play different recreational games, where I was able to better interact with them.

**POSTER C-5**  
**Human Services Practicum: Language Access Metro Project**  
**Author:** Jeung Ju Choe  

Language Access Metro Project (LAMP) is an organization under the Catholic Family Services. It was established as a result of collaborative efforts of individuals and organizations to decrease language and cultural barriers for immigrants and refugees seeking health care and support services in the St. Louis Metropolitan Area. LAMP provides quality translation services by directly involving trained bilingual people in health care facilities and social services systems. As a worker at the LAMP agency I get to meet the Korean and Russian patients in the different departments, such as OB/GYN, Pediatrics, and Mental Health. I serve their needs to understand the language and the culture of the medical staff.

**POSTER C-6**  
**Human Services Practicum Project: Saint Louis Crisis Nursery**  
**Author:** Katie Niemeyer  

Saint Louis Crisis Nursery (SLCN) is a non-profit organization that provides short-term care for children in crisis throughout the St. Louis Metropolitan Area. Currently, the Crisis Nursery has four locations. SLCN’s main goal is to prevent child abuse and neglect by offering free services to everyone. Trained staff and volunteers provide 24-hour care, 7 days a week for children ages newborn to 12. These children are allowed to stay overnight while the family resolves the crisis with the guidance of SLCN counselors. Tasks for volunteers include bathing, feeding, clothing, organizing play and art activities, and helping with developmental assessments for the children staying at SLCN. St. Louis Crisis Nursery is an excellent place to volunteer for practicum students who would like to gain more experience working closely with young children in need, who are mostly from neglect/abuses situations.

**POSTER C-7**  
**Human Service Practicum: The St. Louis Center for Survivors of Torture and War Trauma**  
**Author:** Kenny D’Souza  

The St. Louis Center for Survivors of Torture and War Trauma is a non-profit after-school program that is designed to provide homework help, creative expression, activities, and social gatherings with friends. The population served is elementary, middle, and high school students who suffer from the
effects of post-traumatic stress disorder. The Center is an excellent volunteer site for someone wishing to work with international students and see the indicators of post-traumatic stress disorder. My Practicum experience dealt with tutoring and leading activities with a group of young boys ranging from 12-14 years of age. This program is a great experience to mentor young children and build a strong relationship.

**POSTER C-8**  
**Human Services Practicum: The Edgewood Children’s Center**  
**Author:** Kristina Griffin

The Edgewood Children’s Center helps children with severe emotional, behavioral, learning and communication disorders. Many children there have suffered from emotional or physical abuse. Edgewood is a place of safety and comfort where they can learn, develop and grow. Edgewood services about 350 children on an outpatient basis, provides therapeutic residential foster care to about 40 children and family preservation service to many families. The staff is highly educated and knowledgeable in the psychological disorders of the children as well as how to discipline them appropriately. They also teach and care for the children at Edgewood. This is a wonderful site to volunteer at because of all the variety. Not only are the volunteers able to help in general but they work directly with the children in the classroom or at their residences. Interacting with the children is a wonderful opportunity to see how you can make a difference in someone’s life.

**POSTER C-9**  
**St. Louis Center for Survivors and War Trauma**  
**Author:** Logan Lovill

The purpose of this poster is to outline my experience with the St. Louis Center for Survivors of War Trauma program. The non-profit organization is committed to facilitating the healing process for refugee and immigrant survivors of torture and their families by providing culturally appropriate services, advocacy, and community education. The organization is a great site for people interested in working with the development of young children who have suffered some form of post traumatic stress disorder. Overall, St. Louis Center for Survivors and War Trauma is a great organization that provides the comfort of healing to the children. My experience has been very rewarding by being able to grow with these children on a personal level.

**POSTER C-10**  
**Human Services Practicum: The Karen House**  
**Author:** Lopa Pandya

The Karen House is a Catholic Worker House of Hospitality that serves as a guest house for homeless and/or abused women and their children. Catholic Workers and guests live in community and promote an environment that includes nonviolence, voluntary poverty, decentralization, the works of Mercy, manual labor, and the green revolution. The student volunteer will find a very practical and rewarding experience. The experience is centered on tutoring the young children in the house, but it involves much more than that. Responsibilities include preparing a snack, helping children with their homework, organizing playtime activities like coloring and dancing, and creating recreational educational activities. Many of the children come from very diverse backgrounds, so it is important for the student volunteer to be very open to different living arrangements and various educational levels.
POSTER C-11  Loyola Academy of St. Louis: A Jesuit Middle School for Boys  
Author: Mark Modic  
Loyola Academy is a Jesuit middle school for boys who have the potential for college preparatory work, but who are in danger of failing to achieve their potential because of poverty or other social or economic factors. Through Big Brothers Big Sisters of Eastern Missouri I have been matched one on one with an eighth grade student, and spend two hours a week at Loyola tutoring my little brother as well as serving as a male role model and mentor. My little brother and I spend half the time working on homework, with the other time devoted to recreational activities, which can include anything from computers to playing basketball outside. As a Big Brother at Loyola I not only provide my “little” with any assistance he may have academically, but have developed a relationship with him where he feels comfortable coming to me with any problems he may have in or outside the classroom.

POSTER C-12  Undergraduate Research Assistant at St. Louis Children’s Hospital  
Author: Caitlin Titzer  
St. Louis Children’s Hospital provides pediatric care for children not only in St. Louis, but throughout the world. The hospital offers a full range of pediatric services, including various forms of psychological interventions. At the hospital, I worked as an undergraduate research assistant for two psychologists who had two different focuses. I assisted with the Children’s Behavioral Health Connection Clinic which provides guidance regarding child social, behavioral and emotional concerns to parents of children ages 4 through 11. I also assisted with a focus group study of the transition from receiving active cancer treatment to survivorship. The site at St. Louis Children’s Hospital provides students with first-hand experience in the relationship between clinical research and clinical practice.

POSTER C-13  Judevine Center for Autism  
Author: Maria Saracino  
Judevine Center for Autism is an organization known for improving the lives of children and adults with autism spectrum disorder and their families. Because people with disabilities are projected to have low potential, Judevine Center for Autism sets its expectations high, moving beyond traditional limitations, to explore and encourage the development of each individual’s highest potential. Whatever the need, Judevine builds a program for each person they serve, and continually modifies the plans as the person makes progress. Judevine builds success into each program they administer. This practicum allows for hands on work with children and adults who have autism. This practicum is recommended for anyone who wants to get a better understanding of what it is like to work with someone who is autistic before entering into a profession that involves working with disabled persons.