

**25th Annual
Laurel Highlands
Undergraduate Psychology Conference**

**University of Pittsburgh at Greensburg
150 Finoli Drive, Greensburg, PA 15601**

Time	Program Schedule
8:30-9:30 am	Registration & Refreshments (Smith Hall/Ferguson Lobby)
9:30-10:00 am	Welcome & 25 th Anniversary Celebration (Ferguson Theater) <i>Invited speaker</i> Dr. Steven Stern, University of Pittsburgh at Johnstown
10:00-11:00 am	Invited Address (Ferguson Theater) <i>Mental Health and Wellbeing: Research and Emerging Trends</i> Carla Chugani, PhD, LPC
11:00 am-12:00 pm	Research Oral Presentations (Ferguson Theater)
12:00-1:00 pm	Lunch (Chambers Hall)
1:00-2:00 pm	Research Poster Presentations (Ferguson Theater Lounge)
	Workshops (Smith Hall 2nd floor)
2:00 pm	<i>Suggestions for the Graduate School Application Process</i> Dr. Sharon Bertsch, University of Pittsburgh at Johnstown and Dr. Laura Dietz, University of Pittsburgh, Main Campus
2:30 pm	<i>Trauma-Informed Approaches to Care</i> Courtney Kubovcik, LSW, Native Mental Health

Acknowledgments

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The guest speaker and breakfast were also supported by the **Pitt-Greensburg Student Government Association**.

Thanks to Gayle Pamerleau and the officers and members of **Psych State of Mind** – the Pitt-Greensburg psychology club.

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Thanks to all the conference organizers from previous years who helped with information and advice.

Finally, thanks to all the speakers, faculty, and students who fill this conference with energy, intelligence, creativity, and critical thinking every year.

Conference Background and History

The Laurel Highlands Undergraduate Psychology Research conference was founded in 1998. The conference provides a forum for undergraduate students in Psychology programs across the region to present their research to fellow students and faculty members. Over the years, we have had numerous students participate from various institutions and we have had many respected figures in the field of Psychology provide keynote addresses for the conference. On the next pages are listed the keynote speakers and participating institutions we have had since our founding.

Past Speakers

1998	Dr. Richard Moreland, University of Pittsburgh
1999	Dr. David Myers, Hope College
2000	Dr. Julie Fiez, University of Pittsburgh
2001	Dr. Edward S. Shapiro, Lehigh University
2002	Dr. George Spilich, Washington College
2003	Dr. Clancy Blair, Pennsylvania State University
2004	Dr. Peggy Fischer, Office of Inspector General, National Science Foundation
2005	Dr. Kristen Suthers, Johns Hopkins University
2006	Dr. Irene Frieze, University of Pittsburgh
2007	Dr. Christopher S. Martin, University of Pittsburgh
2008	Dr. Nicholas DiFonzo, Rochester Institute of Technology
2009	Dr. Jessica Everly, University of Pittsburgh at Greensburg
2010	Dr. Charles Heyser, Franklin and Marshall College
2011	Dr. Ellen Frank, University of Pittsburgh
2012	Dr. Stephen Wilson, Pennsylvania State University
2013	Dr. Derek Leben, University of Pittsburgh at Johnstown
2014	Dr. Stephanie Stilling, University of Pittsburgh at Johnstown
2015	Dr. Sharon Tkacz, Kent State University, Geauga
2016	Dr. Jennifer Roth, Carlow University
2017	Dr. Amy Herschell, West Virginia University
2018	Dr. Jill Cyranowski, Chatham University
2019	Dr. Shannon D. Donofry, University of Pittsburgh
2021	Dr. Erin J. Reifsteck, University of North Carolina
2022	Dr. Idan Shalev, Pennsylvania State University

Past and Present Participating Institutions

Anderson University
Arcadia University
Carlow University
Carnegie Mellon University
Chatham University
Cleveland State University
Dickinson College
Drexel University
Franciscan University of Steubenville
Franklin and Marshall College
Indiana University of Pennsylvania
Marywood University
Mount Aloysius College
Otterbein College
Penn State University at Altoona
Penn State University at Fayette
Penn State University at University Park
Penn West University - California
Penn West University - Edinboro
Saint Francis University
Saint Joseph's University
Saint Vincent University
Seton Hill University
Shippensburg University
Temple University
Thiel College
University of North Carolina
University of Pittsburgh-Bradford
University of Pittsburgh-Greensburg
University of Pittsburgh-Johnstown
University of Pittsburgh-Oakland
University of Charleston
University of Minnesota
Wartburg College
Washington and Jefferson College
Waynesburg University
West Liberty State College
West Virginia University
Wilkes University

Invited Address (10:00 – 11:00 am)

Mental Health and Wellbeing: Research and Emerging Trends

Carla Chugani, PhD, LPC

Dr. Chugani (she/they) leverages years of clinical and research experience in collegiate mental health to develop best-in-class digital mental health content, programs, and services. Before joining Mantra Health, she was an Assistant Professor of Pediatrics, Psychiatry, and Clinical and Translational Science at the University of Pittsburgh School of Medicine, where she is still an affiliated faculty member. Dr. Chugani's research is focused on the intersections of mental health, emerging adulthood, and educational settings. Clinically, she is a Licensed Professional Counselor, an expert in the practice of dialectical behavior therapy (DBT), and a Linehan Board of Certification (LBC) certified DBT clinician.

Research Oral Presentations (11:00 am - 12:00 pm)

Paper #1 (11:00)

Title: Shape Science: Do Physical Appearances Have Sounds?
Authors: Giavanna Fiore, Madison Torbert, and Jenna Tucholski
Affiliation: University of Pittsburgh at Greensburg
Advisor: Dr. Kristen Asplin

Have you ever looked at a person and thought to yourself, without knowing anything else about them, "He looks like his name is Dan?" There has been much speculation on whether there is a connection between shapes and sounds. In the present study, we examined 15 different shapes across 5 phonesthemes groups (small, big, round, pointy, and shiny). For example, words that start with "gl-" often fall within the shiny phonestheme group. A total of 222 participants, aged 18-80, completed an online survey where they had to choose a nonsense word that best matched the shape presented. We hypothesized that the participants would be able to match the shape to its paired non-word based on the word's phonestheme category. After a brief initial analysis, the data has shown that participants match the phonestheme group to its associated shape. Further analysis is still being conducted.

Paper #2 (11:20)

Title: The Effects of a Brief Mindfulness Intervention on Track and Field Athletes
Authorx: Brady Shore and Dr. Rebecca Regeth
Affiliation: Pennwest California
Advisor: Dr. Rebecca Regeth

Anxiety is a natural response that occurs in everyone due to an internal or external stressor; and, can worsen or improve due to the experiences a person has and the social comparisons one makes. College athletes are no exception, however, they have the additional stress of practices, workouts, and competition. Due to this, competition anxiety, the stress an athlete feels during competition that can cause extra mental and physical strain leading to undesired performances, can be accumulated and cause an undesired performance. Mindfulness, the awareness one has by non-judgmentally focusing on their purpose and being present, can aid college athletes in dealing with competition anxiety. As multiple studies and experiments have discovered, there appears to be a correlation between competition anxiety and the performance of college athletes; and, mindfulness has been shown to improve both.

Research Poster Presentations Session #1 (1:00 - 2:00 pm)

Poster #1

Title: How Family Experiences from Childhood are Related to Individual Development of Self-Esteem.
Author: Kerstin Nutt
Affiliation: Pennsylvania State University, Fayette Campus
Advisor: Dr. Aris Karagiorgakis

Parent-child relationships influence different factors of development through adulthood, including self-esteem. Previous research has shown that different types of parental relationships in childhood contribute to different levels of self-esteem during emerging adulthood. The current study will explore relationships between emerging adulthood self-esteem, parent-child relationships, and academic performance. It is hypothesized that self-esteem and the quality of the parent-child relationship will be positively correlated, and that academic performance will also be positively correlated with self-esteem and parent-child relationship. The hypothesis regarding self-esteem and parent-child relationship quality was supported. There were no statistically significant differences between GPA and self-esteem or GPA and parent-child relationship quality. The study demonstrates that parent-child relationship quality is associated with self-esteem development, but, in this study, academic performance was not correlated with either variable. Additional research could explore directionality between the self-esteem and parent-child relationship correlation to better understand mental health issues.

Poster #2

Title: Information about Artist Drug Use Affect Viewers' Impressions of Art
Authors: Rachel Strode, Makalyn Clapper, and Leah Miller
Affiliation: University of Pittsburgh at Johnstown
Advisor: Dr. John Mullennix

In the present study, we expanded upon the research on contextual factors and aesthetics by examining a contextual factor that has received little to no attention in this literature: The drug use history of the artist. If viewers are provided with information indicating that the artist was under the influence of psychoactive drugs while creating their artworks, would this affect viewers' impressions of their work? One group viewed the images alone, one group viewed them with titles, and one group viewed them with titles and a description of the artist's drug use while creating his artworks. For paintings of fantastical images, the description resulted in viewers understanding the artworks better and liking them better. The results have implications for how artist information affects the aesthetic experience.

Poster #3

Title: Effects of High School Setting on Self-Esteem, Academic Self-Concept, and Social Skills
Author: Autumn Wolfe
Affiliation: University of Pittsburgh at Johnstown
Advisor: Dr. Sharon Bertsch

Studies based on high school structure find different levels of academic ability. Students at private government-dependent schools often have higher average cognitive outcomes compared to those in public schools, while students at private independent schools often have lower scores. Religious private school students have outperformed public high school students in GPA, and Stanford's Center for Research and Education found that charter school students score better in reading compared to public schools. Potential reasons for differences in GPA and SAT include self-esteem, academic self-concept, and social skills. I found higher GPA is associated with higher levels of academic self-concept. Those who had higher academic self-concept also had higher SAT scores, while self-esteem had a negative relationship. Students who attended more than one high school setting had the lowest self-esteem scores and public school students had the highest scores on academic self-concept. Charter school students had the highest scores on social skills.

Poster #4

Title: Wow! Heart Rate is Slower When Awed
Authors: Zinnia Tran, Laura E. Bernstein, and Dr. Julie Hicks Patrick
Affiliation: West Virginia University
Advisor: Dr. Julie Hicks Patrick

The Undoing Hypothesis states that positive emotions may improve health by remediating the effects of negative emotions. Although research has examined the broadening effects of positive emotions like joy, other positive emotions, like awe, may operate differently and help narrow our focus. We sought to extend the current literature by examining the associations between self-reported awe and heart-rate variability. Data from 24 middle-aged women were used for these analyses. Subjective assessments of awe and other emotions were gathered at baseline, before each video, immediately after each video, and three minutes after each video. Spearman correlation coefficients were computed among time-related objective and subjective measures. Coefficients supported the decreased heart rate when reporting feelings of awe (ρ ranged from $-.375$ to $-.137$). Results suggest that subjective assessments of awe relate reliably with objective heart rate measures. Ongoing research in the lab examines whether awe-inductions can facilitate focused cognitive processing.

Poster #5

Title: Coping Strategies
Authors: William Towne and Aleah Trueman
Affiliation: Saint Francis University
Advisor: Dr. Marnie L. Moist

For this nonexperimental design, the stress coping strategies of people with various majors were examined to see the different coping styles displayed in the two types of majors. The participants were 47 Saint Francis University undergraduate students majoring in Human Services and Non-Human on-Human Services majors. A coping style questionnaire was developed from the Howertown and Van Gundy survey (2009). Human Service majors were expected to show more positive problem focused and emotion-focused coping strategies than Non-Human Service majors. Non-Human Service majors were expected to show more avoidant focused coping strategies. Results showed no significant mean differences and any of the coping strategies types between the human service and non-human service majors. The students' tendency to rely on the relent on avoidance majors has brought issues to light that requires more administrative attention.

Poster #6

Title: An Assessment of Shelter Cats Integrated into the Educational Setting
Authors: Aleah Trueman and Dr. Shlomit Flaisher-Grinberg
Affiliation: Saint Francis University
Advisor: Dr. Shlomit Flaisher-Grinberg

"Learning Psychology" explores the process by which organisms acquire new knowledge through experience. Applied to the educational environment, learning methodologies can be demonstrated via the training of various species. Shelter cats can benefit from socialization, attention, and behavioral modification, 6 cats were integrated into the 2023 spring Learning course at Saint Francis University. The cats were housed in a laboratory setting and cared for by students and staff. The data was collected through devices called FitBark that were used in previously published research and validated in the research done by Colpoys and Decock (2021). Results show that kittens were able to adapt to the environment of the laboratory and to the schedule of the students and staff that interacted with the. These findings suggest that the course may be adequate and that future course iterations can continue and integrate shelter cats into the course.

Poster #7

Title: Effective Fidget Toy Interactivity on Youth Cognition and Hyperactive Behavior
Authors: Kayla M. DeHetre, Christian D. Kline, Koral R. Esposit, and Dr. Marnie L. Moist
Affiliation: Saint Francis University
Advisor: Dr. Marnie L. Moist

The incorporation of object-based learning aids, specifically fidget toys, in youth classroom environments and their interactive ability on improving youth cognition while simultaneously reducing hyperactive behavior(s) is understudied. We analyzed the effectiveness of Pop-It toy integration on the total number of correct crossword puzzle responses and the total frequency of exhibited hyperactive behavior(s) in 38 2nd and 3rd grade students from four local elementary schools. The Pop-It served as an interactive learning aid at one school, a noninteractive learning aid at another, and the third school did not receive a Pop-It toy during crossword completion. The interactive learning aid serving as an interactive feature during activity completion developed the lowest average hyperactive behavior(s) exhibition and the highest average correct crossword puzzle responses in the shortest amount of time. When successfully incorporated in classroom environments, object-based learning aid interactivity can improve student cognition while simultaneously increasing dedicated focus towards material instruction.

Poster #8

Title: Auditory Stimulus and its Impact on Reading Comprehension in the Classroom
Author: Dalia Maeroff
Affiliation: University of Pittsburgh
Advisor: Dr. Scott Fraundorf

In this work, I examine landscape preference theory (Ulrich, 1983) and the influence of auditory stimuli in the classroom: how does natural versus unnatural sound stimulus impact learning? 245 psychology students at the University of Pittsburgh took three reading comprehension tests in classrooms while listening to background sound stimuli of natural, city, and classroom soundscapes, as well as answered questions about other moderators. The overall difference between the three soundscapes is not significant when submitted to an ANOVA test. There is no significant difference between the mean values of the three soundscapes. Additionally, there is no significant effect of stress, stimuli preferences, and demographic information on performance in different sound conditions. There is a significant effect of places students prefer to study and performance in different sound conditions that provides evidence for context-dependent learning on a more general scale rather than specific situations.

Poster #9

Title: The “Return to Normalcy” after COVID-19, and its Effect on Adolescent Girls’ Depression and Anxiety Symptoms
Authors: Srilekha Mutukula, Quyen Do M.S., Jennifer Silk Ph.D., Lauren Bylsma Ph.D.
Affiliation: University of Pittsburgh
Advisor: Dr. Jennifer Silk

The COVID-19 pandemic has had a profound impact on global physical and mental health, with adolescent girls being particularly vulnerable to developing internalizing symptoms (Roy et al., 2021; Steingard, 2022). This study aimed to determine how adolescent girls adjusted during the post-lockdown phase (Fall 2021), as routines slowly returned to normal. We examined the relationship between in-person experiences (social activities, schooling) with girls’ depressive and anxiety symptoms and how age and subjective perceptions of life “returning to normal” moderated these associations. Results indicated that adolescent girls' perceptions of normalcy moderated the relation between having no in-person schooling and depressive symptoms, with girls' greater perceptions of life "returning to normal" being significantly associated with fewer depressive symptoms in the context of having no in-person schooling. Findings suggest the importance of perceived control in managing emotional distress, suggesting that promoting a sense of normalcy and routine may benefit adolescents during periods of disruption.

Poster #10

Title: Sexual Identity Discrimination in College Students
Author: Olivia Spotto
Affiliation: Pennsylvania State University, Fayette Campus
Advisor: Dr. Elaine Barry

There has been an increase in acceptance, social awareness, legal rights, visibility, and activism for LGBTQ+ individuals in the twenty-first century. However, previous studies have shown that there are still apparent levels of discrimination against LGBTQ+ individuals in the college setting. The current study tested how likely college students would report they were willing to interact with either a homosexual couple or a heterosexual couple. It is predicted more students will report being willing to engage with heterosexual couples than homosexual couples. Contrary to the hypothesis, preliminary results of the between-subjects design (N=70) found that participants were more likely to report being willing to engage with the homosexual couple (M=5.82) than the heterosexual couple (4.78), $t(66) = 2.62, p = .011$.

Poster #11

Title: Procrastination and General Worry Among College Students
Author: Madison Kostandinu
Affiliation: Pennsylvania State University, Fayette Campus
Advisor: Dr. Elaine Barry

Academic procrastination seems to be a reoccurring issue with college students. Not being motivated or willing to complete assignments can be detrimental to the goals students have for themselves. While worry has been linked to procrastination and perfectionism (Stober & Joorman, 2001), it is unknown whether general worry plays a role in students' academic procrastination. The current study tested whether college student participants would report more procrastination if they had more time versus less time to do an assignment. Preliminary results from the between-subject design found that students did not differ in their willingness to start right away when they were told a student had one week ($M=4.0$) versus one month to complete the assignment (3.14), $t(68) = 1.79$, $p=.078$.

Poster #12

Title: Body Image Awareness and Related Health Habits
Authors: Hadyn Phillippi, Kelsey Murphy, and Brianne Tyson
Affiliation: University of Pittsburgh at Greensburg
Advisor: Dr. Kristen Asplin

According to current research on college students, more than half of the population has distorted self-image perceptions, compared to their actual Body Mass Index (BMI). Previous research suggests that those who have positive health habits have less negative psychopathology. Participants in the current study consisted of 118 college students from The University of Pittsburgh at Greensburg and were between the ages of 17 and 34. Of the 118 participants, 3 were underweight, 40 were normal weight, 40 were overweight, 27 were obese, and 8 were extremely obese. The current study hypothesizes that students who are aware of their positive body image will be more likely to engage in healthy habits than those who have negative self-awareness. We also hypothesize that people who are obese and extremely obese have lower body awareness than those who are overweight, normal weight, and underweight. Results are currently being analyzed.

Poster #13

Title: Going from Kookaburras to Kittens: Determining the Usefulness of ZooMonitor in the University Environment
Author: Alyssa Baxter
Affiliation: Saint Francis University
Advisor: Dr. Shlomit Flaisher-Grinberg

Created by the Lincoln Park Zoo to keep behavioral records, ZooMonitor has gained popularity due to its usefulness and convenience. This study sought to determine the program's usefulness outside the zoo by taking observations to a college campus. Five kittens were observed. ZooMonitor was used to construct a behavioral ethogram and to record behavioral data over a period of 5 weeks. These data were then put into three categories: Social/Individual, Active/Inactive, and Adaptive/Maladaptive. The percentage of time each kitten spent performing a subset of behaviors was graphed, with subsets including Play, Locomotion, Maintenance, Resting, Social, and Other. The percentage of time each kitten performed behaviors in each category was also graphed. The kittens were then grouped as either younger or older individuals for additional comparisons. We concluded that ZooMonitor can be a useful tool for studying behavior in campus environments. Furthermore, it has merit as a teaching tool for students.

Poster #14

Title: The impact of removing direct and indirect assistance: A simulation of cognitive distractions and physical challenges
Authors: Nicole Cortino, Kara Popson, and Savanna Perkey
Affiliation: University of Pittsburgh at Greensburg
Advisor: Dr. Kristen Asplin

A lack of awareness, acknowledgement, and resources is one of the struggles that communities of people with disabilities share due to underrepresentation. Persons diagnosed with Autism Spectrum Disorder (ASD) are considered an underrepresented community since support, accessibility, and understanding in society are not always adequate enough to provide them a high quality of life. This research study simulated cognitive distractions and physical challenges, along with forms of direct and indirect assistance, in order to understand and promote awareness of the struggles persons diagnosed with ASD experience. College participants completed three 24-piece puzzles, which helped us measure the ability to complete a task with, and without, direct or indirect assistance. We hypothesize that removing supports will hinder participant and increase their awareness of the necessity of these supports.

Poster #15

Title: Individual vs. Group Therapy for Grief
Author: Ashley Ringer
Affiliation: Pennsylvania State University, Fayette Campus
Advisor: Dr. Elaine Barry

Death/dying is something that everyone must face one day. However, there is stigma around mental health and seeking help/treatments. Grief is a significant physical and psychological concern for both children and adults and is linked to several mental illnesses like Prolonged Grief Disorder, depression, and anxiety. About 40%-50% of undergraduate students will experience the loss of a loved one. Studies have also shown that only one third of college students seek mental help each year. However, the type of help sought and whether there is a preference toward individual or group therapy is still unknown. The current study tested how willing college students are to recommend therapy to individuals who are in the process of grieving. Preliminary results of the within-subjects design (N=70) found that students were more likely to recommend individual therapy (m=5.13) than group therapy (m=3.66), $t(69) = 6.32$ $p < .001$.

Poster #16

Title: Socioeconomic Disparities in Cardiovascular Reactivity in Response to Acute Lab Stress
Author: Anisha Chandwani
Affiliation: University of Pittsburgh
Advisor: Dr. Anna Marsland

Cardiovascular disease (CVD) has been one of the leading causes of death in the United States and while there has been a steady decline in recent years, evidence shows that those of lower socioeconomic position have not shown equivalent declines in risk as their more privileged counterparts. This study looks at socioeconomic disparities in cardiovascular reactivity to stress, which has found to be an important indicator of cardiovascular health. A crossover experimental design was used to examine physiological responses to a speech stress task. Participants also completed a series of psychosocial measures including the MacArthur Scale of Subjective Social Status and Perceived Stress Score. Ultimately, no significant association was found between SES or perceived stress and cardiovascular reactivity.

Poster #17

Title: Food Cue-Reactivity in Human Sign-Trackers and Goal-Trackers
Authors: Gillian R. Kaier, Logan S. Riffey, Polina Krom, and Dr. Mariya V. Cherkasova
Affiliation: West Virginia University
Advisor: Dr. Mariya Cherkasova

Rats have been found to vary in a trait-like propensity to attribute motivation value to food cues. Individuals classified as sign-trackers (ST) imbue such cues with more motivational value than those classified as goal-trackers (GT). The goal of this study was to examine the relationship between ST versus GT propensity and food cue-reactivity in humans. Participants were classified as ST or GT using an index of eye gaze fixations in a Pavlovian conditioning paradigm. Food cue-reactivity was measured using self-ratings of food craving and event-related potentials recorded with electroencephalography (EEG) following food and neutral cue exposure. Data collection is in progress. At this time, ST are not significantly different from GT in terms of their cue-induced cravings and event-related potentials. The results of this study will improve our understanding of individual differences in food cue reactivity which is known to predict unhealthy eating and obesity.

Poster #18

Title: Assessing Impulsivity Associated with Childhood Trauma using Appetitive and Aversive Delay Discounting
Authors: Dr. Jeffrey J. Everly and Stephen M. Taylor
Affiliation: University of Pittsburgh at Greensburg
Advisor: Dr. Jeffrey Everly

Impulsivity is observed in people who experienced childhood trauma. Behavior analysts measure impulsivity with a delay discounting tasks in which participants choose between small or large amounts of hypothetical money. The small amount of money is available immediately, and the large amount is available after a delay. Choosing the small amount is considered impulsive. We hypothesized that a delay discounting task would detect impulsivity in people who experienced childhood trauma. Participants worked on delay discounting tasks where they could gain or lose money. Then they completed a 10-question Adverse Childhood Experience (ACE) survey that included follow-up questions regarding how well they remembered the events and how much the events affected them. For monetary losses, there was significant impulsivity when the trauma involved physical abuse, sexual abuse, and violence against family members. The generality of the findings is limited by the small number of participants who experienced each type of trauma.

Workshops (2:00 - 3:00)

Workshop 1 Smith Hall 213 (2:00 - 2:30pm)

Title: Suggestions for the Graduate School Application Process

Presenters: Dr. Sharon Bertsch, University of Pittsburgh at Johnstown
 and Dr. Laura Dietz, University of Pittsburgh, Main Campus

This workshop will outline considerations for undergraduate psychology majors who are interested in applying for graduate schools-- how to pick programs that fit career goals, and how to craft a strong application through writing a solid personal statement and identifying who to ask for letters of recommendation. We will also focus on differences among mental health related professions and programs, and areas where undergraduate students can expand their experience to be competitive applicants for graduate programs.

Workshop 2 Smith Hall 215 (2:30 - 3:00pm)

Title: Trauma-Informed Approaches to Care

Presenter: Courtney Kubovcik, LSW, Native Mental Health

Participants will leave this workshop with an understanding of the basic tenants of trauma-informed care, as well as engagement strategies for applying these approaches across various populations. Courtney is a recent graduate of the University of Pittsburgh at Greensburg.

Thank you for your participation, safe travels, and have a wonderful end of the school year!