



## Saint Louis University Program Assessment Annual Reporting

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It is recommended program assessment results be used to *celebrate achievements of student learning* as well as to *identify potential areas for future curriculum improvement.*

Please email this completed form as an attachment to [thatcherk@slu.edu](mailto:thatcherk@slu.edu)

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1. **Degree Program(s) included in this report: PhD**
  2. **Department: Social Work**
  3. **School/Center/College:**
  4. **Name(s): Michael Vaughn**
  5. **Email: michael.vaughn@slu.edu**
  6. **Phone: 314-977-2718**
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**Instructions:** Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (*e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.*). Please include how Madrid courses/program were involved.

Student participation in doctoral research symposia at the university, presentation at regional and national conferences, and published manuscripts in peer-reviewed journals were utilized as an assessment of the following program learning outcomes: 1) Critically evaluate and identify gaps in current scientific knowledge and develop sound explanations and research strategies; 2) Demonstrate comprehensive knowledge of a specific area of research in your discipline; and 3) Communicate effectively about and disseminate scientific information for diverse audiences through scientific publications, lay documents, and grant applications.

All graduating doctoral degree recipients will fill out a survey comprised of program items related to their educational experience, program rigor, and areas for improvement. This activity will allow for the assessment of the following program learning outcomes: 1) Critically evaluate and identify gaps in current scientific knowledge and develop sound explanations and research strategies; 2) Demonstrate comprehensive knowledge of a specific area of research in your discipline; 3) Communicate effectively about and disseminate scientific information for diverse audiences through scientific publications, lay documents, and grant applications; 4) Use and interpret basic and inferential

statistics; 5) Evidence scholarly and/or professional integrity in the field of study. Apply codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data; and 6) Understand and apply pedagogic methods.

Comprehensive written and oral exams results will be reviewed by the PhD program director and the doctoral committee. This activity will allow for the assessment of the following program learning outcomes: 1) Critically evaluate and identify gaps in current scientific knowledge and develop sound explanations and research strategies. 2) Demonstrate comprehensive knowledge of a specific area of research in your discipline; 3) Communicate effectively about and disseminate scientific information for diverse audiences through scientific publications, lay documents, and grant applications; 4) Use and interpret basic and inferential statistics; and 5) Evidence scholarly and/or professional integrity in the field of study. Apply codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data.

Successful completion of University IRB training modules will assess the following program learning outcome: Evidence scholarly and/or professional integrity in the field of study. Apply codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data.

Students' participation in and completion of the Certificate of University Trainings Skills and students' scores on teaching evaluations will assess the following program learning outcome: Understand and apply pedagogic methods.

2. Describe specific **assessment findings** related to the **learning outcomes** assessed for each degree program, including any pertinent context surrounding the findings. Please include the **learning outcomes themselves**. (e.g. *Our goal was that 75% of students performed at the "proficient" level of competency in problem solving, using a new scoring rubric. 81% of students performed at the "proficient" level in problem solving, exceeding our expectations.*) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

40% of students participated in the College for Public Health and Social Justice Doctoral Student Research Symposium. At the symposia, student presentations were judged by 2-3 faculty members. One student was awarded first place at the College's Research Symposium and one student received an honorable mention.

60% of students presented at a regional or national conference. On average, among students who presented at a regional or national conference, each student gave 3 presentations.

40% of students published a manuscript in a peer-reviewed journal. On average, one manuscript was published per student. In comparison, full-time faculty members within the College for Public Health and Social Justice published approximately 3.5 manuscripts in a peer-reviewed journal.

93% of students have successfully completed the University's IRB training modules.

67% of students participated in the Certificate of University Trainings Skills. Among those participating in the certificate program, students attended on average 5 training sessions.

33% of students taught a university course independently this year. At the end of the semester, students were evaluated by those enrolled in the course. The average score on teaching evaluations was 3.7 on a scale of 1.00-4.00 in response to "Overall, I would rate the effectiveness of the instructor as...". The average score on teaching evaluations was 3.59 on a scale of 1.00-4.00 in response to "Overall, I would rate the quality of this course as...".

This past school year, two students completed their comprehensive written exams, three students completed their oral exams, and two students completed their dissertation defense.

Information from the survey of graduating doctoral degree recipients was unable to be collected for this report as the program has only completed its fourth year.

*\*Please attach any tables, graphics, or charts to the end of this report.*

3. Describe how assessment **feedback** has been provided to students, faculty, and staff. (*e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.*)

All doctoral students meet each semester a minimum of one time with the doctoral advisor and their mentors to assess progress, receive direct feedback on performance, and suggest additional training if necessary.

Productivity meetings involving the director of the PhD program and all PhD students are held throughout the year. A living Google document is utilized that tracks articles and grant work that is published, under review, or in progress, and conference presentations to suggest changes that will increase productivity. Data are shared among the doctoral committee and the Director of the school. Faculty members are updated as a whole on doctoral student progress during monthly faculty assemblies.

All dissertation research is checked by the committee members to ensure the meeting of ethical guidelines. Research misconduct is monitored by academic staff members. Any misconduct found is shared with the school director, college dean, and university officials involved in monitoring appropriate research conduct.

Data on meeting program objectives as assessed in the oral exam are tracked and aggregated in order to fine tune and provide evidence for program changes.

4. In what ways have you **used assessment findings** to celebrate student achievements and/or to improve the curriculum this past year? (*e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.*)

Direct evidence from Research Area Synthesis and oral exams are used to assess program objectives. Achievement on the Research Area Synthesis and oral exam is assessed through a standardized form, included as an appendix. These are measured by at least three faculty directly reading and observing performance. Based on faculty assessments, individual students are provided with feedback and offered suggestions on areas of improvements. The assessments are aggregated to identify areas for improvement and additional trainings/curriculum changes are organized to strengthen student performance. This past year, four students completed their Research Area Synthesis and three students completed their oral exams. Based on aggregated evidence from the standardized form, several strategies were utilized to enhance future student performance. Particularly, on the Research Area Synthesis, aggregated results found students to need several firm deadlines and check-ins with their mentors throughout the semester to ensure adequate progress in a timely manner, which was incorporated for the current academic year. Additionally, for the oral exam, assessment findings indicated the need for students to receive additional guidelines on exam preparation. As a result, a professional development session was held which provided oral exam guidelines to current students and included a panel of students who had already completed their oral exams.

Based on judges' feedback from the College's PhD student Research Symposium, students with top performance were awarded gift cards. Students are scored by judges using a score sheet, which has been included as an appendix. Scores from student presentations are aggregated to assess specific areas of strength and weakness. Areas of weaknesses are identified and additional trainings will be organized to support student growth. Particularly, an area of weakness identified was more enhanced communication via poster presentation. To strengthen this area, a presentation on "The Art of Creating Visual Presentations" was included in orientation for new PhD students.

Feedback from students is received during mentor meetings each semester. Based on this feedback, a few changes in the curriculum were made. In particular, the curriculum required students to complete Principles of Epidemiology, but students indicated that the material overlapped with other required courses and they were interested in taking upper-level Epidemiology courses instead. As a result of this feedback, the Epidemiology requirement was changed to an elective Epidemiology course, rather than the requirement to take Principles of Epidemiology. Additionally, student feedback indicated that additional training on statistical software was needed. As a result, professional development courses were created to provide students with these additional opportunities and also included as part of the new

student orientation. This included a training with the software Latent GOLD® which students reported was useful.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the **assessment process** this past year that you would like to share.

As a result of challenges collecting productivity data (i.e. published articles and grants) from individual students, a shared Google document was created to collect this information and required monthly productivity meetings were begun for students to share progress on their articles and grants. An end of year focus group was conducted with PhD students to assess any new professional development needs.

*Please submit any **revised/updated assessment plans** to the University Assessment Coordinator along with this report.*

## PHD SOCIAL WORK ORAL COMPREHENSIVE EXAMINATION

### STUDENT OUTCOME EVALUATION WORKSHEET

Each committee member completes his/her own worksheet either during the exam or immediately following. At-large members do not need to complete this worksheet but are encouraged to make notes for questions/comments.

	Unacceptable	Acceptable	Good	Excellent
1 Critically evaluate and Identify gaps in current scientific knowledge and develop sound explanations and research strategies.				
2 Demonstrate comprehensive knowledge of a specific area of research in your discipline.				
3 Use and interpret basic and inferential statistics.				
4 Evidence scholarly and/or professional integrity in the field of study. Apply codes that guide application of these issues in research such as the importance of principles of confidentiality of information and data.				

- Committee Members may change their initial votes throughout the process. Members are encouraged to make notes throughout the presentation and QA session.
- After the exam, this worksheet will be given to the mentor as a tool to help address problems or deficiencies in the project.

**Criterion for a Failing Grade:** A student receives one or more “Unacceptable” in categories 1-7 from two or more members of the committee.

- For example, if committee member A felt category 4 was unacceptable and committee member B felt category 6 was unacceptable, then the student should fail the exam.

Step 1: After the presentation is completed, the mentor conducts at least two formal rounds of questions from the committee members, and then permits follow-up questions and additional inquiries until the committee is finished. The mentor will invite questions from the audience. *It is very important that the student demonstrates his/her command of the topic by answering the questions and not relying on the committee members for assistance.*

Step 2: After questions have concluded, the mentor will close the public portion of the examination. Other students, faculty, and guests are excused. If needed, the committee, including at-large members, will meet with the student privately to go over additional questions not suitable for the public forum.

Step 3: The mentor will excuse the student when all questions have concluded in the private portion.

Step 4: The committee, including at-large members, will meet in private to discuss the examination. The student’s dissertation committee (not at-large members) then vote and based on these votes the mentor will complete the results form and make sure that it is returned to the Doctoral Program Coordinator who will forward it to Graduate Education. The committee should return the completed

results form in a timely manner after the oral exam either passing or failing the student. The committee can no longer “hold” the results form until the student completes the requested changes to the Dissertation Prospectus. If the changes to the dissertation prospectus requested by the committee are significant (as determined by the committee) or the student receives two or more unacceptable evaluations from the committee members, then the student fails the examination.

**Research Area Synthesis  
Evaluation Form**

Date:

Name of student \_\_\_\_\_

Title of Research Area Synthesis

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	Unacceptabl e	Acceptable	Good	Excellen t
1 Critically evaluate and Identify gaps in current scientific knowledge and develop sound explanations and research strategies.				
2 Demonstrate comprehensive knowledge of a specific area of research in your discipline.				

Grade \_\_\_\_\_

Comments:

Signature (lead faculty)

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Signature (faculty)

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Signature (faculty)

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## ORAL DIVISION

Judge # \_\_\_\_\_ Oral Presenter \_\_\_\_\_

### CPHSJ FALL DOCTORAL RESEARCH SYMPOSIUM

Rating Scale:

poor		average		good		excellent
1	2	3	4	5	6	7

\_\_\_\_\_ **Thesis:** Was a thesis or objective presented? Was it clear, focused, and definable?

*Comments:*

\_\_\_\_\_ **Sources:** What sources/data were used? Did they relate to or inform the thesis/hypothesis? How well?

*Comments:*

\_\_\_\_\_ **Conclusions:** Were the conclusions supported by the sources or data? Did the presenter make connections between the conclusions and the original thesis or objective?

*Comments:*

\_\_\_\_\_ **Presentation:** Was the paper presented in an interesting manner? If additional media were used, were they effective? How did the presenter engage the audience?

*Comments:*

\_\_\_\_\_ **Literacy:** How well do you understand what was presented? Was jargon—if used—explained? Was the presenter articulate in their communication of ideas? Were questions addressed adequately?

*Comments:*

**TOTAL:**

## POSTER PRESENTATION SCORECARD

Student Name:

Poster Title:

### CPHSJ FALL DOCTORAL RESEARCH SYMPOSIUM

Rating Scale:

poor  
1

2

average  
3

4

good  
5

6

Excellent  
7

**Please rate each individual component. Please use most of the range.**

\_\_\_\_\_ **Hypothesis:** Is a hypothesis, objective or research question clearly identified or presented? Did the presenter explain or characterize the nature of their problem?

*Comments:*

\_\_\_\_\_ **Background:** Is there relevant and sufficient background information presented to determine the significance of the hypothesis?

*Comments:*

\_\_\_\_\_ **Methods:** Are the methods clearly outlined and presented in a clear, concise and appropriate manner that addresses the hypothesis or research question?

*Comments:*

\_\_\_\_\_ **Results & Conclusions:** Did the conclusion or findings address the hypothesis or research question? Were the end results clearly stated and presented?

*Comments:*

\_\_\_\_\_ **Visual Appeal/Poster Layout:** Have elements of the poster been chosen to help convey the intended message clearly and effectively? Is the argument logically and effectively presented?

*Comments:*

\_\_\_\_\_ **Presentation:** Did the poster identify the broader significance of the work being presented? How were questions handled? Did the presenter speak in terms free of technical jargon, easily discernable?

*Comments:*

**OVERALL SCORE:** \_\_\_\_\_

(This does not need to be the average of the individual components; you may decide to weigh some components more heavily)

## DIGITAL PRESENTATION SCORECARD

Student Name:

Presentation Title:

### CPHSJ FALL DOCTORAL RESEARCH SYMPOSIUM

Rating Scale:

poor  
1

2

average  
3

4

good  
5

6

Excellent  
7

**Please rate each individual component. Please use most of the range.**

\_\_\_\_\_ **Hypothesis:** Is a hypothesis, objective or research question clearly identified or presented? Did the presenter explain or characterize the nature of their problem?

*Comments:*

\_\_\_\_\_ **Background:** Is there relevant and sufficient background information presented to determine the significance of the hypothesis?

*Comments:*

\_\_\_\_\_ **Methods:** Are the methods clearly outlined and presented in a clear, concise and appropriate manner that addresses the hypothesis or research question?

*Comments:*

\_\_\_\_\_ **Results & Conclusions:** Did the conclusion or findings address the hypothesis or research question? Were the end results clearly stated and presented?

*Comments:*

\_\_\_\_\_ **Visual Appeal/Slide Layout:** Have elements of the digital presentation been chosen to help convey the intended message clearly and effectively? Is the argument logically and effectively presented?

*Comments:*

\_\_\_\_\_ **Presentation:** Did the slides identify the broader significance of the work being presented? How were questions handled? Did the presenter speak in terms free of technical jargon, easily discernable?

*Comments:*

**OVERALL SCORE:** \_\_\_\_\_

(This does not need to be the average of the individual components; you may decide to weigh some components more heavily)

## Progress Report Publications and Grants List

2018

### PUBLISHED

- Carbone, J. T.** & McMillin, S. E. (2018). More than place-based: Viewing geography on a continuum and the implications for social work practice. *Families in Society*, 99, 121-133. doi: 10.1177/1044389418768523.
- Farina, A. S. J., Holzer, K. J.,** DeLisi, M., & Vaughn, M. G. (2018). Childhood trauma features among juvenile offenders. *International Journal of Offender Therapy and Comparative Criminology*. Advance online publication. doi: 10.1177/0306624X18766491.
- Helton, J. J., Cross, T. P., Vaughn, M., & **Gochez-Kerr, T.** (2018). Food Neglect and Infant Development: A National Study of Families Investigated by Child Protective Services. *Infant Mental Health Journal*.
- Holzer, K. J.,** & Huang, J. (2018). Physical health-related quality of life among older adults with personality disorders. *Aging & Mental Health*. Advance online publication. Doi: 10.1080/13607863.2018.1468412.
- Holzer, K. J.,** Oh, S., Salas-Wright, C. P., Vaughn, M. G., & Landess, J. (2018). Gender differences in the trends and correlates of major depressive episodes among juvenile offenders in the United States. *Comprehensive Psychiatry*, 80, 72-80.
- Vaughn, M. G., Nelson, E. J., Oh, S., Salas-Wright, C. P., DeLisi, M., & **Holzer, K. J.** (2018). Abstinence from drug use and delinquency increasing among youth in the United States, 2002-2014. *Substance Use & Misuse*. Advance online publication. doi: 10.1080/10826084.2017.1413392.
- Vaughn, M. G., AbiNader, M. A., Salas-Wright, C. P., Oh, S., & **Holzer, K. J.** (2018). Declining trends in drug dealing among adolescents in the United States. *Addictive Behaviors*, 84, 106-109.
- Vaughn, M. G., Oh, S., Salas-Wright, C. P., DeLisi, M., **Holzer, K. J.,** & McGuire, D. (2018). Sex differences in the prevalence and correlates of handgun carrying among adolescents in the United States. *Youth Violence and Juvenile Justice*. Advance online publication. doi: 10.1177/1541204017739072.

### UNDER REVIEW

- Carbone, J. T.** & McMillin, S. E. (Revised and resubmitted May 2018). Reconsidering collective efficacy: The roles of community perception and strong social ties. *Journal of the Society of Social Work Research*.
- Carbone, J. T.** (Revised and resubmitted February 2018). Game theory, common pool resources, & stakeholder engagement. *Community Development*.
- Carbone, J. T.** (Under review). Bonding social capital and collective action with neighbors: Associations with residents' neighborhood perceptions. *Journal of Community Practice*.
- Carbone, J. T.** & McMillin, S.E. (Under review). Neighborhood collective efficacy and collective action: The role of civic engagement. *Journal of Community Psychology*.
- Donnelly, R.** & **Holzer, K. J.** (Under review). The moderating effect of parental support on the internalizing symptoms of emerging adults exposed to community violence. *Journal of Evidence-Informed Social Work*.

- Gratz, O. H., Wilson, A. N., & **Glassford, T. S.** (Under Review). Evaluating the Resurgence of Problem Behavior with Three Functionally Equivalent Discriminated Operants. *The Psychological Record*.
- Holzer, K. J.**, & Vaughn, M. G. (Revised and resubmitted April 2018). Assessing psychopathy in older adults?: A research note. *Criminal Behaviour and Mental Health*.
- Holzer, K. J.**, Vaughn, M. G., & Murugan, V. (Under review). Dog bite injuries in the United States: Prevalence, correlates, and recent trends. *Injury Prevention*.
- Jackson, D., Vaughn, M. G., & **Kremer, K. P.** (under review). Bully victimization and child and adolescent health: New evidence from the 2016 NSCH. *Annals of Epidemiology*.
- Kremer, K. P.**, & Kremer, T. R. (under review). TV time on the weekends is associated with increased internalizing behavior. *Child Psychiatry and Human Development*.
- Kremer, T. R., Sutton, K., & **Kremer, K. P.** (revise and resubmit). Youth externalizing behavior and immigrant status: Differences by region of origin. *Journal of Immigrant and Minority Health*.
- Mancini, M., & **Farina, A.S.J.** (Under review). Prevalence of trauma and comorbid mental health issues in a clinical sample of Latinx adults. *Journal of Behavioral Health Services & Research*.
- McMillin, S. E. & **Carbone, J. T.** (Under review). Cultural Competence in Home Visitation Programs: The Promise of Program Models, Gender, and Cultural Humility. *BMC Public Health*.
- Stewart, D.B.**, Tebb, S., Berg-Weger, M., & Wallace, C. (Under Review). Preparing for an aging world: Gerospecialization in social work education. *Journal of Gerontology & Geriatrics Education*.
- Wilson, A. N., Whiting, S. W., **Glassford, T. S.**, Frescura, V. J., & Conrad, S. (R&R) Using the PEAK Relational Training System to Teach Metaphorical Emotions to Children with Emotional Disorders. *Journal of Contextual Behavioral Science*.

## IN PROGRESS

- Boutwell, B., Maynard, B.R., Kavish, N., **Underwood, S.E.**, & Barnes, J.C. Heritability of Sexual Orientation: A Meta-Analysis.
- Brendel, K.E., Maynard, B.R., Sarteschi, C.M., **Underwood, S.E.**, & Vaughn, M.G. Causal and Prescriptive Statements in Published Social Work Research Articles.
- Farina, A.S.J.**, & Mancini, M. A Mixed Methods Evaluation of a Support Group for Perinatal Mexican Immigrants
- Gochez-Kerr, T.** Who Are We Serving?: A Report of St. Louis MST Clients.
- Glassford, T. S.** & Wilson, A. N. Use of Faulty Rules to Increase Risky Betting: The Illusion of Control.
- Gochez-Kerr, T.** & Helton, J. Neighborhood Effects on Parental Physical Assault of Infants.
- Gochez-Kerr, T.** & Helton, J. Parental Assault of Infants and the Protective Effects of Poor Health and Severe Underweight Status.
- Gochez-Kerr, T.** & Helton, J. Parental Assault of Adolescents: A Target Congruent Approach.
- Gochez-Kerr, T.** & Hauwadhanasuk, T. Parental Assault of Children with ADHD or Autism Spectrum Disorder: A Target Congruent Approach.
- Gochez-Kerr, T.**, Fry, J., Taylor, M., Muhal, G., & Weaver, N. A Systematic Review of Bystander Interventions.
- Helton, J., Lugo, A., McMillin, S.E., **Gochez-Kerr, T.** & Hauwadhanasuk, T. Child Behavioral Problems as Mediator: Autism Spectrum Disorder and Physical Abuse.

- Howard, S., Wilson, A. N., & **Glassford, T. S.** Derived Rule-Tacting and Following Across Gambling Activities.
- Kuziak, M., **Holzer, K. J.**, Fearn, N. E., Vaughn, M. G., & Bello-Kottenstette, J. Violence and victimization among serious female inmates.
- Mancini, M., & **Farina, A.S.J.** In School Trauma Intervention with Immigrant and Refugee Children.
- Mancini, M., & **Farina, A.S.J.** Trauma, Anxiety, and Depression Among Latinos and the Use of Mental Health Check-ups
- Rolling, C., Vaughn, M. G., Velez, D., Jackson, D., **Holzer, K. J.**, Jaegers, L., & Boutwell, B. Prevalence and correlates of diabetes among justice involved individuals in the United States.
- Saito, S., Wilson, A. N., & **Glassford, T. S.** Effects of Repeated Exposure and Response Effort on Resurgence.
- Stewart, D.B.** & Fox, B. End-of-life perceptions and preparation among LGBT older adults: A Qualitative Study.
- Terzis, L.D.**, Vaughn, M.G & Loux, T. Healthy Adolescent Lifestyles: Should Native-Born American Adolescents Adopt an Immigrant Lifestyle?
- Underwood, S.E.** Sexual well-being, and high-risk behavior after substance use during first sexual encounter.
- Underwood, S.E.**, Vaughn, M.G., & Maynard, B.R. A Biosocial Synthesis of Military-Connected Youth Resilience.
- Underwood, S.E.**, & Huang, J. Biosocial Resilience in Adolescents: Potential Biomarkers of Resilience.
- Underwood, S.E.** & Tyuse, S.W. After Ferguson: How Crisis Trained Intervention Officers and Communities Respond After Officer Involved Shootings.

## **CONFERENCE PRESENTATIONS**

- Carbone, J. T.** (2018). Bonding social capital and collective action with neighbors: Associations with residents' perceptions of their neighborhoods. Poster presentation at the Society for Social Work Research Annual Conference, Washington, DC.
- Carbone, J. T.** & McMillin, S. E. (2018). Does success strengthen trust? The role of community improvement efforts in building neighborhood trust. Poster presentation at the Society for Social Work Research Annual Conference, Washington, DC.
- Donnelly, R.** & **Holzer, K. J.** (2018). The moderating effect of parental support on the internalizing symptoms of emerging adults exposed to community violence. Poster presentation at the Society for Social Work Research Annual Conference, Washington, DC.
- Farina, A.S.J.** (2018). Hospital staffs' perception of factors impacting recovery among patients with burn-related injuries. Poster presentation at the American Burn Association Annual Conference, Chicago, IL.
- Farina, A.S.J.** (2018). Mental Health of Latinos and Asian Americans: The Role of Trauma and Perceived Discrimination. Poster presentation at the Society for Social Work Research Annual Conference, Washington, DC.

**Gochez-Kerr, T. (2018).** A Systematic Review of Bystander Interventions. Oral presentation at the 24<sup>th</sup> Annual Graduate Student Association Research Symposium, Saint Louis University.

**Gochez-Kerr, T. (2018).** Parental Physical Assault of Infants and the Immigrant Paradox. Oral presentation at the 24<sup>th</sup> Annual Graduate Student Association Research Symposium, Saint Louis University.

**Gochez-Kerr, T. (2018).** Parental Physical Assault of Infants and the Immigrant Paradox. Oral presentation at the Global and Local Social Justice Student Conference, Saint Louis University.

**Holzer, K. J., Oh, S., Salas-Wright, C. P., Vaughn, M. G., & Landess, J. (2018).** Gender differences in the trends and correlates of major depressive episodes among juvenile offenders in the United States. Poster presentation at the Society for Social Work Research Annual Conference, Washington, DC.

**Kremer, K. P. (2018).** *Middle school predictors of college aspirations.* Poster presented at the meeting of The Society for Social Work and Research, Washington, DC.

McMillin, S. E. & **Carbone, J. T. (2018).** Perceptions of neighbors as predictors of liking where you live. Poster presentation at the Society for Social Work Research Annual Conference, Washington, DC.

McMillin, S. E., **Carbone, J. T., & Naeger, S. (2018).** "So I can sleep at night:" Nonprofit managers' responses to staff reductions. Poster presentation at the Society for Social Work Research Annual Conference, Washington, DC.

## **UPCOMING CONFERENCE PRESENTATIONS (ACCEPTED)**

**Farina, A.S.J. (2018).** Support group for perinatal Latinas: A mixed-methods evaluation. Oral presentation at Mixed Methods International Research Association Conference, Vienna, Austria.

McGinnis, H., **Farina, A.S.J.,** Baden, A., O'Leary Wiley, M. (2018). A systematic mapping review of the state of knowledge of adult transracial and intercountry adoptees: Prioritizing future research, practice, and policy. Oral presentation at International Conference on Adoption Research 6, Montreal, Quebec, Canada.

## **2017**

### **PUBLISHED**

Borquist, D., Maynard, B. R., Brendel, K. E., **Farina, A.S.J. (2017).** Mindfulness-based interventions for youth with anxiety: A systematic review and meta-analysis. *Research on Social Work Practice*, 1-11. doi: 10.1177/1049731516684961.

**Carbone, J. T., & McMillin, S.E. (2017).** Social impact bonds: A social impact approach to facilitating community development. *Perspectives on Social Work* 13(1), 4-13.

**Casner, R. W. (2017).** Policy review: Appeals process for disability claims equals long wait time for veterans. *Journal of Veteran Studies*, 2, 19-28.

- Dell, N.A.**, Maynard, B.R., Born, K.R., Wagner, E., Atkins, B., & House, W. (2017). Helping survivors of human trafficking: A systematic review of exit and post-exit interventions. *Trauma, Violence, & Abuse*. Advance online publication. doi:10.1177/1524838017692553.
- Farina, A.S.J.**, & Mancini, M. (2017). Evaluation of a multi-phase trauma-focused intervention with Latino youth. *Advances in Social Work, 18*(1), 270-283. doi: 10.18060/2129
- Gochez-Kerr, T.**, & Helton, J. (2017). Victimization of Emerging Adults with Histories of Child Maltreatment Allegations: A national study. *Child and Adolescent Social Work Journal, 34*(3).
- Helton, J.J. & **Gochez-Kerr, T.** (2017). Sexual Abuse of Children with Learning Disabilities. *Child Maltreatment*. doi: <https://doi.org/10.1177%2F1077559517733814>
- Helton, J.J. & **Gochez-Kerr, T.** (2017). Safe from Harm? Youth self-reports of physical assault in child welfare placements. *Journal of Interpersonal Violence*. doi: [10.1177/0886260517734224](https://doi.org/10.1177/0886260517734224)
- Holzer, K. J.**, & Vaughn, M. G. (2017). Antisocial personality disorder in older adults: A critical review. *Journal of Geriatric Psychiatry and Neurology, 30*(6), 291-302.
- Kremer, K. P.**, & Kremer, T. R. (2017). Breastfeeding is associated with decreased childhood maltreatment. *Breastfeeding Medicine*. doi: 10.1089/bfm.2017.0105.
- Matthieu, M. M., Wilson, A. N., & **Casner, R. W.** (2017). Interdisciplinary issues at the intersection of assessing and treatment substance use disorders and post-traumatic stress disorder: Clinical social work and clinical behavioral analysis with veterans. *Advances in Social Work, 18*, 217-234.
- Maynard, B. R., Vaughn, M. G., Nelson, E. J., Salas-Wright, C. P., Heyne, D. A., & **Kremer, K. P.** (2017). Truancy in the United States: Examining temporal trends and correlates by race, age, and gender. *Children and Youth Services Review*.
- Maynard, B.R., & **Dell, N.A.** (2017). Use and impacts of Campbell systematic reviews on policy, practice, and research. *Research on Social Work Practice*. Advance online publication. doi: 10.1177/1049731517722637.
- Morse, G.A., York, M.M., **Dell, N.**, Blanco, J., & Birchmier, C. (2017). Improving outcomes for homeless people with alcohol disorders: A multi-program community-based approach. *Journal of Mental Health*. Advance online publication. doi:10.1080/09638237.2017.1340617.
- Polanin, J.R., Maynard, B.R., & **Dell, N.A.** (2017). Overviews in education research: A systematic review and analysis. *Review of Educational Research, 87*(1): 172 – 203. Doi:10.3102/0034654316631117.
- Salas-Wright, C.P., Vaughn, M.G., Cummings-Vaughn, L.A., **Holzer, K. J.**, Nelson, E.J., Abinader, M., & Oh, S. (2017). Trends and correlates of marijuana use among older adults in the United States, 2002-2014. *Drug and Alcohol Dependence, 171*, 97-106.
- Stewart, D.B.**, Berg-Weger, M., & Tebb, S., Lundy, J., & Hayden, D. (2017) Making a difference: A study of Cognitive Stimulation Therapy for people with dementia. *Journal of Gerontological Social Work, 60*(4), 300-312.
- Wallace, C., Woody, D., & **Stewart, D.B.** (2017). End-of-life care in nursing homes: A QIMS Analysis. *Journal of Palliative Medicine, 21*(4).

## BOOK CHAPTERS

- Lundy, J., **Stewart, D.B.**, Berg-Weger, M. & Morley, J. (2017) Cognitive Stimulation Therapy in the United States.

## OTHER PUBLICATIONS (NON-PEER REVIEWED)

- Stewart, D.B.** (2017) Identifying & Providing Care for LGBTQ Caregivers: Tips for Healthcare Professionals [Fact Sheet]. SAGE (Services and Advocacy for GLBT Elders) National.



**Stewart, D.B.** & Kent, A. (2017). *Caregiving in the LGBT Community: A National Guide to Engaging and Supporting LGBT Caregivers through Programming*. SAGE National.

## **GRANTS & FELLOWSHIPS**

**Farina, A.S.J.** Conference stipend through Society of Social Work Research Annual Conference (\$500)

**Farina, A.S.J.** Minority Fellowship Program (CSWE), 3rd year

**Stewart, D. B.** SSRP conference travel award through Gerontological Society of America (\$400)

## **CONFERENCE PRESENTATIONS**

**Carbone, J.T.** (2017). Applying game theory to understand the role of stakeholder engagement in community development outcomes. Poster presentation at the Community Development Society Annual International Conference, Big Sky, MT.

**Farina, A.S.J., & Mancini, M.** (2017). Implementation of a Trauma-Focused Intervention for Refugee Children in School: A Pilot Study. Poster presentation at the International Society for Traumatic Stress Studies Annual Meeting, Chicago, IL.

**Farina, A.S.J.** (2017). Mental health of Latinos and Asian Americans: The role of trauma and perceived discrimination. Poster presentation at Society of Social Work Research Annual Conference, Washington, D.C.

**Farina, A.S.J.** (2017). Childhood Trauma and Psychopathic Features Among Juvenile Offenders. Poster presentation at Society of Social Work Research Annual Conference, New Orleans, LA.

**Farina, A.S.J.,** Maynard, B., Carlson, J., Dare, M., Kish, C., Labuziowski, E., Marx, A., & Pera, G. (2017). The Effects of Animal Assisted Therapy with Children and Adolescents Who Have Experienced Trauma: A Systematic Review. Poster presentation at Society of Social Work Research Annual Conference, New Orleans, LA.

**Farina, A.S.J.,** Mancini, M. (2017). Trauma-focused somatic-based intervention for Latino children: A pilot study. Poster presentation at the International Society for the Study of Trauma and Dissociation 34th Annual Conference, Washington, D.C.

**Farina, A.S. & Paredes, T.** (2017, October). Depression, anxiety, and trauma among perinatal Latinas. Oral presentation at the CSWE 63rd Annual Program Meeting, Dallas, TX.

**Glassford, T. S. & Huang, J.** (2017). The associations between body mass index and health problems: Evidence from the National Longitudinal Survey Cohort 1979. Poster to be presented at Society of Social Work Research Annual Conference, New Orleans, LA

**Glassford, T. S. & Wilson, A. N.** (2017). *A Behavioral Economic Analysis Towards Cue-Elicited Exposure on Gambling Cravings*. Oral Presentation presented at the meeting of the Association for Behavior Analysis International, Denver, CO.

**Glassford, T. S.** & Wilson, A. N. (2017). Risky business: Increasing rule following through rule governance. Poster presentation at the Mid-American Association for Behavior Analysis Annual Conference, Milwaukee, WI.

**Glassford, T. S.** & Wilson, A. N. (2017). Risky business: Increasing rule following through rule governance. Poster presentation at the Saint Louis Doctoral Research Symposium, Saint Louis, MO.

Kuziak, M., **Holzer, K. J.**, Fearn, N. E., & Vaughn, M. G. (2017). Violence and victimization among serious female inmates. Poster presentation at the Academy of Criminal Justice Sciences 54th Annual Meeting, Kansas City, MO.

**Holzer, K. J.**, Oh, S., Salas-Wright, C. P., Vaughn, M. G., & Landess, J. (2017). Gender differences in the trends and correlates of major depressive episodes among juvenile offenders in the United States. Poster presentation at the College for Public Health and Social Justice Doctoral Research Symposium, St. Louis, MO.

McMillin, S.E., Naeger, S. & **Carbone, J.T.** (2017). When you care about families, you are always willing to try something new: Social innovation in home visitation. Oral presentation at Society of Social Work Research Annual Conference, New Orleans, LA.

**Stewart, D.B.** (2017). Depression risk in older adults with chronic disease: A Cross-sectional analysis of the Americans' Changing Lives Study presented at the Society of Social Work Research Annual Conference, New Orleans, LA.

**Stewart, D.B.** (2017). Latinx and LGBT: Results from a Missouri needs assessment presented at Cambio de Colores 16th Annual Conference, St. Louis, MO.

**Stewart, D. B.** (2017), Berg-Weger, M., & Tebb, S. (2017). Making a difference with Cognitive Stimulation: Improving the lives of individuals with dementia presented at the Society of Social Work Research Annual Conferences, New Orleans, LA.

**Stewart, D.B.**, Berg-Weger, M., Zubatsky, J., Lundy, J., & Hayden, D. (2017). Cognitive Stimulation Therapy: An exploratory study in an American population. Oral presentation to be presented at the International Association of Geriatrics and Gerontology 20th Congress, San Francisco, CA.

**Stewart, D.B.**, Lundy, J., & Hayden, D. (2017). Individual Cognitive Stimulation Therapy (iCST) at the Saint Louis University 28th Annual Summer Geriatric Institute, St. Louis, MO.

Tebb, S., Wallace, C. & **Stewart, D. B.**, & Berg-Weger, M. (2017). Geriatric Care Case Competition: A Collaborative Interprofessional Experience for Students. Workshop to be presented Association for Gerontology Higher Education, Annual Meeting, Miami, FL.

Tebb, S., **Stewart, D.B.**, Berg-Weger, M. (2017). Identifying Early for a Longer & Productive Life: Rapid Geriatric Assessments (RGAs). Workshop presentation at the CSWE 63rd Annual Program Meeting, Dallas, TX.

**Terzis, L.D. (2017)** Healthy Adolescent Lifestyles: Should Native-Born American Adolescents Adopt an Immigrant Lifestyle? Society for Social Work Research Conference, New Orleans, LA.

**Terzis, L.D. (2017)** Are Immigrants More Financially Responsible Than Native-Born Americans? Society for Social Work Research Conference, New Orleans, LA.

**Underwood, S.E. & Tyuse, S.W. (2017).** After Ferguson: How Crisis Trained Intervention Officers and Communities Respond After Officer Involved Shootings. Poster presentation Oral presentation at Society of Social Work Research Annual Conference, New Orleans, LA.

## 2016

### PUBLISHED

Hash, K., Berg-Weger, M., **Stewart, D.B.**, & Elliot, D. (2016). Social Work's Participation in the Geriatric Education Centers (GECs): A Brief Report. *Journal of Applied Gerontology, 1-7*.  
Doi: 10.1177/0733464816681151.

Hodge, D. R., **Kremer, K. P.**, & Vaughn, M. G. (2016). High impact social work scholars: A bibliometric examination of SSWR AASWSW Fellows. *Research on Social Work Practice*.  
doi: 10.1177/1049731516645929

**Kremer, K. P.**, Flower, A., Huang, J., & Vaughn, M. G. (2016). Behavior Problems and Children's Academic Achievement: A Test of Growth-Curve Models with Gender and Racial Differences. *Children and Youth Services Review, 67*, 95-104.

Matthieu, M. M., Carter, L., **Casner, R. W.**, & Edmond, T. E. (2016). Training outcomes of field instructors in the evidence-based practice process model. *Journal of Teaching In Social Work, 36*, 477-489. doi:10.1080/08841233.2016.1242524

McMillin, S. E., Bultas, M. W., Zander, T., Wilmott, J., **Underwood, S.**, Broom, M. A., & Zand, D. H. (2016). The role of maternal knowledge of child development in predicting risk for child maltreatment. *Clinical Pediatrics, 55*(4), 374-376. doi:10.1177/0009922815586054

Meuser, T.M., Berg-Weger, M., Carr, D., Shi, S.J., & **Stewart, D.** (2016). Clinician Effectiveness in Assessing Fitness to Drive of Medically At-Risk Older Adults. *Journal of American Geriatric Society, 64*, 849-854.

Tyuse, S. W., Cooper-Sadlo, S., & **Underwood, S. E.** (2016). Descriptive study of older adults encountered by crisis intervention team (CIT) law enforcement officers. *Journal of Women & Aging, 1-13*.

Wilson, A. N., **Glassford, T. S.**, Koerkenmeir, S. (2016). Effects of response effort on resurgence. *Behavior Analysis and Practice, 1-5*.

### BOOK CHAPTERS

**Cichy, J. R.**, & Vaughn, M. G. (2016) A Biomedical Perspective on Addiction and Substance Abuse. Copeland, V.C. (Vol. 3), *People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health, and Immigration*. Santa Barbara, CA: ABC-CLEO.

### OTHER PUBLICATIONS (NON-PEER REVIEWED)

**Farina, A.S.J.** (2016). Implementation of person-centered care and next steps in social work practice and research. *Minority Fellowship Program eNews*, September issue.

## **GRANTS & FELLOWSHIPS**

**Gochez-Kerr, T.** Doerr Center for Social Justice Dissertation Fellowship, SLU 2016 (\$3,000)

**Farina, A.S.J.** Predoctoral Fellowship, Minority Fellowship Program (CSWE, Mental Health & Substance Abuse Fellowship Program)(\$40,000)

Tebb, S. & **Stewart, D.B.**, Beaumont Award for study titled “Individual Cognitive Stimulation Therapy (iCST): A strategy for improving the lives of persons with dementia and their caregivers.

**Terzis, L.D.** SLU Doerr Center Dissertation Fellowship

**Underwood, S.E.** Conference stipend through University of North Carolina (\$500)

## **CONFERENCE PRESENTATIONS**

Brendel, K.E., Maynard, B.R., Sarteschi, C.M., **Underwood, S.E.**, & Vaughn, M.G. Causal and Prescriptive Statements in Published Social Work Research Articles. Poster presented at the meeting of The Society for Social Work and Research, Washington, D.C.

Conlon, A., Tebb, S. **Stewart, D.B.**, Wallace, C.L., & Berg-Weger, M. (2016).

Interprofessional education: Meeting gerontological social work competencies. Poster presentation at The Gerontological Society of America, 6th Annual Scientific Meeting, New Orleans, LA.

**Farina, A.S.J.** (2016). *A comparison of screening tools among pregnant and post-partum Latinas: Is screening for depression enough?* Presentation and poster presentation at Cambio de Colores (Change of Colors) Conference – Latinos in the Heartland, Columbia, Missouri.

**Farina, A.S.J.** & Feder, K. D. (2016). *Somatic Soothing: A Somatic Based Intervention for the Treatment of Trauma Symptoms.* Workshop presentation at The American Professional Society on the Abuse of Children Annual Colloquium, New Orleans.

**Farina, A.S.J.**, Wolfington, E., & Stuart, E. (2016). *Salud y Bienestar: Program to Address Health and Wellness for Latinas in St. Louis City.* Presentation at Cambio de Colores (Change of Colors) Conference – Latinos in the Heartland, Columbia, Missouri.

**Glassford, T. S.** & Wilson, A. N. (2016). *Self-Generated Contingencies in Addiction: Verbal Behavior as a Mediating Variable of Maintenance.* Poster Presentation at the Association for Behavior Analysis International, Chicago, IL.

**Glassford, T. S.**, Wilson, A. N., Tourigny, D., & Howard, S. (2016). *Assessing the Convergent Validity of Gambling Functional Assessment and Experimental Functional Analyses.* Oral Presentation at the Association for Behavior Analysis International, Chicago, IL.

**Gochez-Kerr, T., Kremer, K. P., & Terzis, L.** (2016). Role of Immigrant Status on Parent Expectations and Involvement in Children's Education: A Test of the Immigrant Paradox. Poster presented at the meeting of The Society for Social Work and Research, Washington, D.C.

Helton, J.J., Cross, T.P., & **Gochez-Kerr, T.H.** (January, 2016). *Food Neglect and Infant Language Acquisition: A National Study of Maltreated Children*. Poster presented at the Society for Social Work and Research 20th Annual conference, Washington DC.

**Kremer, K. P.** (2016). Behavioral and Academic Predictors of Grade Retention through Eighth Grade. Poster presented at the meeting of The Society for Social Work and Research, Washington, D.C.

Salas-Wright, C.P., **Holzer, K. J.**, Cummings-Vaughn, L.A., Vaughn, M.G., Nelson, E.J., Abinader, M., & Oh, S. (2016). Trends and correlates of marijuana use among older adults in the United States, 2002-2014. Poster presentation at the College for Public Health and Social Justice Doctoral Research Symposium, St. Louis, MO.

Salas-Wright, C.P., Vaughn, M.G., Schwartz, S., Cordova, D. & **Terzis, L.D.** (2016). An “Immigrant Paradox” for Adolescent Externalizing Behavior? Evidence from a National Sample. Paper presented at the meeting of The Society for Social Work and Research, Washington, D.C.

**Stewart, D.B.**, Berg-Weger, M., Tebb, S., Lundy, J., & Hayden, D. (2016). Making a Difference with Cognitive Stimulation Therapy: Improving Lives of Individuals with Dementia to be presented at the Gerontological Society of America Conference, New Orleans, LA.

**Stewart, D.B.**, Spector, A., Henderson-Kalb, J., Lundy, J., Hayden, and D. Perry (2016). Cognitive Stimulation Therapy, at the Saint Louis University 27th Annual Summer Geriatric Institute, St. Louis, MO.

Tebb, S., Wallace, C., **Stewart, D. B.**, & Berg-Weger, M. (2016). Geriatric Care Case Competition: A Collaborative Interprofessional Experience for Students. Workshop to be presented Council on Social Work Education, Annual Program Meeting, Atlanta, GA.

**Terzis, L.D.** (2016). A Comparison of Computer Usage Between Immigrant and Native-Born Children. Poster presented at the meeting of The Society for Social Work and Research, Washington, D.C.

**Underwood, S.E. & Kremer, K.P.** (2016). The Importance of Sibling Involvement on Adolescent Academic Success. Paper presented at the meeting of The Society for Social Work and Research, Washington, D.C.

**Underwood, S.E. & Huang, J.** (2016). Biosocial Resilience in Adolescents: Potential Insight into Biomarkers of Resilience. Poster presented at the meeting of The Society for Social Work and Research. Washington, D.C.

**Underwood, S.E.** (2016). *Relationship health, sexual well-being, and high-risk behavior after substance use during first sexual encounter*. Oral Presentation at the Sigma Xi Symposium, Saint Louis University, Saint Louis, MO.

**Underwood, S.E., & Huang, J.** (2016). *Biosocial Resilience in Adolescents: Potential Biomarkers of Resilience*. Oral Presentation at the Add Health Users Conference, Bethesda, MD.

**Underwood, S.E.** & Loux, T. (2016) *Relationship health, sexual well-being, and high-risk behavior after substance use during first sexual encounter*. Oral Presentation at the Add Health Users Conference, Bethesda, MD.

Vaughn, M. G., Salas-Wright, C. P., **Kremer, K. P.**, Maynard, B. R., Roberts, G., & Vaughn, S. (2016). Are homeschooled adolescents less likely to use alcohol, tobacco, and other drugs? Poster presented at the meeting of The Society for Social Work and Research, Washington, D.C.

Vaughn, M. G., Salas-Wright, C. P., White, N. A., & **Kremer, K. P.** (2016). Poor Sleep and Reactive Aggression: Results from a National Sample of African American Adults. Symposium paper presented at the meeting of The Society for Social Work and Research, Washington, D.C.

## 2015

### PUBLISHED

Huang, J., Vaughn, M. G., & **Kremer, K. P.** (2015). Nourishment or nurturance: A test of breastfeeding mechanisms on child development outcomes. *Maternal & Child Nutrition*. doi: 10.1111/mcn.12200.

**Kremer, K. P.**, Maynard, B. R., Polanin, J. R., Vaughn, M. G., & Sarteschi, C. M. (2015). Effects of after-school programs with at-risk youth on attendance and externalizing behaviors: A systematic review and meta-analysis. *Journal of Youth and Adolescence*, 44, 616-636. doi: 10.1007/s10964-014-0226-4

Vaughn, M.G., Salas-Wright, C.P., Huang, J., Qian, Z., **Terzis, L.D.**, & Helton, J.J. (2015). Adverse childhood experiences among immigrants to the United States. *Journal of Interpersonal Violence*, 1-22.

Vaughn, M. G., Salas-Wright, C. P., **Kremer, K. P.**, Maynard, B. R., Roberts, G., & Vaughn, S. (2015). Are homeschooled adolescents less likely to use alcohol, tobacco, and other drugs? *Drug and Alcohol Dependence*, 155, 97-104.

Vaughn, M. G., Salas-Wright, C. P., White, N. A., & **Kremer, K. P.** (2015). Poor Sleep and Reactive Aggression: Results from a National Sample of African American Adults. *Journal of Psychiatric Research*, 66-67, 54-59.

### GRANTS

**Stewart, D.B.** Doerr Center for Social Justice Research Grant- Cognitive Stimulation Therapy with Yoga.

### CONFERENCE PRESENTATIONS

Berg-Weger, M., Tebb, S., **Stewart, D. B.**, Sakomoto, M., Roselle, K, Downing, L, Lundy, J., & Hayden, D. (2015, November). *Cognitive Stimulation Therapy: Extending the Lifelong Process With or Without Exercise*. Presentation at the Gerontological Society of America, Orlando, FL.

**Farina, A.**, Torres, M., & Caldera-Wimmer, S. (2015, June). *Maternal Mental Health Programming for Latinas*. Workshop presentation at Cambio de Colores Annual Conference, Kansas City, MO.

**Glassford, T. S.**, Gratz, O., & Wilson, A. N. (2015, May). *Acceptance and Commitment Therapy for Mental Health Practitioners*. Oral presentation at the Association for Behavior Analysis International, San Antonio, TX.

**Glassford, T. S.**, Wilson, A. N., Tourigny, D., & Howard, S. (2015). *Assessing the Convergent Validity of Gambling Functional Assessment and Experimental Functional Analyses*. Poster presentation at the Mid-American Association for Behavior Analysis, Kansas City, MO.

Maynard, B. R., **Kremer, K. P.**, Polanin, J. R., Vaughn, M. G., & Sarteschi, C. M. (2015, March). *Effects of after-school programs with at-risk youth on attendance and externalizing behaviors: A systematic review and meta-analysis*. Paper presentation at the Society for Research on Educational Effectiveness, Washington, D.C.

**Stewart, D.B.**, Schulz, L. & Meuser, T.M. (2015, June). *Attitudes of Older Drivers: Medical Fitness, Licensing Requirements & Transportation Alternatives*. Poster session presented at the Older Driver Safety Summit, Boston, MA.

## 2014

### PUBLISHED

Boysen, G. A., Ebersole, A., **Casner, R. W.**, & Coston, N. (2014). Gendered mental disorders: Masculine and feminine stereotypes about mental disorders and their relation to stigma. *The Journal of Social Psychology, 154*, 546-565. doi:10.1080/00224545.2014.953028

Boysen, G. A., Kelly, T. J., Raesley, H. N., & **Casner, R. W.** (2014). The (mis)interpretation of teaching evaluations by college faculty and administrators. *Assessment and Evaluation in Higher Education, 39*, 641-656. doi:10.1080/02602938.2013.860950

Huang, J., **Peters, K. E. [Kremer]**, Vaughn, M. G., & Witko, C. (2014). Breastfeeding and trajectories of children's cognitive development. *Developmental Science*. Advance online publication. doi: 10.1111/desc.12136.

Salas-Wright, C.P., Vaughn, M.G., Clark, T.T., **Terzis, L.D.**, & Cordova, D. (2014). Substance use disorders among first- and second- generation immigrant adults in the United States: Evidence of an immigrant paradox. *Journal of Studies on Alcohol and Drugs, 75*, 958-967.

Vaughn, M.G., Salas-Wright, C.P., DeLisi, M., Shook, J.J., & **Terzis, L.D.** (2014). A typology of drug selling among young adults in the United States. *Substance Use & Misuse, 50*(3), 403-413.

Vaughn, M.G., Salas-Wright, C.P., Maynard, B.R., Qian, Z., **Terzis, L.D.**, Kusow, A.M. & DeLisi, M. (2014). Criminal epidemiology and the immigrant paradox: Intergenerational discontinuity in violence and antisocial behavior among immigrants. *Journal of Criminal Justice, 42*, 483-490.

Vaughn, M.G., Salas-Wright, C.P., **Underwood, S.E.**, & **Gochez-Kerr, T.** (2014) Subtypes of Non-Suicidal Self-Injury Based on Childhood Adversity. *Psychiatric Quarterly, 86* (1), 137-151. doi: 10.1007/s11126-014-9313-7

### CONFERENCE PRESENTATIONS

Berg-Weger, M., Meuser, T. M., **Stewart, D.**, Richardson, T., Freund, K., & Pickard, J. (2014, November). *Demographics and Attitudes: Which Predicts Driving Retirement?* Poster session presented at the meeting of the Gerontological Society of America, Washington, DC.

Maynard, B. R., **Peters [Kremer], K. E.**, Vaughn, M. G., & Sarteschi, C. M. (2014, March). *Fidelity in after-school intervention research: A systematic review*. Poster presentation at the Society for Research on Educational Effectiveness, Washington, DC.

Meuser, T. M., **Stewart, D.**, Berg-Weger, M., Carr, D. B., & Shi, J. S. (2014, November). *Predictors of Physician Safety Ratings of Medically Impaired Older Drivers*. Poster session presented at the meeting of the Gerontological Society of America, Washington, DC.

**Peters [Kremer], K. E.**, Maynard, B. R., Vaughn, M.G., & Sarteschi, C. M. (2014, January). *Are after-school programs effective? A systematic review and meta-analysis of after-school programs*. Symposium paper presented at the meeting of The Society for Social Work and Research, San Antonio, TX.

## TEACHING

### TEACHING ASSISTANT

Berg-Weger, M. & **Stewart D.B.** SWRK 1000-01 - Introduction to Social Work (Spring 2016)

Helton, J. & **Gochez-Kerr, T.** SWRK 5702 - Social Policy (Summer 2016)

Maynard, B.R. & **Underwood, S.E.** SWRK 5787-03 - Research Methods I (Fall 2015)

Maynard, B.R. & **Farina, A.S.F.** SWRK 5784 - Evaluation of Social Work Practice (Spring 2017)

Maynard, B.R., & **Underwood, S.E.** SWRK 5788-03 - Research Methods II (Spring 2016)

Wilson, A.N. & **Glassford, T.S.** ABA - Thesis/Research Practicum (Fall 2015-Spring 2016)

Wilson, A.N. & **Glassford, T.S.** ABA - Special Topics In ABA I: Autism/Clinical Behavior Analysis/Organizational Behavior Management (Summer 2016)

Tebb, S. & **Stewart, D.B.** SWRK 5745-01 - Health and Mental Health Interventions of Older Adults (Fall 2015)

### TEACHING

**Farina, A.S.F.** SWRK 5750 Social Work with Individuals, Families, and Groups (Fall 2017)

**Glassford, T.S.** ABA/SWRK 5774 - Measurement & Experimental Design (Fall, 2017)

**Gochez-Kerr, T.** SWRK 3700-05 - Introduction to Research Methods (Spring 2017)

**Gochez-Kerr, T.** SWRK 3700-05 - Introduction to Research Methods (Fall 2016)

**Kremer, K.P.** CCJ 2500-01 - Statistics for Criminal Justice and Criminology (Spring 2018)

**Kremer, K.P.** SWRK 5751-LOU - Social Work Practice with Communities and Organizations (Spring 2017 & Spring 2018)

**Kremer, K.P.** SWRK 5702-01 - Social Policy (Fall 2016)

**Stewart, D.B.** SWRK 5745- Health and Mental Health Interventions of Older Adults (Fall 2018)

**Stewart, D.B.** SWRK/GERON 4320 - Gender, Sexuality, and Aging (UMSL/Summer 2018)

**Stewart, D.B.** SWRK5745 - Health and Mental Health Interventions of Older Adults (Fall 2017)

**Terzis, L.D.** SWRK 5702-01 - Social Policy (Spring 2017)

**Terzis, L.D.** SWRK 5702-02 - Social Policy (Fall, 2017)

**Terzis, L.D.** SWRK 5702-02 - Social Policy (Fall 2016, Spring 2017)

**Underwood, S.E.** SWRK 2100-01 - Human Behavior and the Social Environment (Fall 2016)

**Underwood, S.E.** SWRK 2100-02 - Human Behavior and the Social Environment (Fall 2016)

**Underwood, S.E.** SWRK 2200 - Human Development Across the Lifespan (Spring 2017)