

Analyze This!



Memory
and
Nostalgia
=
Living in
the Past

Background

Analyze This! is the Providence College Psychology Department's biannual newsletter. It features articles written by psychology majors, as well as faculty announcements and department news. Enjoy as you read the Volume 27: Issue 1, Spring 2026 publication of *Analyze This!*

Poll Results

Favorite Classes:

1. Child and Adolescent
2. Psychopathology
3. Behavioral Neuroscience

Favorite Study Spots:

1. Mondor
2. Outside/ Slavin Lawn
3. Sienna Hall

Favorite Music Artist:

1. Taylor Swift
2. Olivia Dean
3. Harry Styles

Psi Chi Executive Board

President: Ashley Federico
 Vice President: Sarah Lopus
 Secretary: Veronica Smith
 Treasurer: Brian Murray
 Help Helped Me Officer:
 Emma Nevin

Update From The President

By: Ashley Federico

I am a senior Psychology major with a minor in Marketing, and I truly cannot fathom that my time at PC is coming to an end. This year's goal for Psi Chi was to become more involved within the community, and I believe that we achieved that. Our Spring Providence College Psychology Conference (PCPC) had 40 groups sign up to present, totaling over 120 student presenters from 7 faculty members. We also inducted 45 new members to Psi Chi at the end of April. I hope to leave the new Executive Board with many ideas and guidance to continue expanding both on campus and within the psychology community. For instance, we hope to continue to grow our presence on campus by bringing back "Sunset Study Break" as well as partnering with clubs like Active Minds for more events in the future. I am extremely grateful for the support of my executive board, Veronica, Sarah, Emma, and Brian in addition to our faculty advisors, Drs. Tighe and Sonia, and Mrs. Mullen. I am going to miss Providence and our community so much, but the bonds I've formed here will stay with me forever! Have a great summer!

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Research Updates from Labs on Campus!



Dr. Nicholas Tarantino is the head of the Risk and Prevention (RAP) Lab, which focuses on understanding and preventing health risks among young people, such as risk for HIV, substance use, and social media addiction. His lab recently completed a project in Kumasi, Ghana where they designed and implemented a mobile intervention to improve HIV treatment adherence among young adults. They have also conducted recent studies with PC students. This includes examining substance use longitudinally as it relates to viewing college basketball games and developing a mindfulness-based intervention to address problematic social media use.

Dr. Allison Sonia is the head of the RAM (Reading Attention and Memory) lab. The RAM lab conducts research in the area of Cognitive psychology, specifically investigating the processes of memory and attention while reading. Students in her lab this semester have been helping to get materials and approvals ready to collect data on their first two projects - one looking at how short-form video exposure influences comprehension and one looking at perspective-taking while reading narratives with more than one central character. They also just got access to their physical lab space and are just waiting on some computers! **Dr. Sonia is currently recruiting students for the Fall 2026 - Spring 2027 semesters, if you are interested in learning more about research in this area please don't hesitate to reach out! The best way to contact Dr. Sonia is via email at asoniabo@providence.edu.**

Dr. Kelly Warmuth leads the Family & Development Lab. The FamDev Lab has been working on an educational video project and this year they filmed and edited videos on language development, self-recognition, the progression of locomotion, infant reflexes, and object permanence using Piaget's A-not-B task. FamDev lab students (Amanda Ayres, Braeden LeBeau, Bridget Lillis, Franny Regan, and Elli Vlattas) will also be presenting this work at the August 2026 APA Conference in Washington, D.C.

Dr. Ryan Post is the leader of the behavioral neuroscience lab which studies the neural circuits underlying motivated behavior. Dr. Post's lab focuses on how the brain (especially the hypothalamus and the prefrontal cortex) prioritize competing needs, using hunger and the response to environmental threat as a model. Dr. Post's lab recently had a few students present their latest work at national conferences. Francesca Schaub and Kaelin McCaffrey presented work on medial prefrontal ensembles and how they balance competing needs at the Society for Neuroscience in San Diego. Madison Rohr and Alonie Ashley were recently selected to represent PC at the Big East Research Symposium and shared work on hunger-sensing neurons in the hypothalamus. **Dr. Post's lab is in their third year and has continued to grow! The lab usually takes 1-2 new students per semester. Interested students (particularly sophomores) should feel free to reach out if interested. Dr. Post's lab website is <https://www.ryanpostlab.com/>**

Memory by Sensation

By: Francesca Erb



When you ask someone their earliest memory, they usually say around three years of age, but what are our minds doing for those first years? Well, we created memories, but we just don't remember them. From what I have learned in my psychology class, the reason we don't recall those earlier memories is infant amnesia, which refers to the inability to retrieve episodic memories from infancy. Since infants lack the production and understanding of language, they aren't able to speak about an event, which stops the memory from becoming long-term. Due to the lack of language, infants don't have an inner voice or inner monologue that adults have, which is why babies can't work that moment into their memory. The absence of language makes it difficult to manipulate or understand that event; it can't become a long-term memory, which is why we don't remember it years later.

However, because infants cannot communicate clearly, their other senses are especially beneficial to them. For example, when you give a child a lemon, the common outcome is a look of disgust, and they may even push the fruit away. Babies can learn and form memories through sensations and lived experiences. Through evolution and senses, babies are extremely sensitive to sour-tasting foods, so when a baby detects something sour or bitter, either through taste or smell, they will avoid it to protect themselves. Using this example, we can validate the fact that our senses help us create those connections and physical memories when our language can't.

As you grow up, you continuously develop your language ability, but you will still use your senses to help you remember lived experiences, because throughout evolution, our senses have helped us survive. The younger you are, the better your sensory details are, which is why you may recall smells or sounds that match up to your past, causing feelings of nostalgia. For me specifically, the strongest memory I have created through my senses is my aunt and uncle's beach house. Now, whenever I experience a similar sensation, all of my senses immediately connect to my arrival at the house.

Memory by Sensation

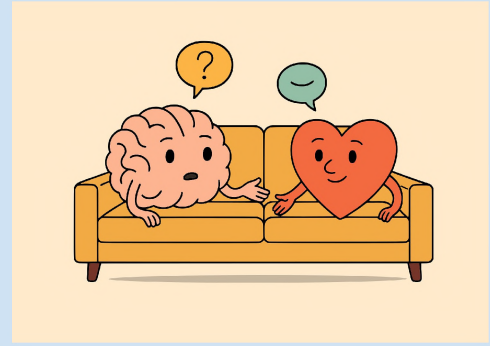
By: Francesca Erb

Summer was my favorite time of the year, and I wanted to spend it all at the beach house. My family always went down to the tiny house on the bay in Long Beach Island during August, to spend family time and to celebrate my birthday together. Automatically, because the time of year was so wonderful to me, driving down to the house instilled a feeling of so much excitement that the radio and repeatedly asking my mom if we were there yet, competing for who could make the most noise. When we turned onto the street, my heart was immediately filled with joy, and all I wanted to do was get out of the car. When we parked, I threw open the car door and started to appreciate the warm sun on my previously air-conditioned skin. The house was surrounded by bright, smooth, white rocks. So smooth that I could walk on them with bare feet and so bright that they reflected the beaming sun into my eyes, which caused me to immediately squint. The refreshing breeze made the bushes rustle in the wind, and I inhaled that salty smell from the ocean water; it smelled so strong I could almost taste it. When I exhaled my breath, a calm aura came over my body, and I started to soak it all in while walking to the front door. As I approached the front screen door, it screeched open, and my family came piling out to greet my mom and me with hugs. My heart was overflowing with love and excitement to see them all, and once I opened that door into the house, my senses were fully attuned to what that week would bring. So, to this day, when I see any similar white beachy rocks and squint my eyes, smell or taste ocean water, hear the same style of door open, and feel a nice warm breeze on my chilled skin, I am immediately transported back to that memory of arriving at the house and spending time with my family. This is the strongest memory I have gained through my senses, which is why I will truly cherish that home forever, because no matter what stage in life I am in, even the simplest experiences will always bring me back to the house.

The Scent of A Life

By: Colleen Dooley

For as long as I can remember, my mother has always worn the same perfume. She doesn't wear it that frequently, mostly on a night out to a nice dinner, or before a big event. Yet, no matter how many times she wears that perfume, everytime she does I am taken back to the same memory.



I am transported back in time to when I was six-years-old. I'm standing on my tippy toes to look at myself in the bathroom mirror. I'm wearing a dress for Christmas Eve mass and behind me stands my mom, gently brushing my hair as we prepare to head out of the house. I am 21-years-old now, but the second I smell her perfume, I vividly remember that little girl who spun around in her Christmas dress and shiny black ballet flats. Our primary senses, sight and hearing, can be key to recalling memory. It's looking at an exam question and remembering what your study guide said. It's hearing a song and remembering that concert you went to with your best friend. Yet, research suggests that our olfactory sense, our sense of smell, evokes autobiographical memory that differs from our primary senses (Larsson et al., 2014). This memory is stronger, more emotionally potent than memories brought about by different senses. The acronym LOVER can be used to describe the types of memory that specific scents can unlock.

L: LIMBIC. The limbic system is one of the oldest, most primitive parts of our brain structure and plays a role in controlling memory and emotion. Unlike other senses, our sense of smell does not need to travel through the thalamus to be processed. Smell travels directly to the primary olfactory cortex and limbic system, tapping into a key emotional center of the brain.

O: OLD. The memories unlocked through our sense of smell tend to be older memories, often from our childhood or adolescence. The memories we recall from our sense of smell are distinctly older than memories we recall from sight or sound.

V: VIVID. The autobiographical memories that our sense of smell evokes can transport us back in time to a specific moment. This vivid recollection of the past is more lifelike than the memories elicited from our other primary senses.

E: EMOTIONAL. The olfactory nerves are closely linked to the amygdala, a key structure for processing emotion. Therefore, scent-induced autobiographical memories are more emotional than memories evoked in other ways.

R: RARE. If every smell we've ever encountered held a deeply vivid and emotional memory for us, we would be paralyzed with information. Recalling information from smells is not as common as sight or sound, so odor cues are not linked with a lot of memories.

Think about your own life. The smell of your best friend's house, the scent of a moment in nature with your family, or the aroma of your grandma's cookies; these scents have the power to transport us to our past. These memories, although infrequent, hit us with a wave of bittersweet nostalgia.

Research Experience in Geropsychology

By: Kathrin Sabourin, Tatum Smith, Georgie Smith

During our time as research assistants in the Aging Well-being and Sleep Psychology Lab (Fall 2025-Spring 2026) with Dr. Caitlan Tighe, we worked to support her projects focused on aging, supporting older adults, and sleep. Our work involved a mix of both learning and hands-on experience. We conducted literature reviews and quantitative research to better understand sleep, aging, and behavior. We also helped create and carry out studies, including conducting our own research and assisting Dr. Tighe in reviewing and developing questionnaires, checklists, instruction sheets, and recruitment flyers. In addition, we tested research tools such as actigraphy devices to make sure they properly collected and tracked data before being used in future studies, and we reported any issues that came up during testing. We have truly loved working in this lab, as these experiences have taught us how to design and execute research and studies from the beginning to the end.

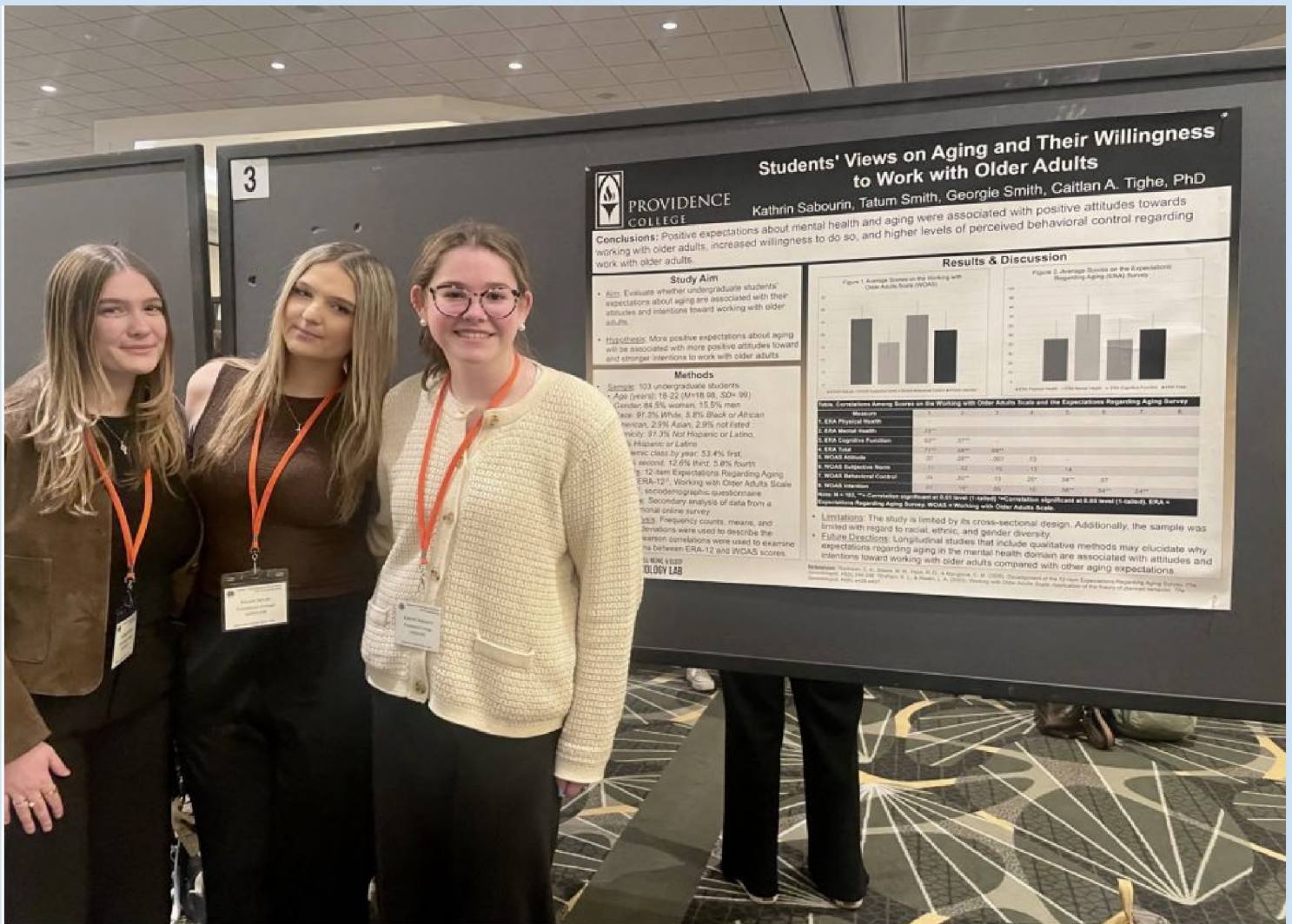
Through the lab, we were given the opportunity to create our own study abstract for the 2026 annual Eastern Psychological Association conference. Our idea for the abstract came from our interest in how younger adults view the aging process and how those views may shape their future decisions. We were especially interested in whether these perceptions correlate with and influence their willingness to work with older adults in their future careers. This work addresses how expectations about aging relate to attitudes, beliefs, intentions, and overall willingness to work with older adults. It helps add to existing literature on age perceptions and career decisions by focusing on how these expectations relate to future career paths and whether they may involve working with older adults. Prior research also mentioned how education on careers in aging increased students' willingness and intentions to work with aging adults, which we found especially intriguing due to our focus on taking classes related to aging at Providence College.

Our abstract was titled Students' Views on Aging and Their Willingness to Work with Older Adults. In this study, we used data from a cross-sectional survey which consisted of 103 undergraduate students. The survey examined how their expectations about the aging process correlated with their attitudes, intentions, and willingness to work with older adults in their future careers. Overall, we found that more positive expectations about mental health and aging were linked with more positive attitudes toward working with older adults, greater perceived behavioral control, and stronger intentions to work with older adults, while expectations in physical health and cognitive function were mostly not related. Working for months on the abstract also taught us how to concisely but clearly communicate our research and relevant information, highlighting the most essential parts of our study and findings.

Research Experience in Geropsychology

By: Kathrin Sabourin, Tatum Smith, Georgie Smith

Once our abstract was accepted, we presented our work at the EPA conference in Boston, where we set up our poster and communicated our findings one-on-one with a diverse range of people. We met and spoke with psychologists who were in attendance, as well as medical students from New York City who were also pursuing medical careers that cater towards older adults. We were also able to observe, learn from, and engage with other student presenters. Since the conference wasn't for a specific field of psychology, we were able to meet professionals who specialized in a wide range of topics. We spent a good amount of time speaking with a sports psychologist from St. Anselm College, who told us about how he used actigraphy and other wearable devices to track the athletes' movements and sleep. It was very interesting to see how sleep is important in different fields of psychology. It was also a great experience to be able to share our own research with others; it gave us the chance to share our hard work with others and inform people on both the importance of education on aging, and how students may view working with older adults. Overall, we really enjoyed attending and presenting at the conference, further strengthening our collaboration, communication, and research skills.



Nostalgia I Haven't Earned Yet

By: Jalen Howarth

I officially have a week left of classes before my senior year rushes to a close. On multiple occasions, I have found myself sitting somewhere on campus, taking in the sights, sounds, and scenes in my environment that soon won't be there. Often times in these moments, I regretfully feel nostalgic for a place I haven't even left yet. Naturally, I feel nostalgic about things like my freshman year dorm or when I see an old professor whom I loved pass me on the walk to class. However, I found this nostalgic predisposition I have towards graduating manifest into a blend of anxiety and gratefulness; but it is much more uneasy than I would usually categorize the feeling of nostalgia. This prompts my discussion into the nuances of nostalgia, acting as something that can bring us back to prized moments of joy but also possessive of the ability to remove us from our present reality.

Empirical research defines nostalgia as a mixed emotion however; it is generally considered to be a positive emotion (Newman et al., 2020). Individuals who engage with nostalgia are more likely to possess greater meaning in life, self-esteem, optimism, and positive affect; speaking to the mood alternating abilities of nostalgia. People noticeably engage with nostalgia when they're feeling down in an attempt to boost their mood or confidence (Newman et al., 2020). When the present moment feels off or doesn't satisfy us, it's comforting to think back to a moment where we feel greater happiness, satisfaction, or security (Ludden, 2020). In today's digital world, I notice the seemingly unlimited access we have to triggers for nostalgia, all within the bounds of our cell phone. Simply scrolling through a camera roll can transport us back to a moment whenever we wish, acting as a trigger arguably different from something we stumble upon in our natural environment that also elicits nostalgia. This poses the question of whether this easy access to nostalgia is more beneficial and encompassing of the positive effects on mood or self-esteem, or whether this innovation creates a reluctance to distract ourselves from the present moment and fulfill present dissatisfaction with digital gratification.

Questions like these encapsulate why nostalgia is defined as a mixed emotion and categorized by researchers as having varying implications for engaging with it. As described in my experience with nostalgia, it's unsettling to sense nostalgia when the present moment you expect to long for is still in front of you. Research has led me to term anticipatory nostalgia, describing exactly the feeling I'm unsure whether to shake off or embrace. Anticipatory nostalgia is common in those with a greater tendency to think about the future and can act as a way to purposefully distance oneself from the present to make the pain of a moment's ending easier (Love, 2023). It is natural as a graduating senior that I am future driven as I strive to plan and navigate the uncertainty of post-graduation. Yet, I also recognize that getting tethered so tightly to future possibility could cause me to overlook the very moment I desperately want to remember

Nostalgia I Haven't Earned yet

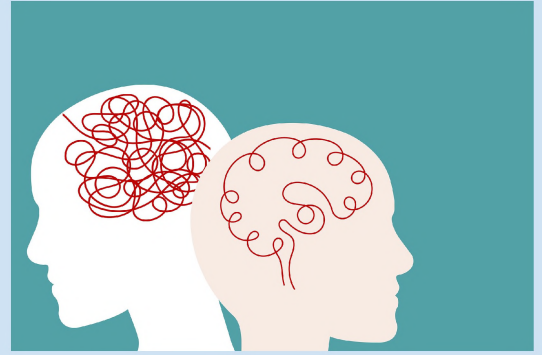
By: Jalen Howarth

The goal of this analysis is not to paint a negative picture of nostalgia but perhaps understand why my current relationship with it isn't as positive as scientific research suggests. What I've realized upon writing this is that nostalgia alone seems to remain a positive constant. However, when mixed with different intentions for engaging with it, this produces a varying degree of helpfulness or hurt. You could scroll your camera roll for hours trying to escape the discomfort of the present, or you could scroll out of appreciation for those beloved memories. The feeling is likely the same, in both these situations the individual is embodied with the same sense of nostalgia for those moments. The intention, is what creates the narrative of nostalgia being the villain of the present moment. While my experience with anticipatory nostalgia is unsettling, the positive spin is it reveals that I'm paying attention. It is not that I lack presence because clearly that is what I want to hold onto most. However, I recognize that trying to morph the present into something that lasts forever blurs its concept completely, fogging it with my anxiety for the future. Within recognizing my anticipatory nostalgia, I strive to hold on to my heightened attention in order to take in what's around me and fulfill my longing to make this time in my life a long-term memory. However, to effectively enjoy these moments I must clear my lens for the present of the future worry in my rear-view mirror. In fact, maybe I should lean into nostalgia more, for it seems to be the time capsule I'll be lucky to have when this beloved present turns past.



Deception in Memories

By: Kailey Vicente



Our memories help in shaping our identity and how we process our understanding of both ourselves and our environment. Memories are thought of as an accurate way to recall past events. However, this is not the case. Memories are just our system trying to place back together past events, so at times, they can be inaccurate. Our memory is us reconstructing past events when we attempt to recall them. The idea of our memories “tricking” us stems from how we encode, store, and retrieve information aka the 3 stages of memory. Our memory is our capacity for storing and retrieving memory.

The first stage of memories is encoding, aka processing or acquiring information. This information is encoded in our memory and is affected by our perceptions, any pre-existing knowledge we have, and expectations. The second stage of memories is storage, where we store or maintain information. The third and final stage, retrieval, is when we retrieve or recall information. We encode what we pay attention to or it can fade away in mere seconds. This is similar to keeping a file on a hard drive, whereas retrieval is opening the file when needed. Our short-term memory allows us to work with information long enough so that we can store it in our long-term memory. Retrieval involves getting information from our long-term memory and using it.

With our memories being encoded, if we were to experience an event, our brains will encode the experience, such as what you were feeling at the time or the situational factors themselves, and then store them in different parts of the brain. When the brain is recalling, these parts are reconstructed to form a memory. There can be gaps in the memory that when filled with information from others, can cause inaccuracy. Memory storage can also change the memories over time. Our memories are constantly changing and when we recall a memory, it is retrieved and stored again; otherwise known as reconsolidation. During the reconsolidation process, our memories are subjective to change. New emotions or information can become part of the memory, changing the original memory. This is also known as memory distortion, which is when the memory over time becomes less accurate.

Emotions also play into how reliable our memories are. You would most likely remember a more emotional event than an event that didn't leave such an impact on you. How intense your feelings are during an event can effect memory encoding and also cause distortions. If you underwent a traumatic event, you can remember it in great detail, but your memory could be disorganized, and change over time. The stress that comes with trauma can also intervene in memory consolidation. Our memories “tricking” us is because our memory cannot perfectly capture the past. Instead, our attempt at reforming the memory is subject to inaccuracy. Our brains undergo through complex processes to handle information. The way in which our brains encode, store, and retrieve memory, as well as our emotions can influence how reliable our memories are.

Finding Comfort in a New Chapter of Your Life

By: Tathiana Silvia



As a senior who is about to graduate, I can't help but feel nostalgic regarding my whole undergraduate experience as a whole, but I feel it especially towards my freshman year.

I believe this is primarily the case because even though I have grown in comparison to the person I was back then, I feel certain attachments to certain areas on campus that defined my freshman year.

The first area I feel a nostalgic emotion towards is my freshman dorm. Coming straight from high school to another country for college was a big adjustment for me. I was not used to living with other students, let alone sharing a small room alongside two others, which allowed me to grow as an individual. Being able to walk across the halls of my freshman dorm and run into my friends was also a privilege and something I am going to miss dearly in the real world. I would also look forward to just going across the hall and hanging out with them and talking to each other about random things in life. I particularly feel nostalgic of the simple moments like these, as I know I will never have an experience like this again. Every time I walk past my freshman dorm, I get hit with a wave of memories that just reminds me of the earlier stages of college which I will cherish for the rest of my life.

The second area I feel nostalgic towards is the Ruane cafe. When I was a freshman, without fail, I would always get a coffee after my DWC class. Doing this served as a reward for getting through DWC, because I struggled in that course at the beginning of my time here at Providence College. As a senior, I unfortunately do not have any more classes in Ruane, nor Friar bucks, so I do not visit the cafe very often anymore. But whenever I do get the chance, when I walk past it I feel a sense of reminiscence and nostalgia towards freshman year. In addition, I also slowly got close to the workers at the cafe because I went there so often, and we still tend to catch up whenever we run into each other on campus. Whenever I come across these workers of the cafe, I tend to get reminded of freshman year and the special bond we formed that year.

My freshman year of college marked a new chapter of my life, which I felt the second I stepped foot into this institution. Being in a new environment was different and exciting for me because I did not know what lay ahead of me. Looking back, I was so unsure and uneasy of my future and identity in this new environment. By the end of freshman year, I felt like I had grown as an individual and gained a sense of myself that was not present prior to this. I feel this immense amount of nostalgia for that period of my life because it is such a bittersweet moment, as I faced a lot of obstacles during that time. My freshman year of college was difficult yet exciting, and I would not be the person I am today without the memories and experiences I have created with the community and friends I made. While these memories may make me nostalgic and feel bittersweet at times, I am glad to have such fond memories to look back on in the first place.

Thank You for the Memories

By: Diana Tārazi

“Graduation”! This word still feels so surreal to me. Just yesterday it feels like my family dropped me off for my first day in college, and I began a journey without knowing where it would take me. Now and after four years, I find myself a couple of weeks away from graduation, and it all felt like it happened in a blink of an eye. As my time at Providence College is coming to a close I’m grateful for all the memories I’ve made here.

To me, memories are not only shaped by places, but also by people. I am not only going to remember the campus, the buildings, and the events that I attended, but also the professors who taught me, the friends who stood by my side, and the laughter and joy that fill these memories. When I look back at these past four years, I realize that the memories I have made here and the people I have met have shaped me into the person that I am today. I am no longer the same person who arrived as a freshman, and I leave as a transformed person when I graduate.

I have grown so much during my time on campus, and whether it be through moments that brought me happiness and joy or through moments that brought me challenge and stress. Each moment, whether joyful or challenging, not only helped me grow, but they also became a part of me. These memories have not only shaped my personality but have also helped me discover my identity.

Being at Providence College allowed me to get out of my comfort zone, whether it be academically, socially, or personally. It deepened my faith, strengthened my independence, and encouraged me to think more critically and creatively, while opening my eyes to the world around me. These experiences have shaped me into the person I am today and made me appreciate the growth that I have experienced during my time here.

Memories form the foundation of who we are. They allow us to reflect on who we were, understand who we are today, and guide us to evolve into the individuals who are meant to become. I certainly have built this foundation during my time at Providence College. The memories I have made have taught me not only inside the classroom, but also outside of it. This shaped my perspective and made me realize that even the smallest moments and interactions can carry meaningful and lasting lessons. I also learned how to navigate through different situations and how to handle my best and worst moments. I am confident that these memories will continue to guide my growth and influence the person I aspire to become.

I will always keep all the memories I have made and am so thankful for all the people who supported me along the way. As I step into the next chapter of my life, I carry with me these lasting memories that have shaped my values, strengthened my confidence, and prepared me to embrace new opportunities with clear determination. I embrace the future with gratitude for where I have been the last four years and excitement for all that lies ahead.

Fading Places, Living Sensations: A Reflection on Four Years at Providence College

By: Sofia Flower

Everyone has a specific smell, taste, or sound that can transport them back to a particular moment in time. Memories are more easily recalled when sensory triggers are encountered again. These triggers allow you to not only relive the memory itself but also your identity and feelings that are associated with it. As I am approaching the end of my four years at Providence College, these sensory memories feel more vivid and meaningful than ever. They serve as powerful reminders of experiences that might otherwise fade, grounding memories in something tangible. Even the small, once-overlooked habits I once had have taken on new significance.

The iconic rhythms of the pep band at hockey and basketball games, or the faint trace of the Gardenia perfume I wore freshman year- that's still recognizable when I catch it on someone passing by instantly return me to moments that now feel distant. These memories are retrieved when the cues present are reintroduced. The scent of Gardenia I would shower myself in before going out with my friends or the rhythm of the iconic drumline at every game, does more than remind me of a moment, it brings me back to who I was within it. From conversations in the stands, to the feeling of belongingness in a crowd full of people I didn't know existed just a few years earlier. These memories quietly built the foundations of friendships that carried across my last four years. The routine of the familiar sound of tapping our PC IDs against the card reader at Ray or swiping into our dorms had felt so mundane at the time. From tapping our IDs coming home from our family dinners at Ray, where we would debrief our days and discuss our rose, bud, and thorn. Or running back to my dorm in between classes because I forgot my book for Civ. These moments that felt so small at the time emphasize how we can adapt so easily to our surroundings without fully being able to appreciate them at the time

These sensory triggers have reconstructed my experiences, being able to ground them in emotion. They are bittersweet reminders that make me realize that this chapter is coming to an end, but it was never the place itself, but the small moments and people around me that gave it meaning. Although I will never be able to smell the perfume I would drown myself in at 18, the same way I once did, or go to a sports game without expecting a specific rhythm to play. What once was routine has become deeply formative and continues to shape who I once was and the person who I am becoming. As I am moving beyond Providence College, these moments will not only be reflections of where I've been, but also help shape where I am going.

Letter From the Editors

Thank you so much for taking the time to read this semester edition of *Analyze This!* We could not have completed this without all of the students amazing ambitions. You guys have worked so hard all semester and deserve to have your work celebrated.

I also want to thank our amazing faculty advisors, Dr. Tighe, Dr. Sonia, and Mrs. Mullen you all have been so amazing this semester and all we have done would not have been possible without you. A final thanks to the Psi Chi Executive board, especially the seniors graduating you will be greatly missed! Enjoy your summer, we will see you in the fall, and don't forget to have fun!

Y

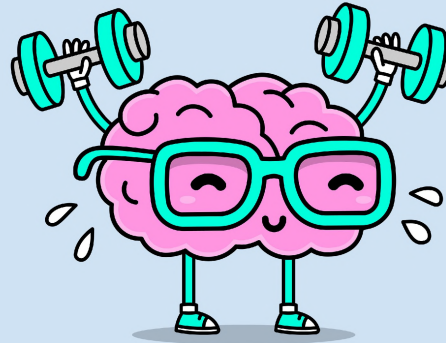
our Editors,

Veronica Smith and Ashley Federico

Ways to Strengthen Your Memory:

1. Brain Activity Games (crossword, word searches, etc)
2. Sleep More
3. Move Your Body
4. Eat for Brain Health
5. Manage Your Stress
6. Focus on One Thing at A Time
7. Review!Review! Review!

Mental Health Resources



On-Campus Resources:

Personal Counseling Center

Lower Bedford Hall

401-865-2343

Hours: M-F 8:30am-4:30pm

After-Hours Mental Health

Support (through Personal

Counseling Center) 401-865-2343

Dial "2" for a Crisis Counselor

Public Safety/On-Campus Emergency (24/7 Emergency)

401-865-2222

Residence Life Hall Director On

Call (Emergencies only)

401-639-9110

Off-Campus Resources:

For Off-Campus Emergency

911 or local emergency contact

National Suicide Hotline

1-800-273-8255

Free and available 24/7

Day One Helpline (Sexual Assault and Trauma Resource)

1-800-494-8100

Free and available 24/7

Crisis Textline

Text "Hello" to 741-741

Free and available 24/7

Trevor Project Helplines (for LGBTQ+ mental health concerns)

Trevor Lifeline: 1-866-488-7386

Trevor Text: Text START to
678-678