FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
YESHIVA UNIVERSITY

RESEARCH MANUAL FOR THE PSY.D. DEGREE

(Revised September 2023)

Prepared by the Faculty of the Combined-Integrated School-Clinical Child Psychology Program

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What is Psy.D. Research?

There is a paucity of research that addresses the question, "What is Psy.D. research?" The National Council of Schools of Professional Psychology's (NCSPP) Mission Bay Conference in 1987 resolved that a specific core curriculum should exist in professional psychology, across six areas of competency (professional relationship, assessment, research, intervention, consultation and management). One of the six core competency areas is Research and Evaluation (the systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena).

Thierweiler and Stricker (1992) view the professional psychologist as a local clinical scientist who has been trained to develop ways to understand local phenomena by integrating theory and practice. Thus, the goals of psychology health service provider research training are to:

1. foster development of a basic understanding and respect for scientific bases of the discipline;
2. be knowledgeable of methodological issues designed to make students thoughtful consumers of scientific research;
3. acquire basic skills in conducting research and be able to design and execute projects in professional and (in some cases) academic contexts with support from trained consultants (e.g., statisticians);
4. analyze and evaluate the data within the context of professional psychology.

Thieweiler and Stricker (1992) also assert that research training in professional programs should be used to enhance critical thinking skills, particularly in observation, logic, and the generation of plausible inference. Optimally, training should help in the development of attitudes of respect for empirical support, openness and flexible thinking, a sense of professional knowledge, recognition of personal issues, and understanding of ethical considerations in scientific inquiry. Ultimately, the focus of empirical training in professional psychology is the ability to link theories to practice.

As of 1997, the standard training model in professional psychology included qualitative and quantitative research, data analysis, and design of a project associated with professional practice. Blass and Givner (2005) reviewed 72 PsyD programs and found significant variations in research requirements across the programs. The course content and number of courses dealing with research methodology and statistics and research seminars differed across programs. All 72 programs required a literature review, while the research project which was required by most programs was not well-defined.

At Ferkauf, the scope and definition of the Psy.D. research projects are delineated by each individual doctoral programs. The final documents must reflect the goals delineated above. The final Research Project II may use the traditional dissertation format, though there are no chapters, and be a quantitative study, qualitative study, N=1 case study, or a program evaluation format or other format agreed upon by faculty. The determination is

made in collaboration between the student and their research advisor, and the proposal is reviewed and approved by the first reader.

Research Requirements for the PsyD degree

Procedural and Administrative requirements

The administrative procedure whereby this requirement is completed consists of four steps:

1. Upon Completion of Research Project I:	Manuscript signed by Research Advisory and Program Director Form-Psy.D. 01 signed by Research Advisor and Program Director
2. Upon Approval of Proposal for Research Project II:	Form-Psy.D. 02 signed by Research Advisor and faculty Proposal Reader/Consultant (1st Reader)
3. Upon Completion of Research Project II:	Form-Psy.D. 03 (3 copies) signed by Research Advisor; 1st Reader; and 2nd Reader
4. After Passing of Oral Examination:	Report on Oral Defense of Psy.D Research Project signed by Research Advisor

Note: ***Copies of all forms are found on pages 17-19.*** **It is the joint responsibility of the research advisor and student to see that these forms are *appropriately* signed and submitted to the Psychology Office, where it is recorded in the student's record and submitted to the Registrar to become part of the student's transcript.**

The Research Curriculum

To fulfill the research training requirements, students must complete the following sequence of courses:

1. Research Project I (3 credits)
2. Statistics (3 credits)
3. Research Methods (3 credits)
4. Research Project II (3 credits)

Ethical Principles of Psychologists

In the development and completion of the research requirements, all students are required to be familiar with and conform to the ethical principles of psychologists as delineated by APA's *Ethical Principles of Psychologists and Code of Conduct (2002).* See Appendix A.

Matching Students with Research Advisors

A faculty-student matching process takes place during the spring semester of the first year. No students will be informally or formally matched with a faculty Research Advisor in advance of the official designated matching time. Research lab assignments occur based on the following process:

- Faculty present their research interests to first year students at a colloquium or via video. The goal of this meeting is to provide students with information about faculty research so they may make an informed decision about their research options.
- After faculty presentations, students submit feedback via Qualtrics survey to the faculty with a brief rationale of their interests.
- Faculty will have the opportunity, if they choose, to meet with students who expressed interest in their projects to discuss mutual research interests (either in small groups – depending on the number of interested students – or in individual meetings).
- The faculty will convene a meeting to match students with faculty. The number of students a faculty member is currently mentoring will be considered in assignments.
- Students are then informed of the matching results, and the first meeting between student and faculty takes place.

Research Project I (RPI)

Research Project I provides independent mentoring with the assigned faculty Research Advisor and culminates in a manuscript that represents a comprehensive literature review of a well-defined topic. The style/format of the literature review is at the discretion of the research advisor, but the following competencies are required:

- writing a comprehensive, up-to-date, critical review of the literature in a selected area of research that integrates existing scholarly work
- analyzing qualitative and/or quantitative research studies with an understanding of their strengths, limitations, and implications
- generating questions and hypotheses for further study
- communicating ideas clearly and effectively in writing using APA style

RPI Registration and Form Completion

The student registers for Research Project I (PSS 6915) in the Fall semester of Year II and continues to register for the same course until it has been completed (see Timeline below).

After RPI has been approved by the Research Advisor, the student completes Form Psy.D. 01 to be signed by their Research Advisor and Program Director. A final copy of RPI is submitted by the student to the Uploads folder. The student begins to register for RPII in the following semester. The faculty member designated as the Research Advisor will eventually be the Principal Investigator for RPII.

RPI Timeline

- Students register for RPI with their Research Advisor during Year II Fall and Spring.
- RPI should be completed by September 1 of Year III.

  - Students may extend their work into Fall of Year III
  - If a student does not complete RPI by September 1 of Year III, they receive an R for Spring of Year II and register for RPI again during the Fall of Year III and must complete within that semester.
  - If RPI is not completed by January of Year III, the student may be placed on Academic Warning for Spring of Year III.
  - If RPI is not completed by May of Year III, the student may be placed on Academic Probation for Fall of Year IV.
- Students are responsible for working with their Research Advisors to determine time needed for review and revisions to meet these deadlines.

Research Project II Proposal

Format of the RPII Proposal

The Research Project II proposal does not exceed 6 pages (not including references) and is written APA style with parenthetical citations. Title Page and References do not count toward page numbers. The proposal should include the following sections:

- **Specific Aims** (on its own page)
- **Background**: Include a clear statement of the problem, present knowledge related to the problem, and the aims of the proposed study. The rationale should be brief. Include references to the most salient background literature.
- **Method**:
  - *Participants*: Describe the population of human subjects involved. Include information on proposed number of participants, method of recruitment, and a tentative description of the sample.
  - *Procedures*: Describe all procedures involving the participants. Identify any risks beyond those of everyday life. If there are no risks beyond those of everyday life, say this clearly. If there are potential risks, say so. Include any precautions you will take to minimize risks. Describe any benefits to the participants.
  - *Measures*: Review of the instruments that will be used in terms of reliability, validity and appropriateness of the instrument for your sample. Describe any coding systems, and how they are used (i.e., training for raters, number of raters, previous reliability and validity).
  - Submitted/approved IRB or plans for submission (for new data collection)
- **Data Analysis Plan**
  - Provide information on the proposed analysis of the data. This does not need to be very comprehensive, although it should supply adequate information for evaluation and should be linked to the hypotheses. Depending on the type of research you conduct, you may also be required to conduct a power analysis.

- **Design Considerations**: Address any inherent limitations or tough decisions you made that the reader should know
- **Implications**: Expected outcomes, possible alternative outcomes, possible clinical implications, possible future directions

RPII Proposal Meetings

- Students will be required to present a formal proposal for their RPII project to a committee of two faculty members (i.e., their research Advisor and another core faculty member) before proceeding with RPII.
    - *Proposal Meetings take place during lab meeting times, and other lab members are encouraged to attend.*
- When the Research Advisor determines that a student is sufficiently prepared (i.e., RPI is completed and the RPII proposal has been written and finalized), the student in consultation with their Research Advisor will recruit a Proposal Reader/Consultant from among the program's core faculty and schedule a brief proposal meeting, lasting approximately 30 minutes.
    - Each program faculty member has only a certain number of available slots to serve as Proposal Reader/Consultant to members of the cohort, so there is a benefit to scheduling a proposal meeting earlier in a student's progress through the program.
    - Students will distribute their proposal to the faculty Proposal Reader/ Consultant **ONE week prior** to the scheduled meeting.
    - The proposal meeting will include a brief presentation of the study by the student (approximately 5 minutes) followed by a discussion where the student responds to questions from the Advisor and Proposal Reader/Consultant. This meeting is an opportunity for the students to receive feedback on their proposed project, including consultation on the proposed methods and data analysis.
    - At the meeting the student's Research Advisor and the Proposal Reader/ Consultant may determine that the proposal is approved as is or may request revisions to the proposal.
    - If revisions are required, the revised proposal may be reviewed by the faculty Research Advisor and/or Proposal Reader/Consultant without scheduling an additional meeting at the discretion of the faculty involved in the proposal meeting.
    - When the RPII proposal is approved, the student's Research Advisor and the Proposal Reader/Consultant sign Form-Psy.D. 02 and submit to the Program Director
        - ***Please be aware that the RPII proposal meeting must take place on or before October 1 of Year IV in order for the student to be eligible to apply for internship.***

Institutional Review Board

Once a student's RPII proposal is approved, the student must submit their project for review by the Institutional Review Board (IRB) or obtain record of the approval if it is

part of a larger study. Yeshiva University uses WCG. The student's Research Mentor will be the designated Principal Investigator.

WCG requires investigators to verify on the initial review submission form and each Continuing Review Report form that each member of the research team has successfully completed training on the ethics and regulations of human subject protections. Thus, e***very student and faculty member conducting any research at Ferkauf must complete the CITI tutorial prior to the initiation of any aspect of the research.*** The CITI tutorial is an educational package on ethical principles and processes concerning research with human subjects.

If the student completes the study at another facility under the supervision of a researcher connected to that site, the study's review will be completed under the auspices of that site's IRB. WCG IRB must also review the proposal. The student's Research Mentor will still be the designated Principal Investigator and will be responsible for overseeing the research.

IRB forms and regulations

Submissions are made to WCG IRB on Connexus, an online submission portal.
To create a login and access the portal go to: https://www.wcgclinical.com/login/

To submit a new project, click on

1.) "Make Submission"
2.) "Initial Review Submission"
3.) "Review of a New Research Protocol"
4.) Upload Documents, then Submit

You will need to submit a copy of the Initial Review Submission Form, the PI's CV, Protocol, and any other document that is subject facing like the consent form. The Protocol will be an overview of your project, and the Resources tab on Connexus has links to several guides and tips about what to include in the document.

More information about submitting an IRB can be found at https://www.wcgclinical.com/irb-resources/ or after logging into the portal, at: https://connexus.wcgirb.com/resources.

Research Project II

The RPII is usually a product of the RPI (but does not have to be related) and may take the form of any one of a wide spectrum of possibilities including the following:

a. An original quantitative or qualitative empirical study
b. A replication of an empirical study
c. Development or validation of an instrument
d. Evaluation-outcome research (of a program or intervention)
e. A case study or N=1 research

f. Meta analysis
g. Needs assessment

The RPII involves both a written manuscript and oral defense component, described in the following sections.

Since this research project is part of the curriculum for the professional degree, it is anticipated that the student will focus on professional practice in contrast to theoretical issues.

All components of the study are supervised by your faculty Research Advisor and requires the faculty Research Advisor's approval.

Registration for RPII

Students register for Research Project II (PSS 6916) in the semester after completing RPI (likely Fall Year III) and **continue to register for this course in future semesters until all requirements – including the oral examination – have been completed.** If a student has not completed RPII prior to the beginning of their full-time predoctoral internship, they are required to register for Research Project II Extension (PSS 8999B) each semester until they have completed the RPII document and their oral examination.

Format and Structure of Manuscript

The RPII document has the structure of a peer-reviewed psychology journal publication and follows APA style guidelines:

a. Abstract (150-250 words)
b. Title Page
c. Acknowledgements
d. Table of Contents
e. List of Tables
f. List of Charts
g. List of Figures
h. List of Appendixes
i. Research Paper: 10,000 words not including references/figures/tables/abstract (length of a psychology journal publication).
    a. Introduction (Review of the pertinent literature)
    b. Method (including discussion of participants, procedure, materials and design)
    c. Results (including tables and figures that are presented immediately after the text describing the tables and figures)
    d. Discussion (Reviews and discusses the findings with reference to prior research findings. Students should include sections on limitations and suggestions for future research.)
j. References (include a DOI for each citation)
k. Appendices (RPI should be included as an appendix of RPII)

Other formats may be used when appropriate (for example, a case study manuscript), but should follow the format of published manuscripts for that type of work.

The research papers (RPI and RPII) should adhere to the style recommended in the APA Publication Manual (Seventh Edition, 2019) unless otherwise specified in this document. See https://www.apa.org/pubs/authors/new-author-guide.pdf and Appendix B for writing tips.

Publication Credit. Publication credit for RPII projects differs from Doctoral Dissertation standards. Faculty are typically the first authors of any resulting publications due to the greater role that they take in the development of the idea, research design, statistical analysis, editing, etc.

RPII Oral Examination

The oral examination is the final competency examination in the program. The purpose of the exam is for the student to demonstrate mastery of:

1. the literature in their selected research area
2. methodological issues
3. the study's results
4. implications of their findings for the field
5. relationship of science to practice

When a student's Research Advisor determines that they have completed a final draft of RPII, the student in consultation with their Research Advisor will recruit an additional RPII Reader and schedule their RPII Oral Examination. The Reader may be from within the program or without and will join the student's Research Advisor and Proposal Reader/Consultant for the RPII orals. Readers are selected from full-time or adjunct faculty or other professionals with expertise in the research area.

- With approval from their Research Advisor, the **student notifies the Psychology Office staff** of the readers and arranges for a time, date and place for the exam.
- Students will distribute their completed RPII program to the faculty Proposal Reader/Consultant and additional reader **TWO weeks prior** to the scheduled meeting.
- If Readers have a major concern (that guidelines have not been met or that they may not be open to passing the RPII based on the manuscript), they bring it first to the attention of the Research Advisor prior to the Oral Examination so that revisions may be made and the Oral Examination may be rescheduled
- At this examination:
    - The student makes a concise 15-20-minute oral presentation of their research, including a statement of the problem, a brief review of the literature, a review of the methodology, results, and interpretation of the findings. Most students make a PowerPoint presentation.
    - The Readers next have the opportunity to question the student on any aspect of their research. The questions may focus on the literature, the methodology, the results, and/or their interpretation. It is expected that the

student will demonstrate a high level of competence in response to all the issues that are raised.
    - After the questioning has been completed, the student is asked to leave the room and the Research Advisor and the Readers discuss and evaluates the student's written and oral presentations.
    - The student is then asked to return to the room and the determination is discussed.

Criteria for Passing RPII – manuscript and oral examination

In order to pass competency, students must:

- Demonstrate excellent grasp of the theories that are relevant to the chosen area of research
- Articulate how study fits within a research program and serves to benefit the field
- Consider multicultural and diversity issues and appropriately integrate them into evaluation of current literature and generation of research questions
- Choose an optimal study design to answer research questions, while appropriately acknowledge resource constraints and timing issues
- Demonstrate competence in human subjects' research and all relevant related issues
- Incorporate issues related to multiculturalism and diversity into research design and/or results (e.g. inclusion of diverse participants, consideration of demographic moderators)
- Demonstrate skills necessary to conduct research and assist with data collection
- Select appropriate analyses and executed analyses independently (with consultation if analyses are especially complex)
- Incorporate feedback from primary and secondary on research proposal
- Prepare paper is integrated by theme and idea; not simply abstract stacking
- Present results and conclusions clearly
- Develop and present a talk that would be appropriate for a national conference
- Engage in a scholarly discussion of field and how current work fits into the field
- Respond knowledgably to questions posed
- Acknowledge/articulate strengths and weaknesses of the work

RPII Outcomes

1. The Research Advisor and Readers can either "Pass" or "Fail" the student on their Oral Examination performance.
    - Each person presents their view and a discussion ensues if there are issues that need clarification.
    - If the Examiners unanimously determine that the student has passed the Oral Examination, they then move on to discuss the written document.
    - If the unanimous decision is made that the student failed the exam, a further discussion with Program Faculty will take place to determine the necessary remediation.

- A second examination will be scheduled after the student has successfully completed the remediation plan.
- Should the student fail the second examination, they will not be given an opportunity to take a third examination. At this point, the student will be dismissed from the program.

2. Assuming the student has passed the oral examination, the Research Advisor and Readers commence a discussion about the document itself. The document can be evaluated as needing:
   - "No Revisions" – in which case the document is accepted in its current form, although there may be a need for simple editing.
   - "Minor Revisions" – in which case the readers and advisor require the student to rewrite sections of the paper to clarify issues that have arisen; or to redo analyses; or to add references and interpretations; or other matters. In this case, the document needs to be reviewed again by the Research Advisor.
   - "Major Revisions" – in which case it is determined that significant portions of the document need to be re-written. In this case the document needs to be reviewed again by both Readers and the Research Advisor.

3. The three examiners complete all required forms for the Registrar and the Psychology Office.
4. The student returns to the room and receives the comments from the three examiners.
5. The Research Advisor submits the required forms to the Registrar, Psychology Office, and the student's electronic student file.
6. Upon completion of any revisions to the document, the Research Advisor will submit a grade for RPII and submit the form to Registrar verifying that all suggested revisions have been completed.
7. Upon successful completion of Research Project II and the oral examination, the student is required to submit a PDF that includes both RPI and RPII, to the Psychology office.
8. In addition, the student submits an electronic copy to the Program Director via their Uploads folder.

TEMPLATES

Format for Title Page of Research Project I

TITLE
(The title is placed 3" FROM THE TOP OF THE PAGE.)

by

Student's Name

RESEARCH PROJECT I: REVIEW OF THE LITERATURE

_____
Research Advisor

Submitted in partial fulfillment of the requirements for the degree of
Doctor of Psychology
In the Ferkauf Graduate School of Psychology
Yeshiva University
New York

Date submitted

Format for RPII Abstract (150-250 words)

ABSTRACT
(The word ABSTRACT is placed 1" FROM THE TOP OF THE PAGE.)

The Complete Title of Research Project II

by

The Name of the Student

Remember that the Abstract must have a maximum of 250 words not counting "Abstract", the Title of the Research Project, or "by Student's Name." The first page of the abstract is not numbered. If there is a second page to the abstract, the page number should be reflected in the upper right-hand corner of the page using an Arabic number 2 without any dashes or use of a period.

Format for RPII Acknowledgements

Acknowledgements
(The word Acknowledgements is placed 2" FROM THE TOP OF THE PAGE.)

This section is not required, but it offers an opportunity to express the writer's appreciation to any person(s) who has/have been supportive in preparation of the research. It is an opportunity to thank all of the appropriate individuals who helped the student through this process.

Format for Title Page of Research Project II

TITLE
(The title is placed 3" FROM THE TOP OF THE PAGE.)

by

Student's Name

RESEARCH PROJECT II

_____
Research Advisor

Submitted in partial fulfillment of the requirements for the degree of
Doctor of Psychology
In the Ferkauf Graduate School of Psychology
Yeshiva University

Date of Oral Examination

Forms

Form-Psy.D. 01

This form is to be completed and returned to the Psychology Office after completion of RPI

RESEARCH PROJECT I

Form Psy.D.-01

Student _____

Program School-Clinical Child Psychology Program

Title of RP1:

_____

_____

General Topic Area

_____

The enclosed written document meets the below required competencies for satisfaction of the Research Project I requirement:

- writing a comprehensive, up-to-date, critical review of the literature in a selected area of research that integrates existing scholarly work
- analyzing qualitative and/or quantitative research studies with an understanding of their strengths, limitations, and implications
- generating hypotheses for further study
- communicating ideas clearly and effectively in writing using APA style

Comments:

_____

_____

_____

_____

_____

_____

Date Completed _____

Sponsoring Course PSS 6915

Research Advisor _____

Program Director _____

Form-Psy.D. 02

This form is to be completed and returned to the Psychology Office after your Research Proposal is approved.

Proposal for Research Project II
Form Psy.D.-02

Student Name:	
Program:	School-Clinical Child Psychology Program
Title of Project:	
General Area:	
Research Advisor:	
Reader 1:	
Date Approved:	
Sponsoring Course:	PSS 6915/PSS 6916

The full RPII proposal should accompany this form.

Research Advisor
[Typed name of research advisor]

Proposal Reader/Consultant
[Typed name of faculty reader]

Form-Psy.D. 03

This form is to be completed and returned to the Psychology Office after completion and approval of RPII.

EXAMINER'S REPORT ON ORAL DEFENSE OF DISSERTATION/ PSY.D RESEARCH PROJECT II Form-Psy.D.-03

Student Name: _____
Last First Middle

YU ID #: _____

Program: _____ Degree: _____ Expected Grad Date: _____

Title of Dissertation: _____

_____

_____

_____

_____

(FOR TRANSCRIPT PURPOSES, PLEASE LIMIT TITLE TO 72 LETTERS AND SPACES)

My evaluation of the student's performance on the dissertation/research project and today's oral defense examination is as follows:

DISSERTATION/RESEARCH PROJECT
( ) Passed without revisions
( ) Passed with minor revisions
( ) Passed with major revisions
( ) Failed

ORAL DEFENSE EXAMINATIONS
( ) Passed
( ) Failed

Comments: _____

_____

_____

_____

_____

( ) Committee Chairperson
( ) Committee Member
( ) Reader/Examiner

Signature of Oral Examination Sponsor: _____ Date: _____

In order to pass competency, students must:

- Demonstrate excellent grasp of the theories that are relevant to the chosen area of research
- Articulate how study fits within a research program and serves to benefit the field
- Consider multicultural and diversity issues and appropriately integrate them into evaluation of current literature and generation of research questions
- Choose an optimal study design to answer research questions, while appropriately acknowledge resource constraints and timing issues
- Demonstrate competence in human subjects' research and all relevant related issues
- Incorporate issues related to multiculturalism and diversity into research design and/or results (e.g. inclusion of diverse participants, consideration of demographic moderators)
- Demonstrate skills necessary to conduct research and assist with data collection
- Select appropriate analyses and executed analyses independently (with consultation if analyses are especially complex)
- Incorporate feedback from primary and secondary on research proposal
- Prepare paper is integrated by theme and idea; not simply abstract stacking
- Present results and conclusions clearly
- Develop and present a talk that would be appropriate for a national conference
- Engage in a scholarly discussion of field and how current work fits into the field
- Respond knowledgably to questions posed
- Acknowledge/articulate strengths and weaknesses of the work

If the document doesn't meet competence in these areas, it must be revised and the defense meeting must be held again.

Revisions may be required even if both defense and document meet competence.

Minor revisions must be read and approved by the committee chair, major revisions must be read and approved by the whole committee.

Appendix A

Ethical Principles of Psychologists

Chapter 8 of APA's *Ethical Principles of Psychologists and Code of Conduct (2002)* is reprinted below:

8. RESEARCH AND PUBLICATION

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants

to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing with Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial

standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter with Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)
(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)
(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.
(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.) PLEASE SEE MODIFICATION OF THIS STANDARD ON PAGE 9 OF THIS DOCUMENT.

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.
(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

Appendix B
Writing Tips

Grammar and Punctuation
All written material must conform to the rules in the *Publication Manual of the American Psychological Association, Seventh Edition,* ***unless otherwise specifically specified in this document.*** All written material must be written in formal professional format.

The following information about **verb tense** was downloaded from:
http://agecon2.tamu.edu/people/faculty/leatham-david/Research%20Verb%20Tense.pdf
on August 25, 2012

Consistency of Verb Tense helps ensure smooth expression in your writing. The practice of the discipline for which you write typically determines which verb tenses to use in various parts of a scientific document. In general, however, the following guidelines may help you know when to use past and present tense. If you have questions about tense or other writing concerns specific to your discipline, check with your adviser.

Use Past tense. . .
To describe your methodology and report your results.
At the time you are writing your report, thesis, dissertation or article, you have already completed your study, so you should use past tense in your methodology section to record what you did, and in your results section to report what you found.

We hypothesized that adults would remember more items than children.
We extracted tannins from the leaves by bringing them to a boil in 50% methanol.
In experiment 2, response varied.

When referring to the work of previous researchers.

When citing previous research in your article, use past tense. Whatever a previous researcher said, did or wrote happened at some specific, definite time in the past and is not still being done. Results that were relevant only in the past or to a particular study and have not yet been generally accepted as fact also should be expressed in past tense:

Smith (2008) reported that adult respondents in his study remembered 30 percent more than children. (Smith's study was completed in the past and his finding was specific to that particular study.)

Previous research showed that children confuse the source of their memories more often than adults (Lindsey et al., 1991). (The research was conducted in the past, but the finding is now a widely accepted fact.)

To describe a fact, law or finding that is no longer considered valid and relevant.

Nineteenth-century physicians held that women got migraines because they were "the weaker sex," but current research shows that the causes of migraine are unrelated to gender. (Note the shift here from past tense [discredited belief] to present [current belief].)

Use Present Tense. . .

To express findings that continue to be true.

Use present tense to express general truths or facts or conclusions supported by research results that are unlikely to change – in other words, something that is believed to be always true:

Genetic information is encoded in the sequence of nucleotides on DNA.

Galileo asserted that the earth revolves the sun. (The asserting took place in the past, but the earth is still revolving around the sun. Note also that no source citation is needed here since it is a widely known and well-accepted fact that Galileo made this assertion.)

Sexual dimorphism in body size is common among butterflies (Singer1982).(Note how this statement differs from one in which you refer to the researcher's work in the sentence: "Singer(1982) stated that sexual dimorphism in body size is common among butterflies." Here you use past tense to indicate what Singer reported, but present tense to indicate a research result that is unlikely to change.)

We chose Vietnam for this study because it has a long coastline. (Use past tense to indicate what you did [chose Vietnam], but present tense to indicate you assume that the length of Vietnam's coastline is unlikely to change.)

To refer to the article, thesis or dissertation itself. Use the present tense in reference to the thesis or dissertation itself and what it contains, shows, etc. For example:

Table 3 shows that the main cause of weight increase was nutritional value of the feed. (Table 3 will always show this; it is now a fact that is unlikely to change, and will be true whenever anyone reads this sentence, so use present tense.)

To discuss your findings and present your conclusions. Also use present tense to discuss your results and their implications.

Weight increased as the nutritional value of feed increased. These results suggest that feeds higher in nutritional value contribute to greater weight gain in livestock. (Use past tense to indicate what you found [weight increased], but use present tense to suggest what the result implies.)

Sources: *Publication Manual of the American Psychological Association, 5th Ed. The Comprehensive Guide to Writing in the Health Sciences, University of Toronto.*

The following information on **conjunctive adverbs** was downloaded from http://www.csulb.edu/colleges/cla/departments/english/wrl/handouts/conjunctive-adverbs/ On August 25, 2012

Conjunctive Adverbs

Overview.

Transitional expressions help your writing flow smoothly. One type of transitional expression, the **conjunctive adverb**, also serves to connect independent clauses that are

coordinate. In other words, conjunctive adverbs are used to link together two ideas with similar subjects and emphases while helping your writing to flow.
Conjunctive adverbs are usually placed between two independent clauses following a semicolon and followed by a comma. When conjunctive adverbs occur anywhere else in the sentence, they are usually separated from the rest of the sentence by commas. Occasionally, a conjunctive adverb will begin a sentence, in which case it will be followed by a comma.

Here is a list of conjunctive adverbs:

To show addition or another fact	**To show contrast or**	**To show time change an idea**	**To show result**
again	anyway	meanwhile	accordingly
also	however	next	consequently
besides	instead	then	hence
finally	nevertheless	now	henceforth
further	otherwise	thereafter	therefore
furthermore	contrarily	thus	
moreover	conversely	incidentally	
nonetheless		subsequently	

To show a specific case	**To show comparison**	**To strengthen a point**	**To return to your point after conceding**
namely	likewise	indeed	still
specifically	similarly		nevertheless

To recognize a point off your main point
undoubtedly
certainly

The following information on **semi-colon, colon and dash** were downloaded from:
http://virtual.parkland.edu/walker102/punct.htm on August 25, 2012

Use a semi-colon:

To link two main clauses (those that could stand alone as full sentences) when the second clause begins with: however indeed instead nonetheless otherwise still then therefore thus

> The orders are due on Friday; therefore, we must ship by Tuesday.
> We can't meet tomorrow; instead, we're planning to meet next week.

To separate items in a series if they are long or contain commas:

> The materials include plywood panels and roofing; cedar siding, trim pieces and accents; and oak beams and rafters.
> The new officers are Bill Smith, president and chief executive; Joe Brown, secretary; Mary Carter, treasurer; and Jane Jackson, recorder.

To closely relate two complete sentences of equal importance:

> He puts in long hours; it's not uncommon to see him here at midnight.
> Low memory usage is only one of the product's advantages; it also offers high speed.

Use a colon:

To introduce statements that explain, repeat or summarize the preceding idea:

We can't pay because all our money is invested in our home: we own property but have no cash.

To introduce lists that are preceded by the written or implied "the following":

We reviewed his complaints: the low pay, the long hours and the scheduling problems.
We need the following materials: cedar siding and trim; plywood paneling; and oak beams and rafters.

BUT omit the colon if a standard verb is used to introduce the list:

The materials include cedar siding and trim, plywood paneling and oak beams and rafters.
The new officers are Joe Baker, president; Ann Jones, vice-president; and Tom Lee, secretary.

Use a dash:

In place of a comma or semicolon to add emphasis or show a change in tone:

He told us -- and we believed him -- that he would never steal from us again.
Many employees -- especially those at headquarters -- want to move to the new office.
I soon learned why no one was swimming -- the water was 55 degrees.

In place of a comma or parentheses to set off and emphasize nonrestrictive elements (those that add information but don't change the essential meaning of the noun):

The materials we need -- plywood panels and cedar siding -- will be here tomorrow.

In place of a colon to add emphasis or informality:

We liked the home's floor plan - the L-shaped kitchen, the wide hallways, the location of the bedrooms.

Note: To type a dash, use space-hyphen-hyphen-space**.**

The following information on **quotation marks and apostrophes** was downloaded from **http://www.is.wayne.edu/mnissani/cr/punctuation.pdf** on August 25, 2012

Quotation marks are used to show the beginning and end of a quotation or a title of a short work.

Quotation marks enclose the exact words of a person (direct quotation).

Example: Megan said, "Kurt has a red hat."

Do not use quotation marks around a paraphrase (using your own words to express the author's ideas) or a summary of the author's words.

Example: Megan said that Kurt's hat was red.

Quotation marks with other punctuation

Place periods and commas inside quotation marks.

Example: Aida said, "Aaron has a blue shirt."

Place semicolons and colons outside quotation marks.

Example: He calls me his "teddy bear"; I'm not a bear.

Place question marks or exclamation points inside the quotation marks if they punctuate the quotation only.

Example: "Are we too late?" she asked.

Place question marks or exclamation points outside the quotation marks if they punctuate the entire sentence.

Example: Why did she say, "We are too late"?

Apostrophes are used to show possession or to indicate where a letter has been omitted to form a

contraction.

To show possession, add an apostrophe and an -s to singular nouns or indefinite pronouns that end in one or body. Example: Susan's wrench, anyone's problem

Add only an apostrophe for plural possessive nouns ending in -s. Example: my parents' car, the musicians' instruments

Add an apostrophe and an -s for plural possessive nouns that do not end in -s. Example: the men's department, my children's toys

Add an apostrophe and an -s for singular possessive nouns that end in -s. Example: Chris's cookbook, the business's system

Do not use an apostrophe with possessive personal pronouns including yours, his, hers, its, ours, their,and whose.

Apostrophes are also used in contractions, two words which have been combined into one, to mark where the missing letter or letters would be.

I am= I'm	I have = I've
who is = who's	let us = let's
cannot = can't	he is, she is, it is = he's, she's, it's
you are = you're	they are = they're

Avoid confusing it's with its. It's is a contraction for it is; its is a possessive pronoun.

The following information on **dangling participles** was downloaded from **http://homeworktips.about.com/od/improvingyourgrammar/a/What-Is-A-Dangling-Participle.htm and http://en.wikipedia.org/wiki/Dangling_modifier** on August 25, 2012

Dangling Participles

A participle is created when we turn a verb like eat or look into a word phrase that acts like an adjective. We create the participle by adding ing. A present participle is also called a gerund.

Look becomes looking; Eat becomes eating; Run becomes running

An adjective must modify some noun.

A participle at the head of a sentence automatically affixes itself to the subject of the following verb – in effect a requirement that the writer either make his [grammatical] subject consistent with the participle or discard the participle for some other construction."

Strunk and White describe as "ludicrous" another of their examples: "Being in a dilapidated condition, I was able to buy the house very cheap."

Bernstein offers another ludicrous example: "Roaring down the track at seventy miles an hour, the stalled car was smashed by the train."

"[6] Strunk and White put it this way: "A participial phrase at the beginning of a sentence must refer to the grammatical subject." [7]

Eating like a hungry hippo, the pancakes disappeared from my plate within seconds.

Active and passive voice

The following information on **active and passive voice** was downloaded from **http://grammar.ccc.commnet.edu/grammar/passive.htm**

Verbs are also said to be either *active* (The executive committee approved the new policy) or *passive* (The new policy was approved by the executive committee) in voice. In the active voice, the subject and verb relationship is straightforward: the subject is a be-er or a do-er and the verb moves the sentence along. In the **passive voice**, the subject of the sentence is neither a do-er or a be-er, but is acted upon by some other agent or by something unnamed (The new policy was approved). Computerized grammar checkers can pick out a passive voice construction from miles away and ask you to revise it to a more active construction. There is nothing inherently wrong with the passive voice, but if you can say the same thing in the active mode, do so (see exceptions below). Your text will have more pizzazz as a result, since passive verb constructions tend to lie about in their pajamas and avoid actual work.

The passive voice is especially helpful (and even regarded as mandatory) in scientific or technical writing or lab reports, where the actor is not really important but the process or principle being described is of ultimate importance. Instead of writing "I poured 20 cc of acid into the beaker," we would write "Twenty cc of acid is/was poured into the beaker."

(**Examples:**
The accelerator was pressed by her vs. She pressed on the accelerator
The final exam was failed by ½ of the students vs. ½ of students failed the exam
The research will be presented by Dr. Givner at the conference vs. Dr. Givner will present the research at the conference)

“First person” style is not used at any point in RPI or in the methods section of RP II unless the instructions to subjects includes a first person script.

Passive Verb Formation
The passive forms of a verb are created by combining a form of the "to be verb" with the past participle of the main verb. Other helping verbs are also sometimes present: "The measure could have been killed in committee." The passive can be used, also, in various tenses. Let's take a look at the passive forms of "design."

Tense	Subject	Auxiliary		Past Participle
		Singular	Plural	
Present	The car/cars	is	are	designed.
Present perfect	The car/cars	has been	have been	designed.
Past	The car/cars	was	were	designed.
Past perfect	The car/cars	had been	had been	designed.
Future	The car/cars	will be	will be	designed.
Future perfect	The car/cars	will have been	will have been	designed.
Present progressive	The car/cars	is being	are being	designed.
Past progressive	The car/cars	was being	were being	designed.

“First person” style is not used at any point in RPI or in the methods section of RP II unless the instructions to subjects includes a first person script or in qualitative research.

Headings

Headings can also function as an outline to reveal the paper's organization. This is particularly true when the paper is submitted to APA journals. Also, avoid having one sub-section heading in a paper. Use at least two subsections with any given section or none at all.
APA’s heading style consists of five possible levels of subordination. Level 1 is the highest level and Level 5 is the lowest level. Most papers will use two or three levels. Levels are always used consecutively, beginning with Level 1.

1. Level 1: Centered, Boldface, Uppercase and Lowercase Headings
2. Level 2: Left-aligned, Boldface, Uppercase and Lowercase Heading
3. Level 3: Indented, boldface, lowercase heading with period.

4. Level 4: *Indented, boldface, italicized, lowercase heading with period.*
5. Level 5: *Indented, italicized, lowercase heading with period*

The following information on conjunctive adverbs was downloaded from
http://www.csulb.edu/colleges/cla/departments/english/wrl/handouts/conjunctive-adverbs/
On August 25, 2012

Reporting Statistics in APA Style

Dr. Jeffrey Kahn, Illinois State University

The following examples illustrate how to report statistics in the text of a research report. You will note that significance levels in journal articles--especially in tables--are often reported as either "$p > .05$," "$p < .05$," "$p < .01$," or "$p < .001$." APA style dictates reporting the exact p value within the text of a manuscript (unless the $p$value is less than .001).

Please pay attention to issues of italics and spacing. APA style is very precise about these. Also, with the exception of some p values, most statistics should be rounded to two decimal places.

Mean and **Standard Deviation** are most clearly presented in parentheses:

The sample as a whole was relatively young ($M = 19.22$, $SD = 3.45$).

The average age of students was 19.22 years ($SD = 3.45$).
Percentages are also most clearly displayed in parentheses with no decimal places:

Nearly half (49%) of the sample was married.

Chi-Square statistics are reported with degrees of freedom and sample size in parentheses, the Pearson chi-square value (rounded to two decimal places), and the significance level:
The percentage of participants that were married did not differ by gender, $\chi^2(1, N = 90) = 0.89$, $p = .35$.

T Tests are reported like chi-squares, but only the degrees of freedom are in parentheses. Following that, report the t statistic (rounded to two decimal places) and the significance level.
There was a significant effect for gender, $t(54) = 5.43$, $p < .001$, with men receiving higher scores than women.

ANOVAs (both one-way and two-way) are reported like the t test, but there are two degrees-of-freedom numbers to report. First report the between-groups degrees of freedom, then report the within-groups degrees of freedom (separated by a comma). After that report the F statistic (rounded off to two decimal places) and the significance level.
There was a significant main effect for treatment, $F(1, 145) = 5.43$, $p = .02$, and a significant interaction, $F(2, 145) = 3.24$, $p = .04$

Correlations are reported with the degrees of freedom (which is N-2) in parentheses and the significance level:
The two variables were strongly correlated, $r(55) = .49$, $p < .01$.

Regression results are often best presented in a table. APA doesn't say much about how to report regression results in the text, but if you would like to report the regression in the text of your Results section, you should at least present the unstandardized or standardized slope (beta), whichever is more interpretable given the data, along with the t-test and the corresponding significance level. (Degrees of freedom for the t-test is N-k-1 where k equals the number of predictor variables.) It is also customary to report the percentage of variance explained along with the corresponding F test.

Social support significantly predicted depression scores, β = -.34, $t(225) = 6.53$, $p < .001$. Social support also explained a significant proportion of variance in depression scores, $R^2 = .12$, $F(1, 225) = 42.64$, $p < .001$.

Tables are useful if you find that a paragraph has almost as many numbers as words. If you do use a table, do not also report the same information in the text. It's either one or the other.

Based on:
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

References

Follow all APA rules for print references as delineated in the Seventh Edition of *Publication Manual of the American Psychological Association*

Electronic References

APA has published an *APA Style Guide to Electronic References* as a PDF. Please follow these guidelines for all electronic reference

Faculty Research Labs

Dr. Jordan Bate

The Attachment & Psychotherapy Process lab applies attachment theory and research to the study of psychotherapy process in psychodynamically oriented child and family psychotherapies. Treatments studied include those aimed at preventing child maltreatment, promoting secure relationships for children in foster care, and supporting perinatal women and their families. Research questions focus on what makes psychotherapy interventions effective and how to train clinical psychologists in work with children, parents, and families. The lab studies risk factors for and the effects of relational trauma, factors impacting engagement and selection of a treatment modality, the development of the therapeutic relationship, particularly how clinicians effect change in child and family treatment, and the effectiveness of clinical training and supervision.

Dr. Greta Doctoroff

The Early Childhood Research Lab (ECRL) focuses on key mechanisms to support young children's emotion regulation and prevent disruptive behavior disorders. Our work contributes to the evidence-base for cost-effective, feasible, sustainable prevention and intervention programs targeting social-emotional competence, behavioral regulation and early academic skills. We work with Head Start settings to improve care for families at risk due to poverty. Our lab studies parenting, teacher-child relations, and the development and maintenance of externalizing problems. Studies have included observational methods to understand parent-child and teacher-child interactions and have examined the efficacy and effectiveness of prevention and intervention programs in early childhood. As part of this work, we investigate challenges implementing evidence-based practices, such as behavioral parenting programs, in real-world settings. In addition, we have a line of research examining how to best support parents of premature or critically ill infants in the Neonatal Intensive Care Unit (NICU) supporting their involvement in care, promoting attachment and reducing risk for parent mental health problems. This work includes a focus on intervention development.

Dr. Ana Ortin Peralta

Informed by the life-course approach, the research conducted in my lab focuses on examining the developmental risk factors for suicidal behavior in youth from racially/ethnically diverse backgrounds. Our current work aims to identify the sensitive periods when risk factors exert the strongest influence on suicide risk and the pathways through which those factors lead to the emergence of suicidal behavior in childhood and adolescence. These goals translate into two lines of research. The first is a focus on identifying the developmental changes linked to puberty that fuel the surge of suicidal behavior in early adolescence. The second aims to identify the developmental stages when the exposure to suicidal behavior have the greatest impact on the emergence of suicide risk.

Dr. Michael Tate

The Child Adolescent Neurodevelopment and Environmental Enrichment lab (CANDEE lab) explores the interconnectedness of child neurodevelopment, emotions, identity formation, and the environment. Our aim is to provide research and tangible initiatives that ultimately encourage the holistic growth of children and adolescents in attempts to offset the deleterious impact of social and economic disparity. Currently, we are continuing the exploration of the impact of music training on child/adolescent emotion and neurodevelopment. Lastly, in addition to his clinical and research interests, Michael is the founder of CrescendoNY – a music education resource group that aims to make learning a musical instrument more accessible for all students.

Dr. Melanie Wadkins

The Ferkauf Anxiety Research lab (FARlab) aims to conduct research that contributes to a better understanding of anxiety and related disorders. Projects are focused on improving the quality of life of children and families affected by anxiety disorders through identifying relevant aspects of living with anxiety that, if targeted, may help to improve evidence-based treatment. Current projects include those

focused on the basic emotion of disgust and its relationship to the maintenance and development of psychopathology, including anxiety disorders, depression, and eating disorders. Disgust is an understudied emotion which is often times neglected in treatment, despite emerging evidence of its relevance in the development and maintenance of anxiety disorders.

Dr. Nicole Zhong

Dr. Zhong leads the autism research lab at Ferkauf. Dr. Zhong's research aims are to validate outcome measures for assessing improvements in autism symptoms and to develop innovative models for increasing the use of evidence-based interventions for autism in community-based settings.