

The Family and Developmental Psychopathology Lab Manual

Introduction:

The Family and Developmental Psychopathology Lab (FDPL) is run under the direction of Dr. Jennifer Theule and includes a broad range of projects examining developmental psychopathology and interventions using meta-analyses.

I. Instructional Objectives for students participating in Family and Developmental Psychopathology Lab

- To take part in opportunities to see how various forms of research are conducted
- To engage in research, following PRISMA procedures and guidelines
- To gain experience in various aspects of the research process
- To develop strong collaborative skills with other students and researchers
- When appropriate, to collaborate with lab members to disseminate research findings, either as poster presentations, or as published manuscripts (see authorship guidelines for lab work)

II. Roles and Lab Members

- **Lab Director:** Dr. Theule
 - Office: P255 Duff Roblin
 - Office phone: (204) 474-7417
 - Email: Jen.Theule@umanitoba.ca
- **Clinical Graduate Students**
 - Students completing an M.A./Ph.D. may be part of broad lab projects, or they may run their own projects in the lab. Lab members may assist with data collection for these students, with the director's explicit approval only.
 - Graduate students in their second year of Master's and beyond may supervise Honours students at the discretion of Dr. Theule
 - Graduate students are responsible for being knowledgeable about rules and procedures for writing a thesis. As such, please familiarize with the appropriate sections of the department manual:
 - <http://umanitoba.ca/faculties/arts/departments/psychology/media/DeptMANUAL2010.pdf>
 - See, particularly, section 11
 - For the preparation of your thesis, you will need to follow the guidelines presented here: http://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html

***It is in your interest to be familiar with all policies and procedures that apply to you. The graduate studies policy and procedure manual will be helpful for this purpose.**

- **Student Research Assistants (R.A's)**

- Logging hours: If you have a paid position, you are expected to report to Dr. Theule about your actual work time, regardless of how the appointment is set up. Students are expected to honour their commitments to the lab, but if changes occur that may interfere with your appointment, please let lab director know ASAP.
- **Honours Students**
 - Honours students may complete their thesis in the Family and Developmental Psychopathology Lab. Usually, honours projects are a small component of a larger ongoing project. As such, products created (other than the thesis) are the property of the lab and as such, consultation on authorship is required. **Further, anything arising from lab projects (conference presentations, talks, power points, posters, papers, etc.) must be approved by the Lab Director, as funding considerations may apply.**
- **Volunteers**
 - Students may volunteer to collect data, enter data, and be part of dissemination (if appropriate). Volunteers are held to the same ethical and procedural expectations as other lab members.
- **Current Lab Members: Contact Information**
 - Sarah Germain (*Sarah.Germain@umanitoba.ca*)
 - Kylee Hurl (*umhurlk@cc.umanitoba.ca*)
 - Kristene Cheung (*Kristene.Cheung@umanitoba.ca*)
 - Michelle Ward (*umward23@myumanitoba.ca*)
 - Janelle Lee (*jblee113@hotmail.com*)

III. Lab Space

- **Keys**
 - It is the student's responsibility to return keys to the Psychology General Office (P404) when you are done in our lab.
 - Please go to the General Office for a key request form to fill out
 - Bring the completed form to Dr. Theule to sign
- **Location**
 - The lab spaces are located in **P233 and P252 Duff Roblin**
 - Please be courteous of other lab members and only use the lab space and computers for research and lab related activities
 - CMA version 2.0 is on the main lab computer in P233
- **Filing/Organization**
 - Files are to be grouped by project
 - Meta-analysis projects are organized in the filing cabinets in the labs in the following order
 - Potential studies
 - Eligible studies
 - Excluded studies

- Filing cabinet drawers are to be labeled accurately so all lab members are able to find the documents they need
 - Drawers should be labeled with the following format
 - Study name – Type of Study
 - Example: ADHD attachment – Eligible studies
- Each potential article should be placed in a file folder labeled with the study number, the authors, and the year in the following format:
 - Study #. Author, A. & Author, B. (Year).
 - Example: 358. Morawska, A. & Sanders, M. (2007)
- Each file folder should be placed in a hanging file
- File folders should be
 - 1: Grouped by potential study/eligible study/excluded study
 - 2: Organized in the order of the study number within the group
- **Lab Conduct**
 - Lab members are expected to interact with other members in a professional and collaborative manner. Projects in our labs are built for team research. If you are an unable to work in teams, or more concerned about your own accomplishments than lab goals, you are unlikely to be a good fit for this lab. We would recommend that you find another placement if this style does not fit you well.
 - Lab members are expected to conduct themselves according to the CPA code of Ethics. It is the student's responsibility to ensure they are familiar with this code: <http://www.cpa.ca/cpsite/userfiles/Documents/Canadian%20Code%20of%20Ethics%20for%20Psycho.pdf>

IV. Lab Meetings

- Lab meetings are held biweekly for approximately an hour
- Most supervision takes place at the lab meetings
- Activities include
 - Presentations
 - Readings
 - Learning about meta-analyses
- Students are expected to:
 - Attend biweekly lab meetings
 - Come prepared to lab meetings

V. Dropbox (Dropbox.com)

- **Dropbox Folders**
 - A new shared dropbox folder should be created for each project
 - Invite all individuals involved in the project to share the folder

- Some individuals use different email addresses for their dropbox account. Make sure you double check with them that you are sending the invitation to the right account.
 - Go onto the dropbox.com website under the ‘Shared folder options’ to double-check that your invitations have been sent and accepted.
- Note: If you want Dr. Theule to review a document, please email it to her
 - It is not always possible to check every document that has been added/updated in the dropbox folders
- **General Dropbox etiquette**
 - Please do not delete or move files
 - If you want to use a file, please copy and paste it into your own personal dropbox folder or onto your computer
 - Please do not leave files open on your computer for long periods
 - This increase the chances it will be edited by more than one person at the same time
 - It is hard to keep track of the most updated version of the file
 - If you are unsure, please save the file with a new name *or* copy and paste it onto your own computer
 - Please unlink your dropbox account from your computer before linking your dropbox account to a new computer

VI. Meta-analysis Procedures

- **Meta-analysis Documents**
 - Eligibility criteria
 - Coding manuals
 - Coding forms
 - CMA files
 - Tracking files
 - Example:
<https://www.dropbox.com/s/ncc5vl31ntg63xx/Tracking%20File%20Template.xls>
 - Second coder reliability
 - Example:
<https://www.dropbox.com/s/c13hte4e73vqrs/Coder%20reliability%20Template.xlsx>
 - Our lab follows the PRIMSA guidelines
 - See: <http://www.prisma-statement.org/statement.htm>
 - Please familiarize yourself with the PRISMA statement

- <http://www.plosmedicine.org/article/fetchObject.action?uri=info%3Adoi%2F10.1371%2Fjournal.pmed.1000097&representation=PDF>
- The following documents must be completed
 - **PRISMA checklist**
 - Available in Word document and PDF formats
<http://www.prisma-statement.org/2.1.1%20-%20PRISMA%202009%20Checklist.doc>

<http://www.prisma-statement.org/2.1.2%20-%20PRISMA%202009%20Checklist.pdf>
 - **PRISMA flowchart**
 - Available in Word document and PDF formats
<http://www.prisma-statement.org/2.1.4%20-%20PRISMA%20Flow%202009%20Diagram.pdf>
<http://www.prisma-statement.org/2.1.3%20-%20PRISMA%202009%20Flow%20Diagram.doc>
- **How to order from Document Delivery**
 - Some documents/articles may not be available online or through the UofM libraries. When this happens, you can order these documents through a free UofM service called Document Delivery.
 - You must be a registered UofM student/staff to use this service
 - First time user?
 - Goto: <http://umanitoba.ca/libraries/services/docdel.html>
 - Register for document delivery services
 - Already registered?
 - Goto: <http://relais.lib.umanitoba.ca:8080/access/loginpMWU.jsp>
 - Select Function: Request Article
 - Fill in as much information as possible in the form
 - The more information you provide, the quicker your request can be processed
 - Within a day to a few months, you will receive an email
 - With a link to an electronic/scanned copy of the document *or*
 - A pickup notification (All document delivery can be picked up at the Dafoe Library)
or
 - A notification that your request cannot be filled
 - Alternatives to Document Delivery
 - Google
 - For dissertations, you can sometimes access the files through the home university website

- Ask other lab members: If you are looking for a document that is in the same area as research that has been conducted in the lab, it is possible that someone may already have a copy of it
 - This is one of the reasons why it is advantageous to be aware of other research projects being conducted in the lab
 - When requesting an article from other lab members, please refer to the article using the full citation (name of journal, issue number, volume number, page numbers, etc.)
- **How to conduct Backward/Forward Reference Searches**
 1. **Backward References:** Studies referenced by a particular article
 2. **Forward References:** Other articles that have cited a particular article
- 3. **Backward and Forward Referencing procedure for meta-analyses**
 - a. Use the corresponding dropbox shared folder for the particular meta-analysis you are working on
 - b. Please note the following coding method used for the articles
 - i. **Bolded:** Check backward and forward referencing for this article
 - ii. **Bolded:** Backward and forward referencing has been completed
 - iii. Not bolded: Backward and forward referencing for this article does not need to be completed at this time, please skip this article
- 4. **How to conduct a backward reference search**
 - a. There are two ways to conduct a backward reference search
 - i. Electronically
 - ii. Manually
 - b. Attempt the electronic method first
 - i. It is easier and quicker than the manual method
 - ii. Note: Not all articles can be referenced electronically
- 5. **How to conduct an electronic backward reference search**
 - a. Goto: <http://umanitoba.ca/libraries/>
 - b. Under the '**Find**' tab, click **Databases A-Z**
 - i. Note: If you are using internet off-campus you must sign into your UofM library account in order to have full access to the databases

U of M Home | A-Z Index | Maps | JUMP | eLearn | Webmail

UNIVERSITY OF MANITOBA Libraries

Search

U of M Website | People | Research Experts

Libraries Home
Search Catalogue
Subject Guides A-Z
Find
Collections
Services
About Us

Subject Guides
Subjects A-Z
(Aboriginal Health - Zoology)

One Stop Search
Find articles, journals, books & more.. Search

askalibrarian
Send an e-mail

Find
Library catalogue search
Specific articles (Article Linker)
Databases A-Z
Course reserves
Statistics & data
E-Journals
>> more

Services
Library account/PIN
Borrow
Research help
Citing & writing
Off-campus access & services
Document delivery
>> more

Collections
Archives
Digital collections (Libraries)
Digital collections (U of M)
Theses & MSpace
Manitoba (historical newspapers)
Recommend a book

About Us
Hours (PDF)
Libraries
Librarians
Locations/maps
Contact us

Latest News
Dafoe Update - Spring 2013
Please click the following link to see: The Elizabeth Dafoe Library Newsletter - Spring 2013 Contents: Welcome to the newly renovated Eliz...more

Upcoming Events
Loading....

- c. You will use a different database depending on the article you are referencing
- d. Once on the database website, search for the title of the article you are referencing
 - i. Example: A Brief Sleep Intervention Improves Outcomes in the School Entry Year: A Randomized Controlled Trial

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Advanced search

A Brief Sleep Intervention Improves Outcomes in the School Entry Year: A Randomized Controlled Trial

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- Search the online Help.
- Learn about search syntax changes in the new ProQuest.
- Discover answers to common questions at ProQuest's Product Support Center.

PsycINFO

- e. Find the right article
 - i. Make sure the authors and publication date are correct
 - ii. Sometimes there are multiple publications with the same/similar name
- f. Click the **References** button underneath the article

- i. Note: If there is no **Reference** button for a particular article, then the backward referencing for that article needs to be completed manually

< All databases | Social Sciences databases

Preferences | English | Help ?

ProQuest

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ASSOCIATION

A Brief Sleep Intervention Improves Outcomes in the School Entry Year: A Randomized Controlled Trial

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There are no suggested subjects for your search.

1 Result *

Search within

Create alert Create RSS feed Save search

0 Selected items [Clear]

Save to My Research Email Print Cite Export/Save

Select 1-1 Brief view | Detailed view

1 **A brief sleep intervention improves outcomes in the school entry year: A randomized controlled trial.** Preview

Quach, Jon; Hiscock, Harriet; Ukoumunne, Obioha Chukwunyere; Wake, Melissa. *Pediatrics* 128. 4 (Oct 2011): 692-701.

...child sleep problems and the efficacy of a behavioral sleep intervention in ...outcomes in the first year of schooling. Methods: A randomized controlled trial ...elementary schools in Melbourne

Cited by (1) **References (51)**

Citation/Abstract

Get It UML

Sort results by:

Relevance

Sort

Narrow results by

Peer reviewed

Source type

51 references cited in: [A brief sleep intervention improves outcomes in the school entry year: A randomized controlled trial.](#)

Quach, Jon; Hiscock, Harriet; Ukoumunne, Obioha Chukwunyere; Wake, Melissa. *Pediatrics* 128. 4 (Oct 2011): 692-701.

Cited by (1)

10892 documents with shared references

Formats: Citation/Abstract

Get It UML

1. [Outcomes of a universal shared reading intervention by 2 years of age: The Let's Read trial.](#) Preview

Goldfeld, Sharon; Napiza, Natasha; Quach, Jon; Reilly, Sheena; Ukoumunne, Obioha C.; et al. *Pediatrics* 127. 3 (Mar 2011): 445-453.

Cited by (2) References (45)

Citation/Abstract

Get It UML

2. CONSORT 2010 statement: Updated guidelines for reporting parallel group randomised trials

Schulz, Kenneth; Altman, Douglas; Moher, David. *Journal of Pharmacology and Pharmacotherapeutics* 1. 2 (Jul 2010): 100-107.

Citation

Get It UML

- g. Screen the articles based on the title
- i. Please see the **Eligibility Criteria** document for the particular meta-analysis you are working on
 - ii. If the title has nothing to do with the eligibility criteria, move onto the next article
 - iii. If the article seems eligible based on the title *or* if you are not sure if it is eligible or not
 1. Check the Tracking File to see if we already have the article

2. If we do not have it already, read the abstract
- h. Screen the article based on the abstract
- i. Please see the **Eligibility Criteria** document for the particular meta-analysis you are working on
 - ii. If the article seems eligible based on the abstract
 1. Save a PDF copy of the article and name it using the following format
 - a. Author & Author. (Year). OR
 - b. Author et al. (Year).
 2. Copy the citation of the article and paste it underneath the ‘Backward Reference’ bullet under the article you are currently referencing

6. How to conduct a manual backward reference search

- a. Login to your dropbox account
 - i. Click on the meta-analysis shared folder you are working on
 - ii. Click on the **Eligible Studies** folder
 1. Find the article you are backward referencing
 - a. If the article you are looking for is not in this folder, please let the RA know and email him/her with the title of the article. He/she will provide you with a hardcopy of this article to conduct the backward reference
- b. Scroll through the article to the ‘References’ section

particularly important, as home behaviors were the primary focus of intervention, not school behaviors.

Additionally, this intervention was successful in a busy outpatient clinic in a children’s hospital with trainees (postdoctoral fellows and predoctoral interns) as therapists and a licensed psychologist providing live supervision/consultation. Thus, it was cost-effective and served an important role in the training program. One eventual goal is to export the intervention to community mental health practitioners in order to ensure that research based approaches reach a greater number of families (see Schoenwald, Kelleher, & Weisz, 2008 for discussion). This move may further reduce possible barriers related to attrition. For

References

- Barkley, R. A., & Benton, C. M. (1998). *Your defiant child*. New York: Guilford Press.
- Briggs-Gowan, M. J., Carter, A. S., Bosson-Heenan, J., Guyer, A. E., & Horwitz, (2006). Are infant-toddler social-emotional and behavioral problems transient? *Journal of the American Academy of Child and Adolescent Psychiatry*, 45, 849–858. doi: 10.1097/01.chi.0000220849.48650.59.
- Demmler, J. (1998). Utilization of specialty mental health organizations by older adults: US national profile. *Psychiatric Services (Washington, D.C.)*, 49, 1079–1081.
- Durlak, J. A., & Wells, A. M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology*, 25, 115–152.

- c. Screen the articles based on the title
 - i. If the article seems eligible based on the title *or* if you are not sure if it is eligible or not, read the abstract by searching for the article on Google Scholar (*See 6a-c*)

- d. Screen the article based on the abstract
 - i. If the article seems eligible based on the abstract
 1. Save a PDF copy of the article and name it using the following format
 - a. Author & Author. (Year). OR
 - b. Author et al. (Year).
 2. Copy the citation of the article and paste it underneath the 'Forward Reference' bullet under the article you are currently referencing
- e. Once you have completed the electronic/manual backward referencing
 - i. Save all PDFs into a folder labeled after the article you are referencing

7. How to conduct a forward reference search

- a. Goto: <http://umanitoba.ca/libraries/>
- b. Under the '**Find**' tab, click **Databases A-Z**

The screenshot shows the University of Manitoba Libraries website. The top navigation bar includes the university logo, the text 'UNIVERSITY OF MANITOBA Libraries', and links for 'U of M Home', 'A-Z Index', 'Maps', 'JUMP', 'eLearn', and 'Webmail'. A search bar is located on the right side of the navigation bar. Below the navigation bar, the page is organized into several sections:

- Libraries Home:** Search Catalogue, Subject Guides A-Z, Find, Collections, Services, About Us.
- Subject Guides:** Subjects A-Z (Aboriginal Health - Zoology).
- One Stop Search:** Find articles, journals, books & more..
- askalibrarian:** Send an e-mail.
- Find:** Library catalogue search, Specific articles (Article Linker), **Databases A-Z** (highlighted), Course reserves, Statistics & data, E-Journals.
- Services:** Library account/PIN, Borrow, Research help, Citing & writing, Off-campus access & services, Document delivery.
- Collections:** Archives, Digital collections (Libraries), Digital collections (U of M), Theses & MSpace, Manitoba (historical newspapers), Recommend a book.
- About Us:** Hours (PDF), Libraries, Librarians, Locations/maps, Contact us.
- Latest News:** Dafoe Update - Spring 2013. Please click the following link to see: The Elizabeth Dafoe Library Newsletter - Spring 2013 Contents: Welcome to the newly renovated Eliz...more.
- Upcoming Events:** Loading...

- c. Click onto **Google Scholar**
 - i. Note: If you are using internet off-campus you must sign into your UofM library account in order to have full access to Google Scholar

- **Google Books** ⓘ ⓘ
Google Books is a huge repository of books and magazines. In many cases, access is restricted to certain percentage of the contents, but many older works are fully readable on the screen.
- **Google Scholar** ⓘ
Google Scholar searches for scholarly literature such as journal articles, theses, and reports from a subset of publishers, universities, and societies. Google Scholar does not permit unrestricted access to licensed, copyrighted material. You can find citations, but you can't necessarily read the articles.
- **Government Finance Statistics** ⓘ
Government Finance Statistics (GFS) database contains detailed annual statistical data on revenue, expense, transactions in assets and liabilities, and stocks of assets and liabilities of general government and its subsectors as reported by member countries. Subannual GFS are available through the online application relating to International Financial Statistics (IFS).
- **Gran Enciclopedia de España** ⓘ
Is a meticulous scientific research encyclopedic work in Spanish language developed over twenty years, it has been designed & written by leading specialists and contributors throughout Spain, including two Nobel prizes. The GEE focuses exclusively in Spain and its historical presence in other territories of the world, especially in Latin America, and many aspects related to the history and culture of its diverse people are discussed in detail and depth, two characters that make it unique.

- Once on Google Scholar search for the title of the article you are referencing
 - Example: Multi-method psycho-educational intervention for preschool children with disruptive behavior: preliminary results at post-treatment.
- Find the right article
 - Make sure the authors and publication date are correct
 - Sometimes there are multiple articles with the same/similar name
- Click the **Cited by** button underneath the article
 - Note: If there is no **cited by** button for a particular article, then the forward referencing for that article is complete
 - Most thesis and dissertations are not cited by other authors
 - If you are not sure, please email the RA

Google

Scholar About 154 results (0.05 sec)

Articles

Multi-method Psycho-educational Intervention for Preschool Children with Disruptive Behavior: Preliminary Results at Post-treatment [PDF] from uncg.edu
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RA Barkley, TL Shelton, C Crosswait... - Journal of Child ..., 2000 - Wiley Online Library

Annual screenings of **preschool children** at kindergarten registration identified 158 **children** having high levels of aggressive, hyperactive, impulsive, and inattentive **behavior**. These "**disruptive**" children were randomly assigned to four treatment conditions lasting the ...

Cited by 236 Related articles Get at CISTI All 23 versions Cite

Multi-method psycho-educational intervention for preschool children with disruptive behavior: Preliminary results at post-treatment

TL Shelton - 2000 - libres.uncg.edu

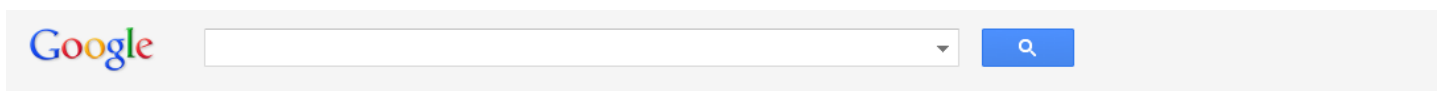
Abstract: Annual screenings of **preschool children** at kindergarten registration identified 158 **children** having high levels of aggressive, hyperactive, impulsive, and inattentive **behavior**. These? **disruptive? children** were randomly assigned to four treatment conditions lasting ...

All 2 versions Cite More▼

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Since 2009
Custom range...

Sort by relevance
Sort by date



Scholar

About 236 results (0.06 sec)

All citations

Articles

Legal documents

Any time

Since 2013

Since 2012

Since 2009

Custom range...

Sort by relevance

Sort by date

 include citations

Multi-method Psycho-educational Intervention for Preschool Children with Disruptive Behavior:...

 Search within citing articles

[book](#) ADHD in the schools: Assessment and intervention strategies

PDGJ DuPaul, GD Stoner - 2004 - [books.google.com](#)

This popular reference and text provides essential guidance for school-based professionals meeting the challenges of ADHD at any grade level. Comprehensive and practical, the book includes several reproducible assessment tools and handouts. A team-based approach to ...

[Cited by 661](#) [Related articles](#) [All 7 versions](#) [Cite](#)

[Preventing conduct problems, promoting social competence: A parent and teacher training partnership in Head Start](#)

C Webster-Stratton, MJ Reid... - *Journal of clinical child ...*, 2001 - Taylor & Francis

Studied the effectiveness of parent and teacher training as a selective prevention program for 272 Head Start mothers and their 4-year-old children and 61 Head Start teachers.

Fourteen Head Start centers (34 classrooms) were randomly assigned to (a) an ...

[Cited by 502](#) [Related articles](#) [Get at CISTI](#) [All 18 versions](#) [Cite](#)

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- g. Screen the articles based on the title
 - i. If the article seems eligible based on the title *or* if you are not sure if it is eligible or not, read the abstract
- h. Screen the article based on the abstract
 - i. Please see the **Eligibility Criteria** sheet for the complete set of inclusion criteria
 - ii. If the article seems eligible based on the abstract
 1. Save a PDF copy of the article and name it using the following format
 - a. Author, A., & Author, B. (Year). OR
 - b. Author et al. (Year).
 2. Copy the citation of the article and paste it underneath the 'Forward Reference' bullet under the article you are currently referencing
- i. Once you have completed the forward referencing, save all PDFs into a folder labeled after the article you are referencing
 - i. Note: You may combine the articles found from both the backward and forward referencing of the same article into one folder
- j. Note: It is advantageous to start with the oldest studies then work your way to the more recent publications.
 - i. Older studies are often cited more often than more recent studies

VII. Family and Developmental Psychopathology Lab Policies

- **Ownership of Data**
 - Any project designed by FDPL director belongs to the lab. Students may be given data to work with for courses or program requirements, or to enable travel/presentation at conferences, however, the projects in our lab take many years to conceptualize and it is not always clear how much time has gone into the project prior to student.
 - Student designed projects may have different arrangements, however, this agreement should be explicitly discussed with director.
- **Publications and Authorship**
 - Logos & Acknowledgements
 - Any posters/PowerPoint presentations produced with FDPL data should present the U of M logo. If our work has been funded, even if the student is not directly funded, the funding agency's Logo must also appear.
 - Likewise, any publications (including your thesis) arising must also acknowledge:
 - The University
 - The Lab
 - The funders
 - Students assisting with data collection.
 - Advocacy groups assisting with recruiting

*if working with a clinical group, it is good practice to thank the participants (generally) in any documents or dissemination activities.

VIII. Requesting Reference Letters

- Dr. Theule is always happy to do them, but please note the following:
 - Always provide her with at least two weeks' notice
 - Please tell her the due date
 - It's generally best to send her a copy of the application you're submitting as well (your proposal or statement, etc.)
 - Please also send her copies of the following around the same time
 - Unofficial web transcripts
 - Updated CV
 - Be sure to fill in as much of the application as possible yourself
 - E.g., your own name, address, proposal title
 - If you can't fill those details in please make sure she has them by sending her the application
 - If you need a paper reference
 - Please let her know about the restrictions and rules
 - E.g., Page limits, letterhead, sign across flap

IX. Scholarships and Awards

- Here is a list of links for various scholarships and awards. Please note that eligibility criteria varies across the awards
1. Faculty of Graduate Studies – Awards Database
<http://webapps.cc.umanitoba.ca/gradawards/>
 2. Faculty of Arts
<http://umanitoba.ca/faculties/arts/awards/2657.html>
 3. University of Manitoba Graduate Students' Association (UMGSA)
<http://www.umgsa.org/our-services/umgsa-awards/>
 4. Canadian Psychological Association (CPA)
<http://www.cpa.ca/students/resources/studentawards/>
 5. American Psychological Association (APA)
<http://www.apa.org/about/awards/index.aspx>
 6. Association of Universities and Colleges of Canada
<https://juno.aucc.ca/wes/hes.aspx?pg=974>
 7. Scholarships Canada
<http://www.scholarshipscanada.com/search/featured.asp>
 8. Student Awards
<http://www.studentawards.com/>
 9. Department of Psychology – PURE Award (Undergraduate)
<http://umanitoba.ca/faculties/arts/departments/psychology/about/ugresearch.html>
 10. Travel Grants
 - a. Department of Psychology
 - i. Maximum amount awarded: \$100
http://umanitoba.ca/faculties/arts/departments/psychology/media/Graduate_Student_Funding_Request.pdf
 - b. Faculty of Arts
 - i. Maximum amount awarded: \$350
<http://umanitoba.ca/faculties/arts/awards/3006.html>
 - c. Faculty of Arts Endowment Fund
 - i. Maximum amount awarded: \$750 (Canada)
 - ii. Maximum amount awarded: \$1500 (International)
http://umanitoba.ca/faculties/arts/media/endowment_info2008.pdf
<http://umanitoba.ca/faculties/arts/awards/2921.html>

- d. Faculty of Graduate Studies
 - i. Maximum amount awarded: \$750 (North America)
 - ii. Maximum amount awarded: \$1000 (International)http://umanitoba.ca/faculties/graduate_studies/media/FGS_Travel_App.pdf
- e. Faculty of Graduate Studies - Support to attend SSHRC conference
http://www.umanitoba.ca/faculties/graduate_studies/media/congress.pdf
- f. University of Manitoba Graduate Students' Association (UMGSA)
 - i. Maximum amount awarded: \$750<http://www.umgsa.org/our-services/conference-grant-application/>
- g. In addition, watch conference announcements for student bursaries
 - i. You often have to check that you are applying, somewhere in the conference registrations.

X. Conferences

- Here is a list of peer reviewed conferences in North America that are most relevant to the type of research topics covered in our lab
- Please note the Society of Psychotherapy Research Conference is an international conference and may not be held in North America
 - **Society for Research in Child Development (SRCD)** <http://www.srcd.org/>
 - **National Association of School Psychologists (NASP)** <http://www.nasponline.org/>
 - **Infant Mental Health Promotion (IMHP)** <http://www.imhpromotion.ca/>
 - **Society for Emotion and Attachment Studies (SEAS)**
<http://www.seasinternational.org/events.html>
 - **International School Psychology Association (ISPA)**
<http://www.ispaweb.org/conferences/>
 - **Canadian Psychological Association (CPA)** <http://www.cpa.ca/convention>
 - **American Psychological Association (APA)** <http://www.apa.org/convention/>
 - **Association for Psychological Science (APS)**
www.psychologicalscience.org/index.php/convention
 - **Society for Psychotherapy Research**
<http://www.psychotherapyresearch.org/cde.cfm?event=340218>
 - Here is a link to an additional list of child psychology conferences:
<http://www.researchraven.com/conferences/category/child-psychology.aspx>

XI. Memberships in Professional Associations

- Here is a list of professional psychological associations that offer student membership and student affiliate status
 - **Manitoba Psychological Association (MPS)** <http://mps.ca/>
 - **Canadian Psychological Association (CPA)** <http://www.cpa.ca/membership/>

XII. Additional Information

- So, you're doing research...
 - What do you really need to know?
 - How to do a lit search using the U of M library (tutorials provided at library)
 - Always use the most current issue of the APA style guide
 - When posing your research questions, you may use the PICO Statement format to help you target important aspects.

See: http://learntech.physiol.ox.ac.uk/cochrane_tutorial/cochlibd0e187.php

- From a lay perspective, if you can answer the following questions, you are in a good place to begin your research proposal
 1. What do you want to know?
 2. Why is it important?
 3. How are you going to find out (#1)
 4. So what?! What will the impact of your work be?
 - a. What might come from it?
- **Emergency Contacts**
 - In case of emergency, contact building staff during operating hours.
 - Campus Emergencies Line:
 - Dr. Theule will provide her cell number to lead students who may be working on campus outside of regular operating hours. Please ensure you have this information prior to booking time on campus outside of regular hours.