

Andy Field

Curriculum Vitae

Personal

Name: Professor Andy Peter Field
 Address: School of Psychology
 University of Sussex,
 Falmer,
 Brighton,
 BN1 9QH.
 Telephone: +44 (0)1273 877150
 Home: +44 (0)1273 239730
 Email: andyf@sussex.ac.uk
 URL: http://www.statisticshell.com

Date of birth: 21 June 1973
 Age: 37
 Nationality: British

Awards

2010 National Teaching Fellowship
 2007 British Psychological Society Book Award for 'Discovering Statistics Using SPSS (2nd Edition)'.
 2006 British Psychological Society Award for Excellence in the Teaching of Psychology.
 2001 University of Sussex, Teaching Learning and Development Prize for Excellence and Innovation in Teaching.

Employment

2010– **Professor of Child Psychopathology**
 School of Psychology, University of Sussex, Falmer, Brighton, BN1 9QH.
 2006–2010 **Reader in Experimental Psychopathology**
 Department of Psychology, School of Life Sciences, University of Sussex, Falmer, Brighton, BN1 9QH.
 2003–2006 **Senior Lecturer in Psychology**
 Department of Psychology, School of Life Sciences, University of Sussex, Falmer, Brighton, BN1 9QH.

2000–2003 **Lecturer**
 Psychology Group, School of Cognitive and Computing Sciences, University of Sussex, Falmer, Brighton, BN1 9QH.

1998–2000 **Lecturer**
 Psychology Department, Royal Holloway, University of London, Egham Hill, Egham, Surrey, TW20 0EX.

1997–1999 **Statistician**
 Clinical Effectiveness Dept., Princess Royal Hospital, Haywards Heath, West Sussex, RH16 4EX.

1998–1998 **Post-doctoral Research Fellow**
 Department of Experimental Psychology, University of Sussex, Falmer, Brighton, BN1 9QH. Working For: Dr. D. Duka, Prof. D. Stephens, Prof. G. Davey

1995–1998 **Research Fellow**
 School of Cognitive and Computing Sciences, University of Sussex, Falmer, Brighton, BN1 9QH. Project Title: An Appraisal of Evaluative Conditioning. Funded by the ESRC, grant code R000235939.

Qualifications and Fellowships

2010 **Association of National Teaching Fellows**

2010 **Academician of the Academy of Social Sciences**

2009 **Fellow of the Higher Teaching Academy**

1994–1997 **D.Phil. (Psychology).**
 School of Cognitive and Computing Science, University of Sussex. Thesis (Supervised by Prof. G. C. L. Davey): Re-evaluating Evaluative Conditioning.

1991–1994 **B.Sc. (Psychology): First Class Honours.**
 The City University, London

Research

Summary

Since the completion of my D.Phil. in 1997, I have obtained £530,072 of grant income, have published 67 research papers, 24 book chapters, and 13 books (3 others in preparation). I'm founding editor of the *Journal of Experimental Psychopathology* and associate editor of the *British Journal of Mathematical and Statistical Psychology*, I'm on the editorial board of *Clinical Child and*

Family Psychology Review and *Research Synthesis Methods*. I have been associate editor of *Cognition and Emotion* and guest editor for *Behavioural and Cognitive Psychotherapy*. I've acted as Editor for the Research methods section of a major Encyclopaedia in psychology. I have several first-authored papers in APA journals such as the *Journal of Abnormal Psychology*, *Emotion*, *Journal of Experimental Psychology* and *Psychological Methods* and have acted as a reviewer for these journals and others such as *Psychological Bulletin*. I've been invited to give talks at some of the top psychology departments in the country (University of Cambridge, University College London, University of Bristol, University of Edinburgh, Southampton University, University of York) as well as at European universities (University of Ghent, University of Basel, Erasmus University Rotterdam, University of Amsterdam, University of Utrecht). I have also given over 50 talks at conferences in America, Australia, Belgium, the Netherlands, and the UK.

Grants	2010	£190,000 NIHR RfPB. Improving Engagement in Early Interventions: A pilot study adopting young psychosis service user and carer perspectives to shape EIP Services in the South East for patient benefit. Co-Applicant with Kathryn Greenwood (PI), Ruth Chandler, Richard de Visser, Emmanuelle Peters, and Phillipa Garety.
	2010	£10,000 Higher Education Academy, National Teaching Fellowship.
	2007–2010	£285,064, ESRC RES-062-23-0406 Project Grant (3 Years). Parental Anxiety: Cognitive-Behavioural Processes in the Intergenerational Transmission of Fear to Children. PI with Sam Cartwright-Hatton (University of Manchester) as co-applicant.
	2006	The Royal Society: Conference Grant. £1250.
	2005–2007	£15,234, ESRC RES-451-25-4103 Research Seminars (2 Years): Child Anxiety: Developments in Theory and Treatment. PI with Sam Cartwright-Hatton (Manchester), Shirley Reynolds (UEA) Cathy Creswell (Reading) as co-applicants.
	2004–2006	£61,860, ESRC/MRC: Named Mentor on Dr. L. Wilkinson 'Implicit Learning in Parkinson's Disease' postdoctoral grant (Institute of Neurology, London).
	2002–2005	£130,825, ESRC R000239591 Project Grant: The role of information in the development of fear beliefs. PI with Robin Banerjee (Sussex) as co-applicant.
	2000–2001	£37,089, Unilever plc.: Attentional processes in Evaluative Conditioning. Sole applicant.

- Grant Panels**
- 2010–Present: National Institute for Health Research (NIHR), Research for Patient Benefit Programme (RfPB) South East Coast Regional Funding Committee.
 - 2010–Present: ESRC College Member.

**Journal
Articles
(Peer
Reviewed)**

- 2008–9: ESRC, Research Seminars Competition, Panel Member.

1. Lester, K. J., Field, A. P., & Muris, P. (in press). Experimental modification of interpretation bias about animal fear in young children: Effects on cognition, avoidance behaviour, anxiety vulnerability and physiological responding. *Journal of Clinical Child and Adolescent Psychology*.
2. Broeren, S., Muris, P., Bouwmeester, S., Field, A. P., & Voerman, J. S. (in press). Processing biases for emotional faces in 4- to 12-year-old non-clinical children: An exploratory study of developmental patterns and relationships with social anxiety and behavioral inhibition. *Journal of Experimental Psychopathology*.
3. Purkis, H. M., Lester, K. J. & Field, A. P. (in press). But what about the Empress of Racnoss? The allocation of attention to spiders and Dr Who in a visual search task is predicted by fear and expertise. *Emotion*.
4. Huijding, J., Muris, P., Lester, K., Field, A. P., & Joosse, G. (in press). Training children to approach or avoid novel animals: Effects on self-reported attitudes and fear beliefs and information seeking behaviors. *Behaviour Research and Therapy*.
5. Cartwright-Hatton, S., McNally, D., Field, A. P., Rust, S., Laskey, B., Dixon, C., Gallagher, B., Harrington, R., Miller, C., Pemberton, K., Symes, W., White, C., Woodham, A. (in press). A New Parenting-Based Group Intervention for Young Anxious Children: Results of a Randomized Controlled Trial. *Journal of the American Academy of Child & Adolescent Psychiatry*.
6. Lester, K. J., Field, A. P., & Muris, P. (2011). Experimental modification of interpretation bias regarding social and animal fear in children. *Journal of Anxiety Disorders, 25(5)*, 697–705.
7. Field, A. P., & Wright, D. B. (2011). A Primer on Using Multilevel Models in Clinical and Experimental Psychopathology Research. *Journal of Experimental Psychopathology, 2(2)*, 271–293
8. Wright, D. B., London, K., & Field, A. P. (2011). Using Bootstrap Estimation and the Plug-in Principle for Clinical Psychology Data. *Journal of Experimental Psychopathology, 2(2)*, 252–270.
9. Creswell, C., Shildrick, S., & Field, A. P. (2011). Interpretation of ambiguity in children: A prospective study of associations with anxiety and parental interpretations. *Journal of Child and Family Studies, 20*, 240–250.
10. Broeren, S., Lester, K. J., Muris, P., & Field, A. P. (2011). They are afraid of the animal, so therefore I am too: Influence of peer modeling on fear beliefs and approach-avoidance behaviors towards animals in typically developing children. *Behaviour Research and Therapy, 49*, 50–57.
11. Field, A. P., & Lester, K. J. (2010). Is there room for 'development' in models of information processing biases to threat in children and adolescents? *Clinical Child and Family Psychology Review, 13*, 315–332.

12. Field, A. P. & Gillett, R. (2010). How to do a meta-analysis. *British Journal of Mathematical and Statistical Psychology*, 63, 665–694.
13. Muris, P. & Field, A. P. (2010). The role of verbal threat information in the development of childhood fear. "Beware the Jabberwock!" *Clinical Child and Family Psychology Review*, 13, 129–150.
14. Sawyer, A. Ayres, S. & Field, A. P. (2010). Posttraumatic growth and adjustment among individuals with cancer or HIV/AIDS: A meta-analysis. *Clinical Psychology Review*, 30(4), 436–447.
15. Kelly, V. L., Barker, H., Field, A. P., Wilson, C., & Reynolds, S. (2010). Can Rachman's Indirect Pathways be used to Un-learn Fear? A prospective paradigm to test whether children's fears can be reduced using positive information and modelling a non-anxious response. *Behaviour Research and Therapy*, 48(2), 164–170.
16. Lester, K. J., Seal, K., Nightingale, Z. C., & Field, A. P. (2010). Do children learn to interpret ambiguous situations based on how their mothers have interpreted ambiguous situations for them in the past? *Journal of Anxiety Disorders*, 24, 102–108.
17. Huijding, J., Field, A. P., De Houwer, J., van den Bosch, K., Rinck, M., & van Oeveren, M. (2009). A behavioural route to dysfunctional representations: The effects of training approach or avoidance tendencies towards novel animals in children. *Behaviour Research and Therapy*, 47 (6), 471–477.
18. Field, A. P. & Price-Evans, K. (2009). The Behavioral Inhibition System Moderates the Effect of the Verbal Threat Information Pathway on Children's Heart Rate Responses to Novel Animals. *Behaviour Research and Therapy*, 47(5), 431–436.
19. Field, A. P. (2009). Giving your data the bootstrap. *The Psychologist*, 22(5), 413.
20. Muris, P., Rassin, E., Smeets, G., Mayer, B., Huijding, J., Remmerswaal, D. & Field, A. P. (2009). Effects of verbal information on fear-related reasoning biases in children. *Behaviour Research and Therapy*, 47(3), 206–214.
21. Field, A. P. (2009). Can humour make students love statistics. *The Psychologist*, 22(3), 210–213.
22. Lester, K. J., Field, A. P., Oliver, S. & Cartwright-Hatton, S. (2009). Do anxious parents interpretive biases towards threat extend into their child's environment? *Behaviour Research and Therapy*, 47 (2), 170–174.
23. Field, A. P. & Nightingale, Z. C. (2009). What if Little Albert had escaped? *Clinical Child Psychology and Psychiatry*, 14(2), 343–351.
24. Field, A. P., Lawson, J., & Banerjee, R. (2008). The verbal threat information pathway to fear in children: The longitudinal effects on fear cognitions and the immediate effects on avoidance behavior. *Journal of Abnormal Psychology*, 117 (1), 214–224.
25. Field, A. P. & Cartwright-Hatton, S. (2008). Shared and Unique Cognitive

- Factors in Social Anxiety. *International Journal of Cognitive Therapy*, 1(3), 206–222.
26. Field, A. P., Cartwright-Hatton, S., Reynolds, S. & Creswell, C. (2008). Future Directions for Child Anxiety Theory and Treatment. *Cognition and Emotion*, 22 (3), 385–394.
27. Field, A. P. & Lawson, J. (2008). The Verbal Information Pathway to Fear and Subsequent Causal Learning in Children. *Cognition and Emotion*, 22 (3), 459–479.
28. Field, A. P., Lascelles, K. R. R., Lester, K. J., Askew, C. & Davey, G. C. L. (2008). Evaluative conditioning: missing, presumed dead. *Netherlands Journal of Psychology*, 64 (2), 46–64.
29. Askew, C. & Field, A. P. (2008). The vicarious learning pathway to fear 40 years on. *Clinical Psychology Review*, 28, 1249–1265.
30. Askew, C., Kessock-Philip, H. & Field, A. P. (2008). Interactions between the indirect pathways to fear in children: what happens when verbal threat information and vicarious learning combine? *Behavioural and Cognitive Psychotherapy*, 36 (4), 491–505.
31. Cartwright-Hatton, S., Field, A. P., Reynolds, S., & Creswell, C. (2008). Research into anxiety of childhood: playing catch-up (to Olympic standard). *Behavioural and Cognitive Psychotherapy*, 36 (4), 377–378.
32. Price-Evans, K. & Field, A. P. (2008). A Neglectful Parenting Style Mediates the Effect of the Verbal Threat Information Pathway On Children's Heart Rate Responses to Novel Animals. *Behavioural and Cognitive Psychotherapy*, 36 (4), 473–482.
33. Muris, P. & Field, A. P. (2008). Distorted cognition and pathological anxiety in children and adolescents. *Cognition and Emotion*, 22 (3), 395–421.
34. Field, A. P. & Storksen-Coulson (2007). The Interaction of Pathways To Fear in Childhood Anxiety: A Preliminary Study. *Behaviour Research and Therapy*, 45, 3051–3059.
35. Field, A. P. & Schorah, H. (2007). The Negative Information Pathway to Fear and Heart Rate Changes in Children. *Journal of Child Psychology and Psychiatry*, 48 (11), 1088–1093.
36. Askew, C. & Field, A. P. (2007). Vicarious learning and the development of fears in childhood. *Behaviour Research and Therapy*, 45, 2616–2627.
37. Brewin, C. R., Kleiner, J. S., Vasterling, J. J., & Field, A. P. (2007). Memory Impairment in Posttraumatic Stress Disorder: A meta-analytic investigation. *Journal of Abnormal Psychology*, 116 (3), 448–463.
38. Field, A. P., Ball, J. E., Kawycz, N. J. & Moore, H. (2007). Parent-Child Relationships and the Verbal Information Pathway to Fear in Children: Two Preliminary Experiments. *Behavioural and Cognitive Psychotherapy*, 35, 473–486.
39. Lawson, J., Banerjee, R. & Field, A. P. (2007). The effects of verbal information on children's fear beliefs about social situations. *Behaviour Research and Therapy*, 45, 21–37.

40. Miles, J. M. V. & Field, A. P. (2007). Perspectives on significance testing. *The Irish Journal of Psychology*, 28(1–2), 13–26.
41. Pincus, T., Burton, K., Vogel, S., & Field, A. P. (2006) Fear avoidance and prognosis in back pain: a systematic review and synthesis of current evidence. *Arthritis and Rheumatism*, 54 (12), 3999–4010.
42. Field, A. P. (2006). The Behavioral Inhibition System and the Verbal Information Pathway to Children's Fears. *Journal of Abnormal Psychology*, 115 (4), 742–752.
43. Field, A. P. (2006). Is conditioning a useful framework for understanding the development and treatment of phobias? *Clinical Psychology Review*, 26, 857–875.
44. Field, A. P. (2006). Watch out for the beast: Fear information and attentional bias in children. *Journal of Clinical Child and Adolescent Psychology*, 35 (3), 431–439.
45. Field, A. P. (2006). I don't like it because it eats Brussels sprouts: conditioning preferences in children. *Behaviour Research & Therapy*, 44, 439–455.
46. Field, A. P. (2005). Is the meta-analysis of correlation coefficients accurate when population effect sizes vary? *Psychological Methods*, 10 (4), 444–467.
47. Field, A. P., & Moore, A. C. (2005). Dissociating the effects of Attention and contingency awareness on evaluative conditioning effects in the visual paradigm. *Cognition & Emotion*, 19 (2), 217–243.
48. De Houwer, J., Baeyens, F., & Field, A. P. (2005). Associative learning of likes and dislikes: Some current controversies and possible ways forward. *Cognition & Emotion*, 19 (2), 161–174.
49. Andrea, H., Beurskens, A. J. H. M., Kant, I. J., Davey, G. C. L., Field, A. P., & van Schayck, C. P. (2004). The relation between pathological worry and fatigue in a working population. *Journal of Psychosomatic Research*, 57, 399–407.
50. Field, A. P. & Morgan, J. (2004). Post-event processing and the retrieval of autobiographical memories in socially anxious individuals. *Journal of Anxiety Disorders*, 18, 647–663.
51. Pincus, T., Williams, A. C., Vogel, S., & Field, A. P. (2004). The development and testing of the Depression, Anxiety, and Positive Outlook Scale (DAPOS). *Pain*, 109, 181–188.
52. Field, A. P. (2003). Can meta-analysis be trusted? *The Psychologist*, 16, 642–645.
53. Field, A. P., & Lawson, J. (2003). Fear information and the development of fears during childhood: effects on implicit fear responses and behavioural avoidance. *Behaviour Research and Therapy*, 41, 1277–1293.
54. Davey, G. C. L., Startup, H. M, Zara, A., MacDonald, C. B., & Field, A. P. (2003). Perseveration of checking thoughts and mood-as-input

- hypothesis. *Journal of Behavior Therapy & Experimental Psychiatry*, 34, 141–160.
55. Field, A. P. (2003). The problems in using Fixed-effects models of meta-analysis on real-world data. *Understanding Statistics*, 2, 77–96.
56. Lascelles, K. R. R., Field, A. P., & Davey, G. C. L. (2003). Using food CSs and body shapes as UCSs: a putative role for associative learning in the development of eating disorders. *Behavior Therapy*, 34, 213–235.
57. Field, A. P., Hamilton, S. J., Knowles, K. A., & Plews, E. L. (2003). Fear information and social phobic beliefs in children: a prospective paradigm and preliminary results. *Behaviour Research and Therapy*, 41, 113–123.
58. Pincus, T., Burton, K., Vogel, S., & Field, A. P. (2002). A systematic review of psychological factors as predictors of chronicity/disability in prospective cohorts of low back pain. *Spine*, 27 (5), E109–E120.
59. Field, A. P. (2001). When all is still concealed: are we closer to understanding the mechanisms underlying evaluative conditioning? *Consciousness and Cognition*, 10, 559–566.
60. Field, A. P., Argyris, N. G., & Knowles, K. A. (2001). Who's afraid of the big bad wolf: a prospective paradigm to test Rachman's indirect pathways in children. *Behaviour Research and Therapy*, 39, 1259–1276.
61. Field, A. P. (2001). Meta-analysis of correlation coefficients: a Monte Carlo comparison of fixed- and random-effects methods. *Psychological Methods*, 6 (2), 161–180.
62. Field, A. P. (2000) I like it, but I'm not sure why: can evaluative conditioning occur without conscious awareness? *Consciousness and Cognition*, 9 (1), 13–36.
63. Field, A. P. (2000). Evaluative conditioning is Pavlovian conditioning: issues of definition, measurement and the theoretical importance of contingency awareness. *Consciousness and Cognition*, 9 (1), 41–49.
64. Davey, G. C. L., & Field, A. P. (2000). The 'Benefit' of Pavlovian Conditioning—Performance Models, Hidden costs and Innovation. *Behavioural and Brain Sciences*, 23 (2), 253–254.
65. Field, A. P. & Davey, G. C. L. (1999). Reevaluating evaluative conditioning: A nonassociative explanation of conditioning effects in the visual evaluative conditioning paradigm. *Journal of Experimental Psychology: Animal Behavior Processes*, 25(2), 211–224.
66. Field, A. P. & Davey, G. C. L. (1998). Evaluative Conditioning: Arte-fact or -fiction? A reply to Baeyens, De Houwer, Vansteenwegen & Eelen 1998. *Learning and Motivation*, 29, 475–491.
67. Field, A. P., & Davey, G. C. L. (1997). Conceptual conditioning: Evidence for an artifactual account of evaluative learning. *Learning and Motivation*, 28, 446–464.

Articles**Submitted**

1. Grist, R. M., & Field, A. P. (submitted). The mediating effect of cognitive development on children's worry elaboration.
2. Tricky, D., Siddaway, A., Field, A. P., Mesier-Steadman, R., & Serpell, L. (submitted). A Meta-Analysis of Risk Factors for Posttraumatic Stress Disorder in Children and Adolescents.
3. Ugland, C. C. O., Dyson, B. J., & Field, A. P. (submitted). An ERP Study of the Interaction Between Verbal Information and Conditioning Pathways to Fear.

Books

1. Field, A. P., & Hole, G. (in preparation). *How to design and report experiments* (2nd edition). London: Sage.
2. Field, A. P., & Miles, J. M. V. (in preparation). *Discovering statistics using R: and sex and drugs and rock 'n' roll*. London: Sage.
3. Silverman, W. K. & Field, A. P. (Eds.) (in press). *Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention* (2nd edition). Cambridge: Cambridge University Press.
4. Hadwin, J. A. & Field, A. P. (Eds.) (2010). *Information processing biases and anxiety: a developmental perspective*. Chichester: Wiley.
5. Field, A. P., & Miles, J. M. V. (2010). *Discovering statistics using SAS: and sex and drugs and rock 'n' roll*. London: Sage.
6. Field, A. P. (2009). *Discovering statistics using SPSS: and sex and drugs and rock 'n' roll* (3rd edition). London: Sage.
7. Field, A. P. (2009). Descobrimos a estatística usando o SPSS (2a edição). Porto Alegre, Brazil: Artmed. (Translated by LoríViali).
8. Field, A. P., Cartwright-Hatton, S., Reynolds, S. & Creswell, C. (2008). *Child anxiety: Theory and treatment*. Hove: Psychology Press.
9. Davey, G. C. L., Albery, I. P., Chandler, C., Field, A. P., Jones, D., Messer, D., Moore, S., Stirling, C. (2008). *Complete Psychology* (2nd edition). London: Arnold.
10. Field, A. P. (2005). *Discovering statistics using SPSS: and sex and drugs and rock 'n' roll* (2nd edition). London: Sage.
11. De Houwer, J., Baeyens, F., & Field, A. P. (Eds.) (2005). *Associative learning of likes and dislikes*. Hove: Psychology Press.
12. Davey, G. C. L. (ed.) (2005). *Encyclopaedic Dictionary of Psychology* (Editor of the Research Methods section and author of 206 entries). London: Arnold Books.
13. Davey, G. C. L., Albery, I. P., Chandler, C., Field, A. P., Jones, D., Messer, D., Moore, S., Stirling, C. (2004). *Complete Psychology*. London: Arnold.
14. Field, A. P. (2003). *Clinical Psychology*. Exeter: Crucial.
15. Field, A. P., & Hole, G. (2003). *How to design and report experiments*. London: Sage.
16. Field, A. P. (2000). *Discovering statistics using SPSS for Windows: advanced*

techniques for the beginner. London: Sage.

Book Chapters

1. Field, A. P., & Purkis, H. M. (in press). The role of learning in the aetiology of child and adolescent fear and anxiety. In W. K. Silverman, & A. P. Field (Eds.) *Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention* (2nd Edition). Cambridge: Cambridge University Press.
2. Field, A. P., Hadwin, J. A., & Lester, K. J. (in press). Information Processing Biases in Child and Adolescent Anxiety: Evidence and Origins. In W. K. Silverman, & A. P. Field (Eds.) *Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention* (2nd Edition). Cambridge: Cambridge University Press.
3. Muris, P. & Field, A. P. (in press). The normal development of fear in children and adolescents. In W. K. Silverman, & A. P. Field (Eds.) *Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention* (2nd Edition). Cambridge: Cambridge University Press.
4. Field, A. P., & Purkis, H. M. (in press) Associative learning and phobias. To appear in M. Hasegrove & L. Hogarth (Eds.), *Clinical applications of learning theory*. Psychology Press: Hove.
5. Field, A. P. (2010). Teaching Statistics. In D. Upton, & A. Trapp, (Eds). *Teaching Psychology in Higher Education*. Chichester, UK: Wiley.
6. Hadwin, J. A., & Field, A. P. (2010). An Introduction to the Study of Information Processing Biases in Childhood Anxiety: Theoretical and Methodological Issues. In J. A. Hadwin and A. P. Field (Eds.), *Information processing biases and anxiety: a developmental perspective* (pp. 1–17). Chichester: Wiley.
7. Nightingale, Z. C., Field, A. P., & Kindt, M. (2010). The Emotional Stroop task in anxious children. In J. A. Hadwin and A. P. Field (Eds.), *Information processing biases and anxiety: a developmental perspective* (pp. 47–75). Chichester: Wiley-Blackwell.
8. Huijding, J., Wiers, R. W., & Field, A. P. (2010). The assessment of fear-related automatic associations in children. In J. A. Hadwin and A. P. Field (Eds.), *Information processing biases and anxiety: a developmental perspective* (pp. 151–182). Chichester: Wiley-Blackwell.
9. Field, A. P. & Lester, K. J. (2010). Learning of Information processing biases in anxious children and adolescents. In J. A. Hadwin and A. P. Field (Eds.), *Information processing biases and anxiety: a developmental perspective* (pp. 253–278). Chichester: Wiley.
10. Field, A. P. (2009). Meta-analysis. In R. E. Millsap & A. Maydeu-Olivares (Eds.), *The SAGE Handbook of Quantitative Methods in Psychology* (pp. 404–422). London: Sage.
11. Field, A. P. & Cartwright-Hatton, S. (2009). Phobias. In Sander, D. & Scherer, K. (Eds.), *Oxford Companion to the Affective Sciences* (pp. 306–308). Oxford: Oxford University Press.

12. Field, A. P. (2007). Homogeneity of Variance. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, volume 2* (pp. 442–444). Thousand Oaks, CA: Sage.
13. Field, A. P. (2007). Kurtosis. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, volume 2* (pp. 522–523). Thousand Oaks, CA: Sage.
14. Field, A. P. (2007). Analysis of Variance. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, Volume 1* (pp. 32–35). Thousand Oaks, CA: Sage.
15. Field, A. P. (2007). One-Way Analysis of Variance. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, volume 2* (pp. 713–716). Thousand Oaks, CA: Sage.
16. Field, A. P. (2005). Eta and eta-squared. In B. S. Everitt & D. C. Howell (Eds.), *Encyclopedia of Statistics in Behavioral Science* (Volume 2, pp. 553–554). Chichester: Wiley.
17. Field, A. P. (2005). Sir Ronald Aylmer Fisher. In B. S. Everitt & D. C. Howell (Eds.), *Encyclopedia of Statistics in Behavioral Science* (Volume 2, pp. 658–659). Chichester: Wiley.
18. Field, A. P. (2005). Intraclass Correlation. In B. S. Everitt & D. C. Howell (Eds.), *Encyclopedia of Statistics in Behavioral Science* (Volume 2, pp. 948–954). Chichester: Wiley.
19. Field, A. P. (2005). Kendall's Coefficient of Concordance. In B. S. Everitt & D. C. Howell (Eds.), *Encyclopedia of Statistics in Behavioral Science* (Volume 2, pp. 1010–1011). Chichester: Wiley.
20. Field, A. P. (2005). *Learning to Like (and dislike): Associative Learning of Preferences*. In A. J. Wills (ed.). *New Directions in Human Associative Learning* (pp 221–252). Mahwah, New Jersey: LEA.
21. Field, A. P. (2005). *Meta-analysis*. In J. Miles & P. Gilbert (eds.) *A handbook of research methods in clinical and health psychology* (pp. 295–308). Oxford: Oxford University Press.
22. Field, A. P., & Davey, G. C. L. (2005). *Experimental Methods in Clinical Research*. In J. Miles & P. Gilbert (eds.) *A handbook of research methods in clinical and health psychology* (pp. 175–184). Oxford: Oxford University Press.
23. Davey, G. C. L., Field, A. P., & Startup, H. M. (2003). Repetitive and Iterative Thinking in Psychopathology: Anxiety-Inducing Consequences and a Mood-As-Input Mechanism. In R. Menzies, & P. De Silva, (Eds.), *Obsessive Compulsive Disorders: Theory, Research and Treatment* (pp. 79–99). Chichester: John Wiley & Sons.
24. Field, A. P. & Davey, G. C. L. (2001). Conditioning models of childhood anxiety. In W. K. Silverman, & P. A. Treffers (Eds.) *Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention* (pp 187–211). Cambridge: Cambridge University Press.
25. Dadds, M. R., Davey, G. C. L. & Field, A. P. (2001). Developmental aspects of

conditioning processes in anxiety disorders. In M. W. Vasey & M. R. Dadds, (Eds.) *The developmental psychopathology of anxiety* (pp 205–230). New York: Oxford University Press.