

Brain and Body Lab

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Chapter 1

Introduction

Welcome to the BABLab Wiki!

In the Brain and Body Lab we are interested in how early experiences influence interactions between the brain and body, contributing to mental and physical health. We hope to use this information to improve the wellbeing of children, adolescents, and adults across the world. In other words, in the BABLab, we aim to do good science that makes a difference to people's lives, today and tomorrow.

The BABLab is directed by Dr. Bridget Callaghan, Assistant Professor of Psychology at UCLA.

Current Projects:

- Mind, Brain, Body (MBB)
- Parenting Under Pressure (PUP)
- Inside Out
- Transfer Mental Health

1.1 Finding the Lab

We're located in the Psychology Department at UCLA! 5581 Pritzker Hall This is in the tower building, 5th floor.

1.2 Contact Info

If you have any questions about the lab please contact the lab's managers.

Emily Towner - emilytowner@ucla.edu. Kristen Chu - kristenchu@g.ucla.edu

Alternatively, you can reach out to our lab email, bablab.ucla@gmail.com

1.3 Other Information

Feel free to contribute any relevant sections or information - best lunch spots on campus, tips and tricks, or anything else helpful to your fellow lab members!

Chapter 2

Onboarding

2.1 First Steps

If you are a new member of the BAB Lab, there are a few basic things you will want to set up before or on your first day.

Here are some tips:

1. Read the Lab Manual
2. Ask the lab manager to be added to the following
 - Slack (download the desktop and mobile apps)
 - Trello (download the desktop and mobile apps - watch this tutorial)
 - Box
 - Google calendars
 - Email list
 - Dropbox Paper
3. Send (via Slack) the lab manager your information including your
 - Preferred name
 - Preferred pronoun
 - Preferred email address
 - Phone number
 - Photo(s) for lab website
 - Brief bio for the lab website

4. Complete the onboarding process for your position below
 5. Go to section 3.5.1 of this wiki, “Computer Security Protocols” and follow the relevant steps to make the computer you’ll be using for lab work secure.
-

2.2 Onboarding - Staff Research Associate

1. Submit to Bridget
 - Signed employment contract
2. Contact HR
 - Human Resources Coordinator
 - 1283A Franz Hall
 - (310) 206-9720
3. Submit to HR
 - Union overtime/comp form
 - Personal data form
 - Background check authorization form
4. Schedule with HR
 - Background check phone call
 - Hiring meeting
 - Bring employment verification documents to meeting (i.e. passport)
 - Sign state oath of allegiance/patent policy/patent acknowledgment (in person)
5. Pick-up
 - Location: Psychology Main Office (1285 Psychology Building – See Tyler Tuione)
 - Parking permits
6. Respond
 - To the tracker I-9 email on or before your first day of work
7. Create (once you have your employee ID)
 - Create a UCLA logon ID
 - Create a UCPath account (payroll, benefits, etc.)
 - Create an At Your Service Online (AYSO) account (retirement)
8. Visit (once you have your employee ID)
 - Location: UCLA BruinCard Center (Kerckhoff Hall, Room 123)

- Bring ID and completed form
9. Complete (once you have your UCLA logon ID)
- Sign-up and complete the required employee training courses
 - Sign-up and attend orientation
 - Upload orientation training certificates to Box (BABLAD/Lab/Training)
10. Select
- Health insurance plan (within 30 days) Retirement plan (within 90 days) Union membership requires pension plan
11. Pritzker Access
- Email Tyler Tuione – tuione@psych.ucla.edu
 - Include your name and Bruincard # to be granted weekend swipe card access as well as B and C level access for freezer storage
 - The swipe access reader is located on the right hand side of door to the right courtyard of the tower entrance.
12. IRB Trainings
- Create a UCLA SSO for CITI Program
 - Add and complete the following courses:
 - Human Research – Social & Behavioral Researchers & Staff
 - Human Research- Biomedical Researchers & Staff
 - UCLA HIPAA
 - Add certificates to the training folder on Box (BABLAD/Lab/Training)
 - Get a WebIRB account
 - Email your faculty sponsor/advisor the following information:
 - * Your UCLA Logon ID – (Verify your UCLA Logon ID)
 - * Your UCLA UID # (9-digit)
 - * Your full name
 - First
 - Middle
 - Last
 - * Your email address
 - * Your department and division
 - Bridget to email this information to webIRBHelp@research.ucla.edu to request the account.
 - Ask the lab manager to be added to all IRB protocols
13. IBC Trainings
- Sign up for the following courses via UCLA WorkSafe
 - NIH Guidelines for UCLA Researchers IBC Compliance Training (online)
 - Laboratory Safety Fundamentals (online)

- Blood-borne Pathogens Training (online)
- Medical Waste Management (online)
- Biosafety ABC's – Biosafety Level 2 Training (in-person)
- Biosafety Cabinet (online)
- Add certificates to your user folder on Box (BABLAD/Lab/Training)
- Record completion for HPL
- Submit certificates to Arielle Radin (radina02@g.ucla.edu) at HPL
- Read the Lab Specific Biosafety Manual and sign off
- Complete Lab Specific Training and sign off
 - This must be updated annually
- Get vaccinations (suggested)
 - Visit OHF at 67-120 CHS x56771
 - Recommended vaccines
 - * Hepatitis B
 - * Flu (Influenza)
 - * MMR (Measles, Mumps & Rubella)
 - * Varicella (Chickenpox)
 - * Tdap (Tetanus, Diphteria, Pertussis)
 - * Meningococcal

14. Shipping of Biological Materials Training

- Take the training survey to determine which trainings need to be completed EHS Shipping of Biological Materials Trainings. It should direct you to two separate trainings:
 - Login to worksafe to take the UCLA training UCLA Worksafe
 - The survey should also take you to the CDC website to take another training

15. REDCap

- Complete and send REDCap access form to Martin Lai (mylai@mednet.ucla.edu) (BABLAD/Lab/Lab_protocols/REDCap/Access/Template/)

16. Website admin access

- Contact Jun Wan (jwan@psych.ucla.edu) for access to the life sciences Wordpress multisite server

17. MRI Trainings

- TBD

18. Department of Psychology Printing Acess

- Login (upper right hand corner)
- Click submit a request
- Inquire about gaining printer access- include your UID number and email

2.3. ONBOARDING - VOLUNTEER RESEARCH ASSISTANT (UCLA STUDENTS)11

- Access printing at Franz Hall
- Instructions - sending print jobs via email

19. Departmental Email Distributions

Important links:

- UCLA time reporting system

Review:

- Getting started at UCLA
 - Welcome Kit
 - How-to access UCPATH portal
 - Workers' Comp Pamphlet
 - When an injury occurs
 - Substance Abuse Brochure
-

2.3 Onboarding - Volunteer Research Assistant (UCLA Students)

1. Website & Information

- Please send us your preferred name, photo, and a brief bio for the lab website
- Lab Manager to add to Lab News
- Please provide the Lab Manager with your birthday, UID, phone number, and preferred email

2. IRB Trainings- IMPORTANT

- No one can access our Box or data until all IRB trainings are complete!
- Create a UCLA SSO for CITI Program or login through UCLA
- Add and complete the following courses:
 - UCLA HIPAA
 - Human Research - Social & Behavioral Researchers & Staff
 - Human Research - Biomedical Researchers & Staff
- Slack message these certificates to the lab manager
- Ask to be added to any relevant IRB protocols

3. Accessing Trello

- Trello is our task management software!
 - Download the desktop and mobile apps
 - Please watch this tutorial

4. HR Requirements

- Lab Manager must consult with Bridget prior to hiring. If for any reason a non-UCLA student is brought on, a background check must be run (~\$50 each). Unless otherwise specified, the Lab Manager should refer to the RA application pool within UCLA students.
- This also applies to volunteers who have graduated from UCLA. Once a student volunteer has graduated, their status must be switched to staff volunteer and all HR paperwork should be resubmitted to reflect this change. A Background Check must also now be run, since the graduated student is technically no longer affiliated with UCLA on the date after their graduation.
- Please print, read, and complete the following forms located in Box (BABLAB/Lab/Documents/RA_hiring_documents/RA_hiring_forms_templates/HR documents)
 - RA_volunteer_agreement
 - RA_volunteer_application
 - RA_volunteer_assignment
 - RA_volunteer_workerscomp
 - RA_volunteer_authorization (only if a Background Check is required)
 - PAF form (obtained from HR)
- Each form MUST be completed thoroughly. Some persons omit information such as social security information, but if any area is left vacant, we cannot accept the forms and the volunteer will not be able to work on the UCLA campus. There must be a clear start date and a clear end date. The majority of the forms are filled out by the volunteer, but there are a few areas where the UCLA professor whose lab is overseeing the volunteer must sign and date as well.
- The volunteer may not work on the UCLA campus until all forms are filled out, signed, and submitted back to HR.

5. Franz Access

- Email the lab manager to request weekend access if you will be running participants on the evenings/weekends
 - Student volunteers: Include your name and Bruincard #
 - Non-student volunteers: We will determine if you are eligible for an access card.
- The swipe access reader is located on the right hand side of door to the right courtyard of the tower entrance.

6. BMC Requirements

- TBD
7. Ask the Lab Manager to be added to REDCap
 - Complete and send REDCap access form to Lab Manager to be submitted to Martin Lai (mylai@mednet.ucla.edu) (BABLAD/Lab/Lab_protocols/REDCap/Access/Templat
 8. Ask Lab Manager to be added to Slack, Box, Google Calendars, Google Group, OSF
-

2.4 Onboarding - Postdoctoral Scholar

1. Schedule hiring orientation meeting with someone from Human Resources (HR) (someone from HR will reach out to you once the office receives approval to hire). Prior to this meeting, you will need to submit:
 - Forms (Personal Data Form; Postdoc Personal Data Form; Postdoc Union Form)
 - Your CV
 - A brief (2-3 sentences) description of your postdoc research and goals
 - A copy of your PhD diploma, your official transcript, or certificate of completion from Registrar's office
2. At the hiring orientation, HR will go over how to:
 - Set up UC Path for viewing and updating personal information; viewing paychecks; signing up for direct deposit; updating tax withholdings; viewing and printing W-2s; signing up for Benefits (period of eligibility to enroll in benefits is 31 days)
 - Submit monthly timesheets through Time Reporting System
 - Acquire a parking permit and office keys through the Psychology Main Office
 - Get a BruinCard (campus ID card)
 - Submit I-9 Tracker
3. Create a UCLA logon ID
4. Attend the Postdoctoral Scholar Orientation and sign up for relevant listservs
5. Complete CITI Trainings and submit certificates to Lab Manager:
 - Create a UCLA SSO for CITI Program
 - Add and complete the following courses:
 - Human Research – Social & Behavioral Researchers & Staff

- Human Research- Biomedical Researchers & Staff
- UCLA HIPAA

6. Get a WebIRB account:

- Email your faculty sponsor/advisor the following information: - Your UCLA Logon ID – (Verify your UCLA Logon ID) - Your UCLA UID # (9-digit) - Your full name - First - Middle - Last - Your email address - Your department and division
- Bridget to email this information to webIRBHelp@research.ucla.edu to request the account.
- Ask the lab manager to be added to all IRB protocols

7. Have Lab Manager set you up with the lab's:

- Slack (need UCLA logon to access)
- Trello
- Google Calendars
- Box (need UCLA logon to access)
- GitHub
- OSF
- IRBs (need UCLA logon to access)
- REDcap

8. Send the following information to Lab Manager:

- Preferred name
- Preferred pronoun
- Preferred e-mail address
- Phone number
- Photo(s) for lab website
- Brief bio for lab website

9. Read Lab Manual

10. Set up access to papers & databases off-campus through UCLA

11. Create a Hoffman2 Cluster account

2.5 Onboarding - Graduate Student

For lab manager to do:

1. Add new graduate student to:

- BABLab calendars
- GitHub
- Slack workspace
- Google group
- Box
- Relevant REDcap projects
- OSF
- Trello
- IRB(s)

For graduate student to do:

1. Make your UCLA ID (instructions sent when accept admissions offer)
2. Submit your statement of intent to register (SIR) and statement of legal residence (SLR) forms
3. Check your UCLA email regularly and add it to your mail app
4. Once you are given access to Box through UCLA (you will receive an email notification), download box drive and get set up
5. Once lab manager requests that you be added to REDcap and you get an email about it, fill out the access form and go through the steps to set up an account
6. Set up access to papers & databases off-campus through UCLA.
7. Watch the BABLab Trello how-to video and download Trello.
8. Make an account on OSF
9. Do the following IRB trainings:
 - These are done on the CITI program by creating a UCLA SSO, then add and complete the following
 - UCLA HIPAA
 - Human Research - Social & Behavioral Researchers & Staff
 - Human Research- Biomedical Researchers & Staff
 - Once you have done them, please slack the lab manager the certificates for our records
10. Get an account on the IRB site (required before you can be added to IRBs!)
 - Email Bridget the following info so that she can get you an account:
 - Your UCLA logon ID
 - Your UCLA ID # (9 digits)
 - Your full name (first, middle, last)
 - Your email address
 - Your department and division

11. Train to collect data for whichever large study is currently going on in the lab
 - Meet with lab manager & Bridget to discuss study
 - Read study wiki & data collection protocols
 - Meet with lab manager to address questions regarding protocols
 - Shadow several data collection sessions
 - Do a pilot session & pass
 - Run your first session reverse-shadowed by someone who is trained
12. Get your UCLA BruinCard
 - Submit a message to the BruinCard center to request a new bruincard
 - Go to my.ucla.edu and log in
 - Click the yellow “Need help?” in the top right corner, then click on “message center”
 - Submit a question to the BruinCard center, with the topic “requesting new bruincard”
 - In your message, include the following info:
 - UCLA ID number, contact phone, contact email, department, requested pickup date and time (Monday, Wednesday, Friday 10am-2pm), have you had a previous BruinCard? Was your online photo submission approved? (you will be prompted to upload a photo in the admissions process, if that was approved you can say yes)
 - Attach a scanned copy of your govt issued photo ID
 - Go pick up your card at the specified location at the time you were scheduled for
 - Make sure to bring the same photo ID you provided a copy of!
 - Once you have your bruincard, let the lab manager know so that they can request lab access for you!
13. Learn how to make IRB amendments and navigate the UCLA IRB portal
 - If you haven’t already requested an IRB account, do that ASAP
 - Once you have an account, meet with the lab manager to go over how to navigate the UCLA IRB site

Chapter 3

Lab Protocols

3.1 Meetings and Training

3.1.1 Lab Meetings

We are happy to have a range of students join us for weekly lab meeting, whether you are an official member of the lab, or are just visiting – we want a diversity of perspectives in the lab, so join in and make your voice heard.

You might be wondering why we need a protocol for a lab meeting? The answer is simple – to make the meetings as time efficient, cohesive, and productive as possible. To achieve that goal, we follow a structured template for weekly lab meetings:

3.1.1.1 Meeting Blocks

The first layer to the lab meeting structure is to have ‘Meeting Blocks’ which focus the content of our lab meetings for set periods of time (typically 3-5 weeks) on a particular topic. The topics of the Meeting Blocks are decided as a group and will be chosen for strategic purposes (e.g., if we are writing a grant or paper on a particular topic area we might assign a meeting block to that topic, likewise – if we are exploring measures for a new study, we could assign a meeting block to searching for a range of measures and deciding on the best available). You can find a list of potential Meeting Block topics at the end of this document.

If there is a topic of high general interest to the lab, we can also schedule a meeting block on it (even if we don't directly research that topic). At the end of each meeting block we will discuss the next block assignment as a group. If you have an idea for a meeting block, feel free to bring it up at the end of the current block (and add it to the list in this bookdown project).

3.1.1.2 Syllabus Development

The first step in a meeting block will be to develop a syllabus for the coming weeks. The syllabus can either be worked on as a group (e.g., in the first meeting of a new block), or one person can be in charge of developing the syllabus.

Roles & Responsibilities

Select a sub-topic or research question for each meeting within the block. Select a set of readings/material (can be movie clips, podcasts etc.) to go through each week (keep in mind that people have limited time to review the material for lab meeting so assign one primary reading/material and place add additional materials into a supplement, in case people wish to review further). Make a document for the meeting and share it with all meeting attendees. Make sure that people are signed up to lead each meeting in the block. Be in charge of sending reminders for the meetings in the block. Make any meeting notes at the end of each meeting, and make sure the paper doc is up to date at the close of the meeting. Make a post on the BABLab twitter for each meeting so people know what we are talking and thinking about.

3.1.1.3 Meeting Leaders

Each meeting will be assigned a meeting leader. The leader is the person who has chosen or been assigned the primary reading or media material for that week.

Roles and Responsibilities

Read/watch/listen to the media assigned for that week in detail. Think about themes that can be brought up in the lab meeting to discuss as a group. Be ready to facilitate the meeting and stimulate conversation. Keep the meeting on track (practice those assertive conversation steering techniques!). The meeting leader does NOT need to make slides, prepare food, or do anything else beyond the roles and responsibilities outlined above.

3.1.1.4 Meeting Attendee

It is not always possible to read/watch/listen to the media for every lab meeting in detail. That is why we assign one person (the meeting leader) to do a deep dive into the material each week. While a deep dive is not necessary, all meeting

attendees are expected to be familiar with the media and topic of conversation each week so that they may contribute meaningfully to discussions.

Roles and Responsibilities

Familiarize yourself with the media being presented that week. If you have time, do a deep dive too. Be thoughtful in the lab meetings and try to make constructive comments. If you come across additional material that you think would be good to include in the lab meeting supplement, add it into the paper doc (on Dropbox). Try to connect the discussions in lab meeting with the past meetings in the current meeting block, as well as with discussions in past blocks.

3.1.1.5 Potential Lab Meeting Block Topics

(in no particular order)

- Sensitive periods in learning and memory
 - Mind Brain Body Study: Questionnaires
 - Role of the hippocampus in learning and memory across development
 - Nutritional Psychiatry
 - Nutrition and cognitive development
 - How does early adversity or lifetime stress affect the microbiome?
 - Bottom up: microbiome influences on brain and behavior
 - Top down: brain and behavioral influences on microbiome
 - Mind Brain Body Study: In lab task review
 - Multivariate analytical techniques in fMRI
 - Microbiome methods
 - Electrogastrograph – what do we know about the signal?
 - Heart Rate Variability and early life stress
 - Integrating physiological measures to enrich our understanding of behavior
 - Kind of crazy ideas, but wouldn't it be cool if they worked session.
 - Research group highlight - we pick a research group (or even a general research topic) and review the body of work they engage in, or in the case of the research topic, who the big research groups in the field are.
-

3.1.2 Trainee Tuesdays & Thursdays

In order to encourage “deep work” time, we are implementing *Trainee Tuesdays and Thursdays!*

All trainings, meetings, questions/concerns that will take longer than 10 minutes (unless URGENT) should be scheduled on Tuesdays and Thursdays if possible.

Please feel free to schedule a meeting if you'd like to discuss your research/work more deeply or learn a new skill.

If you are simply having an issue with an assignment, before you schedule a meeting with a lab manager we ask that you try the following steps in this order:

1. Check the OSF protocol - there might be step-by-step instructions for your issue in the BABLab OSF or study specific OSF protocols
2. Watch a training video - if one exists for the issue/task at hand
3. Consult a fellow RA - they may know what to do
4. Consult a senior RA
5. Make a list of notes in your RA notebook about the problems you are having and present them for discussion at Thursday's RA meeting
6. Finally, schedule a one-on-one meeting with Emily or Kristen

To do so, please create an event on the BABLab calendar.

Please create this event on the blue BABLab calendar using the template below during a time the lab manager is free. Invite yourself and the lab manager you'd like to meet with!

*Title: Meeting - “Meeting topic” Description: “Brief meeting description”
Guests: Individuals invited to the meeting*

Example:

I (Emily) have also shared my personal calendar with the BABLab account, so you can see when I am available to meet with you. You can access it by selecting “Emily Towner” from “Other calendars” in the BABLab calendar. The off-white “busy” slots are times I am unavailable (doctor’s appointments, non lab-related meetings etc.).

3.1.3 Clinical Meetings

Purpose

The purpose of clinical meetings are to discuss and review ongoing clinical interviews (KSADs), troubleshoot any recent difficulties, and learn helpful interviewing tactics for future clinical interviews. During the meeting, you will present the team with background information from your clinical interview and walk through each supplement.

What To Prepare

Using a shared Dropbox Paper document, please prepare the following:

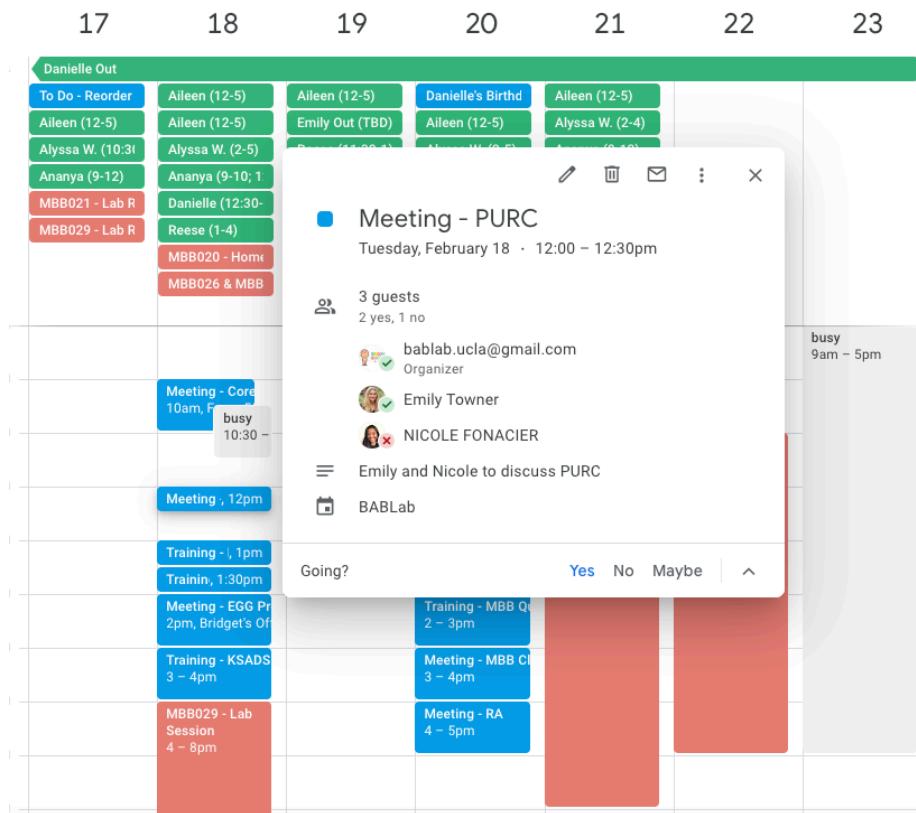


Figure 3.1:

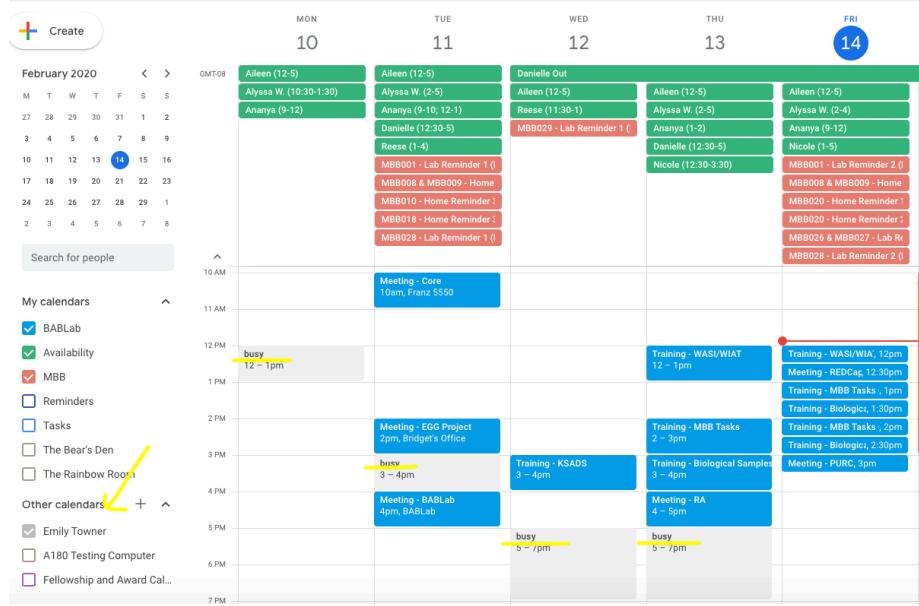


Figure 3.2:

- Who you are presenting
 - Participant's KSADS file
 - Date/time of session
- Brief background
 - Was the child bio/adopted?
 - * Age of adoption
 - Was there any prenatal exposure?
 - Any trouble in school?
- Supplements
 - Your thought process on why/why not you went through each supplements/diagnoses you have assigned
- Personal opinions
 - What was the child participant like in the session? (note relevant behaviors for context)
- WASI/WIAT
 - A quick overview of the participant's WASI/WIAT (admission and scores)
- Questions for the team

- Any situations you feel may have been difficult to address during the clinical interview

These meetings are also a safe space to debrief potentially difficult interviews.

3.2 Mail

3.2.1 USPS

When sending things out USPS, you can place your recharge ID under the sender's address, circle it, & drop it in the outgoing mail bin in 1282 (faculty mailroom)

3.2.1.1 How to check your Charges

- Go to the MDDS ucla mail services
 - Click on MDDS Billing Data and sign in with your UCLA logon ID
 - Navigate to the “Billing Activity Review” page
 - At the Search bar: the financial services dept. code is 0875 and enter the appropriate recharge ID/month and year
 - Under the Outgoing Mail Billing Activity, there will be a total cost of charges as well as number of pieces of mail for this FAU during the month/year you selected
-

3.3 Recycling & Waste

We can leave small items outside our door for recycling/trash pickup. For large items we should bring them to the A-level loading dock to be recycled.

3.4 Purchasing

3.4.1 PAC Orders

PAC forms are used for most purchasing requests (besides Amazon which we can order from directly with our Amazon business account). Please consult the UCLA preferred vendors list first before submitting a PAC form for an outside vendor.

- Save any quote to (BABLAD/Lab/Finances/Purchasing/)
- Check Trello purchasing board for existing item
- If no existing item, create one and add description based on templates
- Fill out blank PAC form located in (BABLAD/Lab/Documents/Financial_templates/Purchasing/)
- Save to (BABLAD/Lab/Finances/Purchasing)
- Email the completed PAC order form to psych-orders@psych.ucla.edu
 - **Subject** - CB, [Fill in Vendor] Request, Bridget Callaghan
 - CC' Bridget (bcallaghan@ucla.edu) - do not need signature if PI is cc'd
- Complete item order information on Trello purchasing board
- Save PO (purchase order) and CONF (confirmation) if received
- Once item is received lab manager log amount in funds spreadsheet
 - Add in any tax/shipping/expense that wasn't accounted for on Trello to most expensive item
 - Mark as "Logged" on Trello

3.4.2 Amazon Orders

Instructions for checking out via our Amazon Business Account.

- Check for existing item on Trello
- If existing item, move to “To Order” list, change label to not logged, and create new instance of purchase in description box
- To checkout via Amazon, Choose a Group
 - Upon clicking “Proceed to Checkout” you will arrive to the screen below. Select your fund manager’s group and click continue:
 - Be sure to select the correct group to avoid your order being rejected or sitting in a queue that is not being reviewed. In the event that your fund manager is out of the office, please check with the Business Office before starting your Amazon Business order so that we can add you to another group temporarily. Otherwise, the order will remain in your fund manager’s queue until they are back in the office and able to approve orders.

- Business Order Information
 - Enter the Full Accounting Unit (FAU) or Recharge ID in the Purchase Order (PO) Number field and enter a business justification in the Comments for Approver field. These fields are required for the Psychology Department. If this information is not provided, your fund manager will reject the order.
 - NOTE: Business justifications must describe the purpose of items being purchased, how and where the items will be used. Please be sure to be as detailed and specific as possible. If you are purchasing an item flagged as restricted your fund manager may reach out to you for additional information.
 - Restricted items are not necessarily unallowable, but may require additional levels of approval from the Pcard Administrator in Purchasing before we can charge it to a Pcard.
- Next, select the appropriate shipping address
- Next, you will select the method of payment. This should be a VISA with your fund manager's name on the card. You do not have the option to edit this page and it is not necessary to include a reference number. Click continue.
- Review your order details and once confirmed, click on submit order for approval.
- Complete item order information on Trello and move to “Submitted” list
- Once placed, move item to “Placed” list on Trello
- Once item is received, lab manager to log amount in funds spreadsheet
 - Add in any tax/shipping/expense that wasn't accounted for on Trello to most expensive item
 - Mark as “Logged” on Trello

3.4.3 Reimbursement

For reimbursement:

- Fill out a blank reimbursement form found in (BABLAD/Lab/Documents/Financial_templates/Reimbursement)
 - Save reimbursement form to (BABLAD/Lab/Finances/Reimbursement)
 - Email the completed reimbursement form to psych-orders@psych.ucla.edu
 - Subject - CB, [Fill in Vendor] Reimbursement, Bridget Callaghan
 - CC' Bridget (bcallaghan@ucla.edu) - do not need signature if PI is cc'd
 - Lab manager log reimbursement amount in funds spreadsheet
-

3.4.4 Guest Parking Passes

- Email Tyler Tuione (tuiione@psych.ucla.edu) saying you would like to purchase guest parking passes.
 - Information to include in this email:
 - Number of passes to order
 - Recharge ID for fund to charge
 - Wait for Parking Services to call the lab (about a week), record the confirmation code they give you.
 - Pick up the passes with the confirmation code at 555 Westwood Plaza, Suite 100.
-

3.4.5 Petty Cash

- Fill out a blank IRB research payment request form (for cash or card)(BABLAD/Lab/Documents/Financial_templates/Petty_cash/)
 - Send it to Brian Hoang (brianhoang@psych.ucla.edu) for a signature
 - Submit the form at this site
 - It can take up to 10 business days for them to reply back.
 - When they recontact with a delivery time, ensure that either of the people who signed the form (Bridget and an RA) are in the lab at the time of delivery to sign off on the order.
 - They will not deliver the cash if one of the signers is not present
 - Once the disbursement is received, log it on the study specific payment log
 - Ask the lab manager to log the pettycash amount in the funds spreadsheet
-

3.4.6 Vendor specific protocols

Some vendors have special requirements or instructions to make purchases from them.

Biopac - Email aimeew@biopac.com and frontdesk@biopac.com

Uprinting

- Go to Uprinting.com and log in.
- Select the items you want to purchase and add them to the cart.

- Note that you need to have the pdf or image files on-hand and make sure they match the dimensions of what they will be printed on
 - When checking out, select “Terms” as the payment method
 - Create and submit a PAC form to purchasing as usual, but also cc' jhoan.e@digitalroominc.com and request that purchasing get in touch with her to pay for the order
-

3.4.7 Logging purchases on Trello

1. Go to the “Purchasing” board on Trello. It should be green. There are different tabs:
 - **To Return:** items that will be returned
 - **Maybe:** items that may be bought
 - **To Order:** items to order/ buy
 - **Submitted:** orders that have been submitted
 - **Placed:** orders that have been placed
 - **In Stock:** items that have arrived and are in lab
2. Add a card to “To Order” - name it with this format: **item being bought - \$price**
3. Add the following labels:
 - **Budget: Nonlogged** (always log this by default)
 - **Fund** (ask lab manager whether it's Startup, R00, or other fund)
 - **Category** (ask lab manager which category)
4. Add the link of the item on ‘add an attachment’. Rename the link the exact name of the item as written on Amazon (or whatever website).
5. Add a description with this format:
 - Units: (insert amount of item, ex. 20 pencils)
 - Orders: (insert how many orders placed, ex. 1 order of 20 pencils)
 - Date submitted: (insert date we submitted order)
 - Date placed: (insert date vendor has placed order)
 - Date received: (insert date we got it in lab)
 - If the card is something that may run out eventually (ex. granola bars, notebooks) add an approximate due date.

6. Whenever an item has been submitted, placed, and in stock, move the card into its respective tab.

Watch the video for a detailed explanation.

3.4.8 Fund Log - Lab Manager

Items to add to the Fund Log

- TRELLO - amazon purchases
 - reimbursements
 - purchases in Box (uPrinting should be stored on box)
 - petty cash
 - staff researcher salaries
 - usps charges through mdss (participant payments, magic boxes)
 - fedex charges through financial report/receipts Brian sends
 - lamination - must email them for receipts
 - DNA genotek on financial report (and they should send receipts for each PO)
 - guest permits through emailing tyler
-

3.5 Technology

3.5.1 Computer Security Protocols

For members of the lab that are interacting with participant data stored in the cloud (e.g., Box, a lab server) or their personal computer, making sure your device has appropriate security is very important. The UCLA IT department recommends the following best-practices for computer security; these differ depending on whether you are using a computer that is owned by UCLA or your own personal device not owned by UCLA. If you need help setting up any of these, and for those with university-owned computers, to get FireEye installed, please send an email to support@psych.ucla.edu.

University-Owned Computers: FireEye (UCLA antivirus software), fire-wall, encryption, software updates, screen lock options.

Personally-Owned Computers:

- Windows: Windows Defender (built-in antivirus), firewall, encryption, software updates, screen lock.
- Mac: Firewall, encryption, software updates, screen lock, free version of commercial antivirus such as BitDefender, Avast, or similar*

*note: these free versions of antivirus are “freemium” products. This means they will bug you to upgrade to a paid version. We strongly recommend NOT paying for these upgrades, most of which are subscriptions that will get quite costly over time.

See below for further instructions for the steps above:

Firewall

Mac: Go to Apple menu > System Preferences > Security and Privacy. Go to the Firewall tab and toggle Firewall to On.

Windows:

Encryption

Mac: Go to Apple menu > System Preferences > Security and Privacy. Go to the FileVault tab and turn FileVault on.

Windows:

Software Updates

UCLA IT recommends regularly updating all software installed on your computer (e.g., OS, applications) to the latest version released because updates sometimes involve bug fixes relating to security. The only potential issue to weigh with updates is that some programs we use for research may be incompatible with the most updated version of a software (at least for awhile). Also, you may want to wait a short amount of time after an update is released (e.g., 1-2 months) before upgrading to allow for any common bugs to be worked out, though that depends on the nature of the update.

Screen Lock

Mac: Go to Apple menu > System Preferences > Security and Privacy > General tab. Ensure you’ve set a login password on your computer, and check the box for “Require password after sleep or screensaver begins”. Change the time after sleep/screensaver to “immediately”.

Windows:

3.5.2 Slack

If you haven’t already found this out for yourself, emails are a clunky way of communicating for most lab needs. Moreover, most people will find that they have a backlog of emails awaiting their attention. For this reason, we will use Slack for the primary means of lab communication.

The beauty of Slack is that you only subscribe to the channels that concern you. For messages to one person or a small group, use direct messages. If you

have to include out-of-lab recipients, use e-mail. If you have a paper you want to share, download it and then upload it to Slack in the #papers channel.

Full-time lab members should install Slack on their computers and/or phones and check it regularly (during working hours). Part-time lab members should also check Slack when they are working in the lab as there may be important messages in there for them.

Of course, if there is an emergency, and you need to contact Bridget, use her email or phone or drop into her office.

Slack Channel	Type	Purpose
#bablab_core	Private	For private communication between the core team - this includes the PI, Lab Managers, Postdocs, and Grad Students
#bablab_ra	Private	For private communication between the lab managers and all the research assistants
#bablab_senior	Private	For private communication between the lab managers and the senior research assistants
#diversity	Public	For lab-wide communication regarding lab commitment to diversity, inclusivity, and allyship
#general	Public	For lab-wide communication and announcements
#meetings_lab	Public	For notes or communication related to lab meetings
#methods_fmri	Public	Sharing wisdom on fMRI data collection / analysis or asking (and answering) the fMRI questions of others
#methods_mb	Public	Sharing wisdom on microbiome data collection / analysis or asking and answering the microbiome questions of others
#notes_conference	Public	For taking notes at conferences
#papers	Public	Sharing links to lab-relevant papers and discussing them
#random	Public	Non-work-related chatting – e.g., pics of pets, funny cartoons etc.
#recruitment	Public	Any ideas you have for recruiting youth into our study
#rejection_collection	Public	A collection of rejections and reflections!
#stats	Public	To ask and answer questions about statistical analyses
#study_inside	Private	To discuss issues related to the EGG and Emotionality study
#study_pup	Private	To discuss issues related to the Parenting Under Pressure Study
#study_mbb	Private	To discuss issues related to the Mind, Brain, Body study
#study_transfer	Private	To discuss issues related to the Transfer Mental Health Study
#tips_coding	Public	Sharing wisdom on code writing or asking (and answering) the coding questions of others

Slack	Type	Purpose
Channel	#writing_group	Private For writing accountability and motivation

3.5.3 Box

We have moved over to Box for our file storage service. This works very similarly to Google Drive or Dropbox, but is more secure. Additionally, each lab member can have their own account, it's free and great for collaboration!

Please download Box Drive to use.

1. Click download for your operating system

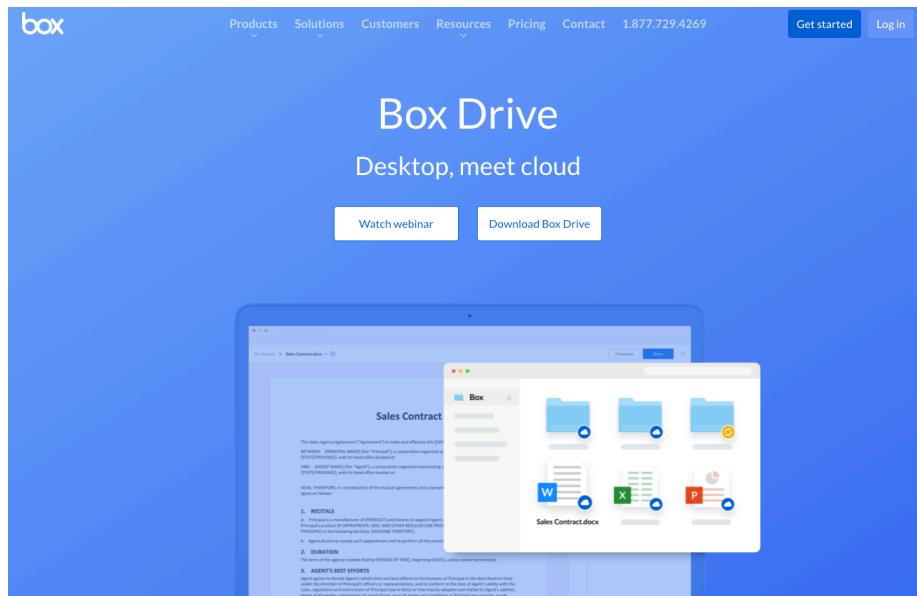


Figure 3.3:

2. After installing, you may need to click allow in your security preferences
3. Log in with your UCLA email (make sure to accept the Box sharing request first)

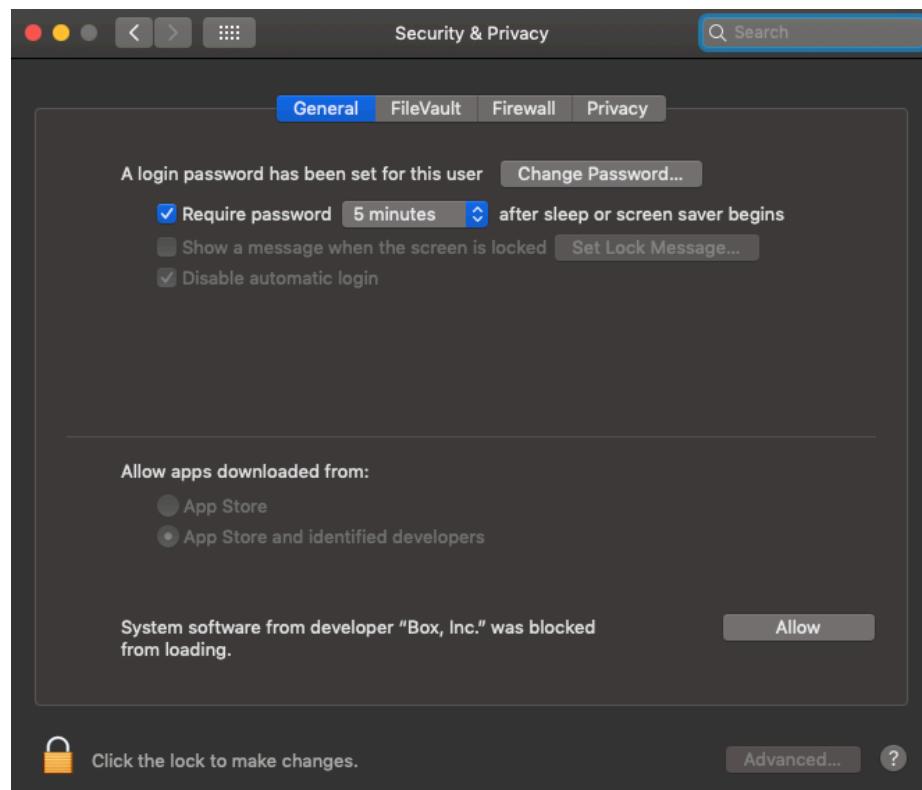


Figure 3.4:

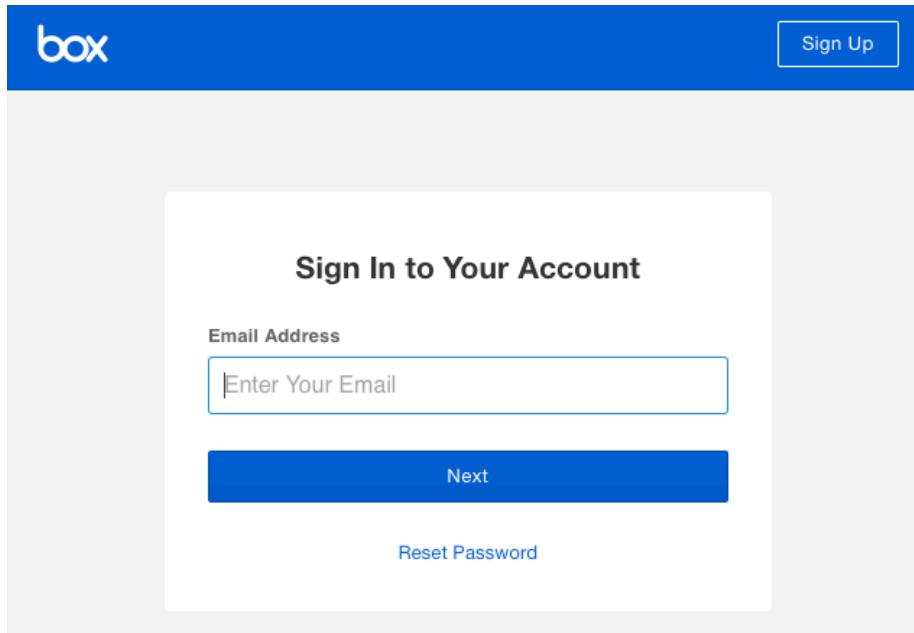


Figure 3.5:

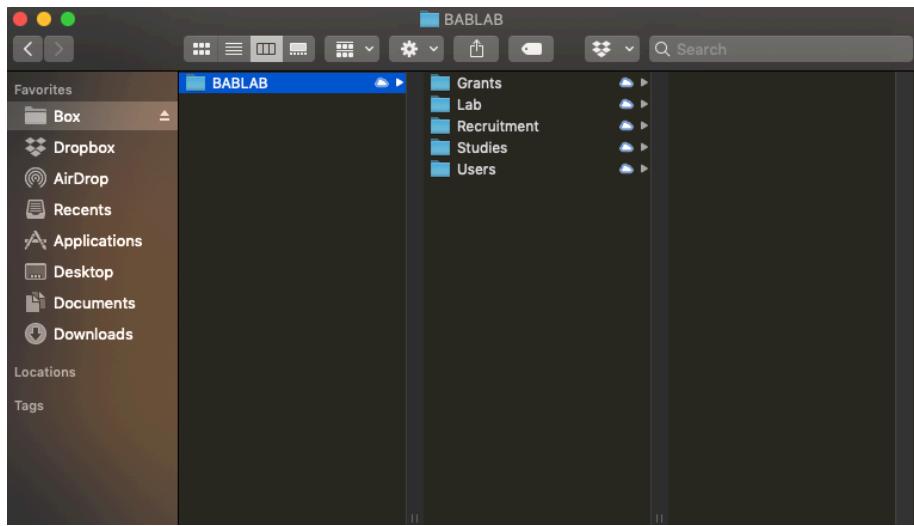


Figure 3.6:

4. Now you can use Box on your desktop.
5. On the web version, change your notification preferences so that you don't get an email every time someone uploads a file by unchecking the boxes below

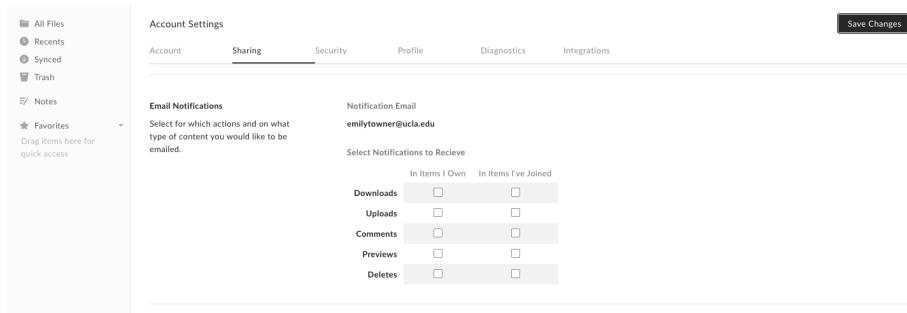


Figure 3.7:

3.5.4 Using Trello

1. There are multiple lists on the Tasks Board! These include: Doing, To-do, Later and Done. Depending on the task, simply move it to the right list once you progress with it.
 - **To Do:** Current tasks to complete.
 - **Doing:** Tasks currently being done.
 - **Later:** Tasks not as pressing, but still must be done.
 - **Done:** Completed tasks.
2. **To add a card:** Click '+ Add Another Card' under the appropriate list. There are multiple functions within this:
 - You can add members, labels (useful for studies), checklist, attachment, due date and more to the back of the card. This information will show when you click on the card.
3. **Show Menu function:** This is a great way to search specific items, such as your own name for tasks, or the study for which there are tasks for, or tasks which have upcoming due dates.

3.5.5 Server

In addition to Box, we make regular biweekly backups to a dedicated psychology department server (in addition to two external drives)

To connect to the CallaghanLab server:

*Contact the lab manager first to set up your credentials.

On a Mac –

- From the dropdown menu under “Go”, select “Connect to Server...” (Apple + K)
- Enter the network/server address: `smb://pythia.psych.ucla.edu/Users/CallaghanLab/`
- Click on “Connect”.
- A dialogue box will prompt you for your credentials. Enter your credentials obtained from Psychology IT and click on “OK”.
- If everything was entered correctly from above, the mapped drive will appear under “Shared” in the Mac’s Finder.

On a PC –

- From the Windows file explorer, right mouse click on “Computer” for Windows 7 or “This PC” on Windows 8/10.
- Select “Map network drive”.
- Specify an available “Drive” letter from the dropdown menu.
- Enter the network/server location for the “Folder” field and click on “Finish”.
 - Network/server location: `\\\pythia.psych.ucla.edu\Users\CallaghanLab\`
- Enter your username and password that was provided by Psychology IT in the “network credentials” popup dialogue box and click on OK.
- If everything was entered correctly from above, the mapped drive will appear under “Network locations” when you click on “Computer/This PC”.
- After the drive has been mapped, logged out of Windows to “logout” from the network drive.
- Don’t right mouse click on the mapped drive and select “Disconnect”. This will only unmap the network drive and you will have to go through the process all over again.

To connect off-campus connect to the UCLA/BOL VPN and let it run in the background prior to logging into the mapped drive you had configured on your computer.

How-to download/install the Cisco VPN client.

Every night the server is backed up to the Life Sciences data center in Hershey Hall. That's always been the case. To make those nightly backups more safe, there is another copy of the backups stored offsite (i.e. to prevent losing both the server AND the backups in a fire, earthquake, etc.)

Once we have Shadow Copy enabled, we'll also have more direct access to backups, so we won't need to work with Life Sciences to retrieve backups. Psych IT will be able to grab a recent copy of your files/folders ourselves. We'll also have access to incremental backups (i.e. yesterday's copy, two day old copy, three day old copy...up to two weeks back).

So at that point we'll have 3 forms of backup, and plenty of safety net.

- Dave (Psych IT)
-

3.5.6 Dropbox Paper

The lab has a shared Dropbox Paper account — which is slightly different than regular Dropbox file storage. On the Dropbox Paper, we will place collaborative documents. We will grant you access permission to various folders in the Dropbox Paper account. You may need to initialize an account with the email we grant access permission.

3.5.7 GitHub

The lab's GitHub should be used to share code and data with people outside of the lab (i.e., people not on our IRB). Not all data can be shared (because of IRB restrictions) and not all data that can be shared should be shared immediately. Speak with Bridget about when to share data, and what needs to be done to the data (e.g., the level of de-identification required) before we share it. Ask the lab manager to get access to the lab's GitHub.

Our lab manual, lab wiki, and study wikis are also hosted on our GitHub.

3.5.8 Google Calendars

The lab has many Google calendars and you should subscribe to those that make sense for your unique situation.

1. **BABLab:** Used for lab meetings, out of schedule meetings, birthdays, formal lab events etc.
 2. **Availability:** If you are part time, please place the hours you plan to come into the lab on this calendar. If you are going to be away, please place the dates and times on this calendar. This is critical as the lab manager will use this information when scheduling people to run participants for our studies. Bridget and the core team will also put her out of office times on this calendar to help people with scheduling.
 3. **MBB:** Used for booking sessions and reminders for the Mind, Brain, Body study
 4. **The Bear's Den:** used to reserve time in experimental room 1
 5. **The Rainbow Room:** used to reserve time in experimental room 2
 6. **A180 Testing Computer:** the SAND Lab room that can be used for blood spots
 7. **HPL1333:** The Health Psychology Lab room that can be used for blood spots
-

3.5.9 E-mail

We have an email listserv for communicating with the whole lab and individuals who subscribe to our list - including visitors and students from other labs who attend our meetings, visiting scholars, etc.

The email is: bablab@googlegroups.com

If you are thinking about joining the lab and would like to be notified about upcoming lab meetings, please request to join the listserv.

There is also a lab email account which people use to contact the lab to participate in studies (bablab.ucla@gmail.com). This email account will be staffed by the lab manager/s and they will sort the emails in specific folders within the Gmail account. If you are running a study, it is your responsibility to check your study's folder on the lab Gmail every few days and respond to participant inquiries in the "potential" participants folder in relation to your study.

3.5.10 Gmail Organization

The bablab.ucla@gmail.com email is the lab email for all lab related correspondence. The email is organized with different folders and tabs for all lab and lab studies correspondance.

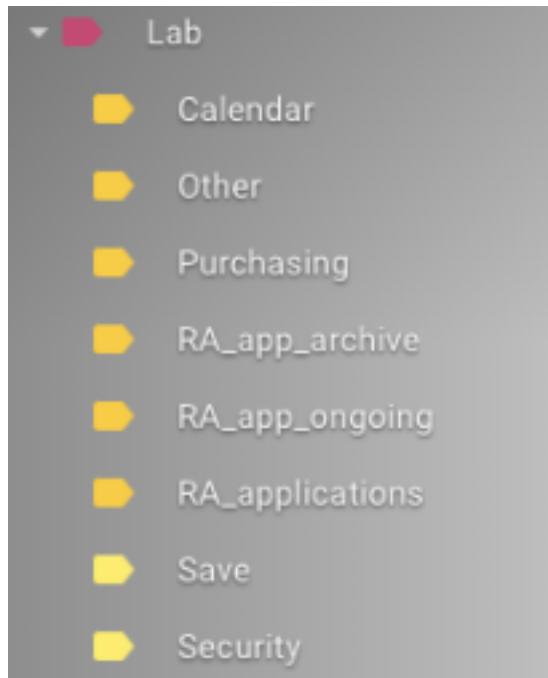


Figure 3.8:

Lab: Overarching tab for all lab functioning related emails

- **Calendar:** All emails about calendar events go in this tab (invitations to sessions, automatic emails Google sends about calendar events, etc)
- **Other:** Google Voice emails about missed calls or texts, anything not important that doesn't belong in any other email tab
- **Purchasing:** Emails about purchases for lab, Amazon purchase confirmation emails
- **RA_app_archive:** Tab for RA applications that will not be reviewed anymore / not considering because it has been a long time since person initially expressed interest or otherwise outdated
- **RA_app_ongoing:** Tab for emails and app materials of individuals currently being interviewed for a position in the lab. Emails only stay

in this tab during the hiring process and are then moved to either RA_app_archive or RA_applications

- **RA_applications:** Tab for recent RA applications that can be reviewed if we're looking to hire someone
- **Save:** Tab for *important* emails that don't fit anywhere else
- **Security:** Tab for emails from Zoom about accessing calendar, security alert emails from Google, and any other security related emails

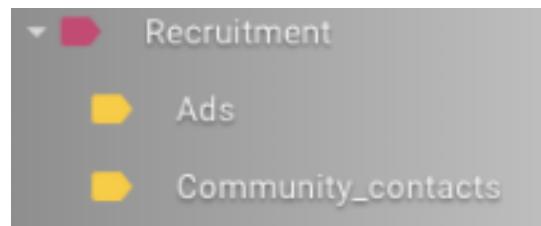


Figure 3.9:

Recruitment: Overarching tabs for all emails about recruitment

- **Ads:** Tab for emails about any ads we run – Facebook, Instagram, Craigslist, Patch, Nextdoor, etc.
- **Community_contacts:** Tab for emails with organizations or individuals we've reached out to for potential collaborations (e.g. Influencers, community partners)



Figure 3.10:

Studies: Overarching label for the folders of different studies in lab

- **Inside_Out:** Tab that has all correspondence related to Inside Study previously completed in the lab
- **Mind_brain_Body:** Tab for all correspondence related to ongoing longitudinal Mind Brain Body Study
- **Parenting_Under_Pressure:** Tab for correspondence related to Parenting Under Pressure study previously completed in lab

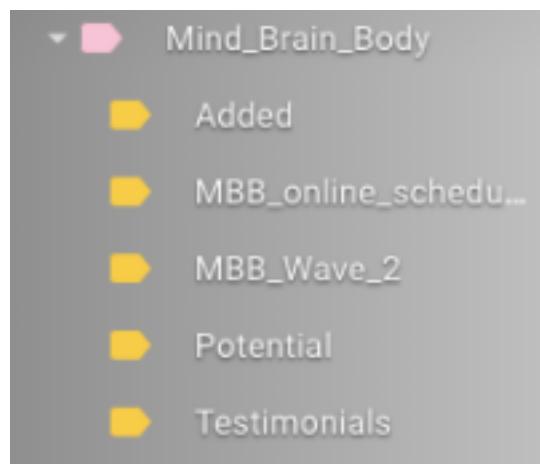


Figure 3.11:

Mind_Brain_Body: Tab with all emails related to the Mind Brain Body study

- **Added:** Tab for emails with individuals we've added to the participant database but that aren't enrolled in MBB; interest forms that participants fill out on website
- **MBB_online_scheduled:** Emails with participants that are enrolled in MBB Wave 1 online
- **MBB_Wave_2:** Emails with all the people that are now in Wave 2 of MBB (either already enrolled in Wave 2 or we are in contact about enrolling them in Wave 2)
- **Potential:** Tab where correspondence goes for anyone that *has not been added to REDCap or our participant database* but is interested in the Mind Brain Body study.
- **Testimonials:** We add this label to any email thread that has a testimonial about MBB (we sometimes ask participants if they'd like to give a testimonial for website)

3.5.11 ListServ

Protocol: Adding MBB Participants to the BabLab Newsletter Google Group

The Brain and Body Lab has a Newsletter Google Group where we send previous study participants newsletters and updates regarding the research within our lab, and it is important to consistently add new study participant emails to this list, so they can receive our newsletters!

The BabLab's Google Groups can be found [Here](#).

Find the group called "Brain and Body Lab News!" – this group contains previous study participants within the lab.

Click on the "People" tab to view and add new members to the group.

Member	Email	Role	Join Date	Subscription	Posting
Msqgraves82		Member	May 11, 2021	Each email	Not allowed
Sarah Goldberg		Member	May 11, 2021	Each email	Not allowed
nasrin.s.sh		Member	May 11, 2021	Each email	Not allowed
allisonsilver		Member	May 11, 2021	Each email	Not allowed
Elvira Alberto		Member	May 11, 2021	Each email	Not allowed

Filter list by "join date" to view the newest members added to the group – and locate these members on the Participant Database. This will make it clear to see when the Newsletter Google Group was last updated, and which names from the Participant database need to be added to the Google Group.

Figure 3.12:

Click "Add Members" and enter any new emails from the Participant Database one at a time in the "Group Members" box.

Enter the following message in the "Welcome Message" box before sending.

"Hi there! You are receiving this message because you may have indicated that you are interested in opting in to the UCLA Brain and Body Lab's newsletter, updates, and findings! Thanks for signing up"

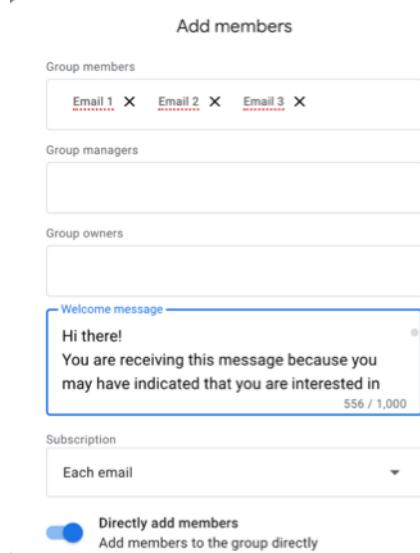


Figure 3.13:

to receive our emails- we're excited to welcome you to the BAB Lab community! As a part of our community, you will be hearing about all things new and exciting in our team and our research. We couldn't be more excited to have you! (Note: If you would like to be removed from this group, please feel free to "unsubscribe" below.) Sincerely, The BAB Lab Team”

Select “Add Members” and all new emails will be directly added to the BabLab Newsletter Google Group.

Protocol: Adding all RA applicants to the BabLab Google Group

The Brain and Body lab also has a Google group for students who have applied to be RA's in the Lab – so that anyone who is interested in our lab can get lab updates and join in on lab meetings.

The BabLab’s Google Groups can be found [Here](#).

Find the group called “BabLab” – this group includes: PI (Bridget), postdocs, graduate students, lab managers, paid research assistants/technicians, undergraduate research assistants and volunteers, students from other labs who attend our meetings, visiting scholars, etc.

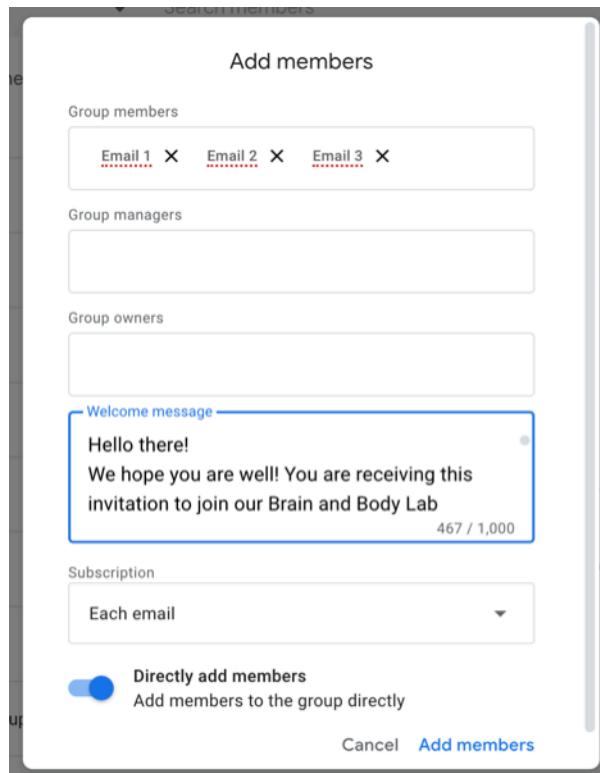
Click on the “People” tab to view and add new members to the group.

Member	Email	Role
deborahbanner		Member
rcsimpson		Member
agalenchikchan		Member
yashmehta		Member
jasomer2		Member
anapaulayin		Member
rocha		Member
maximilian.scheupl...		Member
judyzh...@gmail.com		Member

Filter list by “join date” to view the newest members added to the group – and locate these in the Bablab Gmail – in the folders “RA_applications” and “RA_app_archive”. This will make it clear to see when the BabLab Google Group was last updated, and which names/emails from the Bablab Gmail need to be added to the Google Group.

Member	Email	Role	Join Date	Subscription	Posting
deborahbanner		Member	May 10, 2021	Each ema	Allowed
rcsimpson		Member	Mar 24, 2021	Each ema	Allowed
agalenchikchan		Member	Mar 23, 2021	Each ema	Allowed

Click “Add Members” and enter any new emails from the RA application folders within Gmail, one at a time in the “Group Members” box.



Enter the following message in the “Welcome Message” box before sending.

“Hello there! We hope you are well! You are receiving this invitation to join our Brain and Body Lab google group, as you may have indicated on our google form that you were interested in hearing about BABLab news and about our lab meetings. We use this google group to send BABLab updates, newsletters, lab meeting information, and more! If you have changed your mind, please follow the unsubscribe link below. Thank you! Best Regards, The Brain and Body Lab Team”

Select “Add Members” and all new emails from interested RAs will be directly added to the BabLab Google Group.

3.5.12 Mac OS - Catalina

If you upgrade your Mac operating system to Catalina, and wish to run tasks on PsychoPy, you must enable the following settings in the image below.

 fheiup Oct '19

The same problem occurred to my computer, and I have found the following solution.

Please go to System Preferences > Security & Privacy > Privacy tab > Input Monitoring (i.e. keyboard icon) > Add PsychoPy3 by pressing the plus button (i.e. Allow PsychoPy3 to "monitor input from your keyboard even while using other apps").

I think the new OS has reset our privacy settings and forbidden Psychtoolbox-based keyboard input as a default. I would be happy if this information is helpful to you.

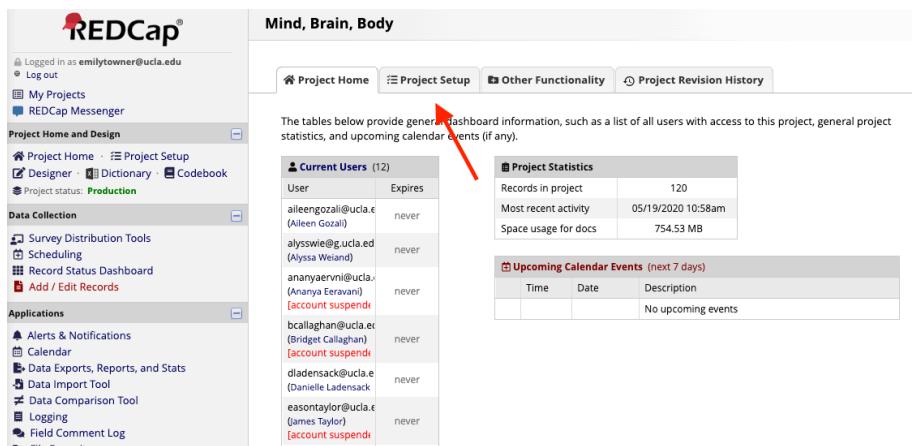
1  

Figure 3.14:

3.5.13 REDCap

3.5.13.1 Creating Events

1. Click into Project Setup



The screenshot shows the REDCap Project Home dashboard for a project titled "Mind, Brain, Body". The left sidebar contains navigation links for "My Projects", "Project Home and Design", "Data Collection", and "Applications". The main content area displays general dashboard information under the heading "Mind, Brain, Body". It includes sections for "Project Home", "Project Setup" (which is highlighted with a red arrow), "Other Functionality", and "Project Revision History". Below these are tables for "Current Users" (12 users listed), "Project Statistics" (120 records, most recent activity 05/19/2020 10:58am, space usage 754.53 MB), and "Upcoming Calendar Events (next 7 days)" (no events listed).

Figure 3.15:

2. Click to either Define Your (New) Event or to Designate Instruments to your Events
3. Select which Arm you want to designate instruments to

The screenshot shows the REDCap Project Home interface. At the top, there are tabs: Project Home, Project Setup, Other Functionality, and Project Revision History. The Project status is set to Production, and it has completed 4 of 9 steps.

Main project settings: A green checkmark icon indicates the project is complete. It includes options to use surveys in the project (checked) and use longitudinal data collection with defined events (checked). There is also a link to a video on how to create and manage a survey.

Design your data collection instruments & enable your surveys: An icon shows two arrows in a circle, indicating the task is in progress. It provides instructions for adding or editing fields in the Online Designer or Data Dictionary. It also links to download PDFs of all instruments or the current Data Dictionary.

Define your events and designate instruments for them: An icon shows a checkmark, indicating the task is complete. It asks to create events for re-using data collection instruments and set up scheduling. A red arrow points to the 'scheduling' link. It includes links to Define My Events or Designate Instruments for My Events.

Enable optional modules and customizations: An icon shows two arrows in a circle, indicating the task is in progress. It includes options to modify repeatable instruments and events (checked) and enable auto-numbering for records (unchecked).

Figure 3.16:

The screenshot shows a table titled 'Upload or download instrument mappings'. The table has columns for 'Data Collection Instrument' and numbered columns from 1 to 6. The first row is a header. The second row contains the text 'Arm name: wave_1' with a red arrow pointing to it. The third row lists 'participant' with a green checkmark in column 2. Subsequent rows list other instruments like 'screen', 'wave1_status', etc., each with a green checkmark in column 2.

Data Collection Instrument	consent (1)	info (2)	lab_child (3)	lab_parentproxy (4)	lab_parentself (5)	home_child (6)
participant	✓					
screen						
wave1_status						
wave2_status						
wave3_status						
checklist_lab_session_child	✓					
checklist_lab_session_parent	✓					
intro_child (survey)		⬇				
ss (survey)		⬇				
cpic (survey)		⬇				
apq (survey)		⬇				
pedsql_gi (survey)		⬇				

Figure 3.17:

3.5.13.2 Entering Instruments

3.5.13.3 Using the test logic feature

You can use the test logic with a record feature to see if this question will be shown for a specific participant

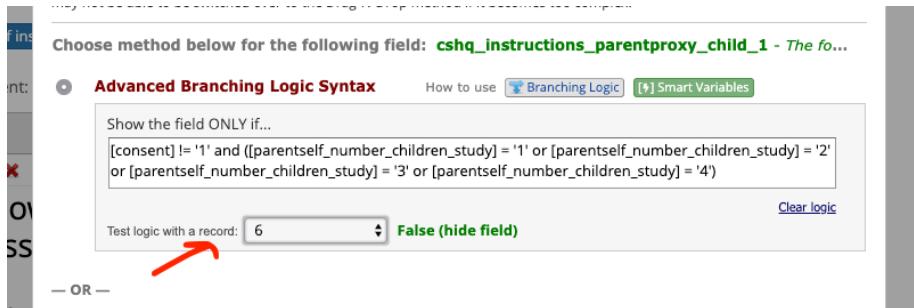


Figure 3.18:

3.5.13.4 Custom Record Dashboards

- to create a custom record dashboard in record status dashboard that you can filter participants to based off of certain characteristics, open your REDCap project and navigate to the record status dashboard then click “Create custom dashboard”

Figure 3.19:

- Refer to the following custom record dashboard settings. Fill out the dashboard title, header orientation, group columns by event, filter logic (based off your qualifying variable), filter by arm (indicate correct arm this dashboard will attend to), and sort by (how the items in the dashboard should be sorted):

Figure 3.20:

3.5.13.5 Backend of Instument Settings

CHECKLIST for REDCap Survey backends:

- title of survey
- delete survey instructions
- color: BABLAB
- allow respondents to return without needing a return code
- auto continue to next survey
- delete survey completion text

3.5.14 R

To install R:

- Go to R Project

-
- Click the “download R” link in the middle of the page under “Getting Started”
 - Select a CRAN location (a mirror site) and click the corresponding link
 - Click on the “Download R for (Mac) OS X” link at the top of the page
 - Click on the file containing the latest version of R under “Files”
 - Save the .pkg file, double-click it to open, and follow the installation instructions

3.5.15 RStudio

To install RStudio:

- Go to RStudio and click on the “Download RStudio” button
- Click on “Download RStudio Desktop”
- Click on the version recommended for your system, or the latest Mac version, save the .dmg file on your computer, double-click it to open, and then drag and drop it to your applications folder

3.5.16 Python

To install Python:

- Download the Anaconda Distribution
- Be sure that you download the Python 3.7 version. (Note, this can take upwards of 1-2 hours depending on your internet connection)
- Helpful instructions for these checks can be found on the Anaconda User Guide website: “Getting Started”
- Any issues are most likely due to incorrect installation, which is addressed in the FAQ page

3.5.17 VPN to Lab Computers

We have set up a VPN on the mac mini in the Bear Den (on the left side of the room). Because this computer has the Acknowledge software installed on it, and has the USB Key for that program you need to use that computer for processing any physiology data. If you are off campus, you can VPN to the computer using

the following steps. NB: you will need to have downloaded Cisco Anyconnect - you can access that by clicking [here](#)

Step 1. Open Cisco and type 'sslvpn.ucla.edu' and press 'connect'

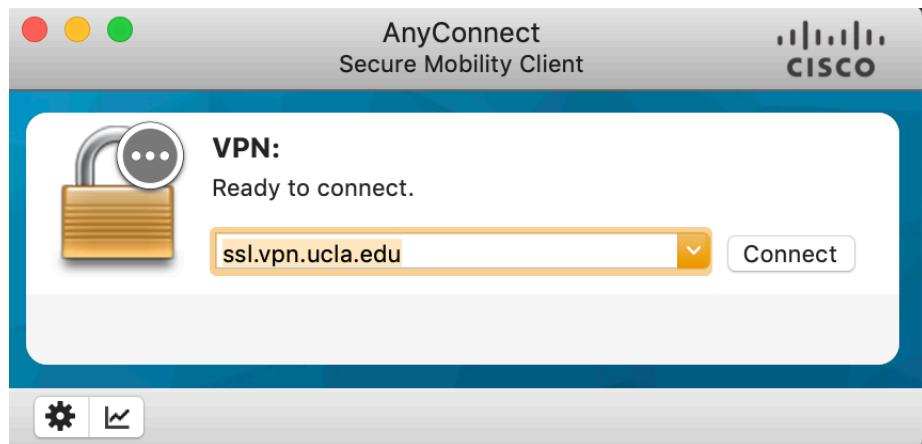


Figure 3.21:

Step 2. Type in your UCLA ID and Password (same as you use to get into email)

Step 3. Accept the SSO push to your second device

Step 4. Click 'Accept'

Step 5. Go to the magnifying glass at the top right of your screen and search for Screen Sharing.

Step 6. Type in the IP address for the Bear Den computer: 164.67.125.42

Step 7. Type in the username and pw for the Bear Den computer: Username - Brain & Body Lab PW - BaBLaB

Step 8. You will see a new window pop up, with a desktop, which is the desktop of the Bear Den computer.

A second option would be to go to the Finder on your Mac, on the top menu bar click 'Go' and then click 'Connect to Server'. Type in vpn://164.67.125.42. This will take you straight to the screen sharing page where you can then perform Step 7 & 8 from above.

3.5.18 Google Voice

- 1) Go to the app store and search for Google Voice and download the app.
The app icon should look like the picture.

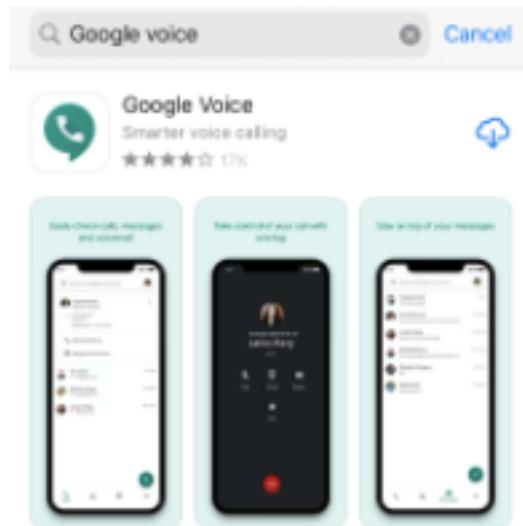


Figure 3.22:

- 2) When you open the app you will be given the option to choose what account to sign into for Google Voice. Click on add another account to add the BaB lab account. If you are already signed into the BaB lab email on your phone then it will likely already show the account as a sign-in option.
- 3) That will open this window in the app and you'll sign into the BaB lab account.
- 4) Once you're signed in it will show you this page to choose your phone number. Choose skip since your phone number won't be an option yet.
- 5) Now go to settings by clicking the three bars on the top left of the main page of Google Voice.

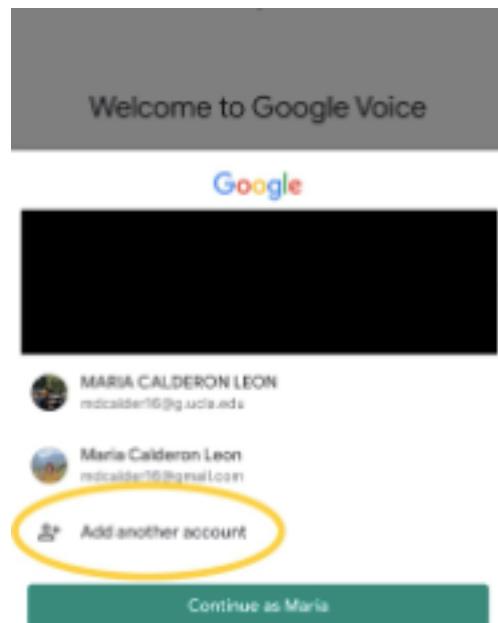


Figure 3.23:

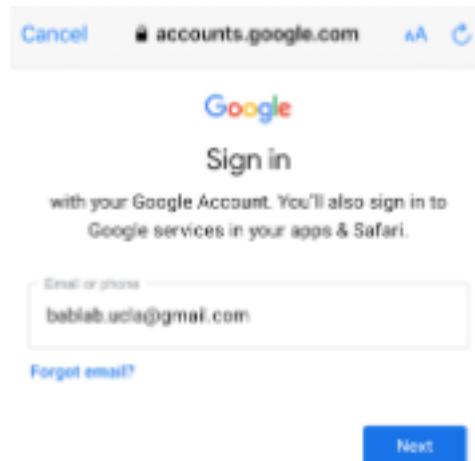


Figure 3.24:

Choose your current phone number
This will be the phone that rings when someone calls your Google Voice number.

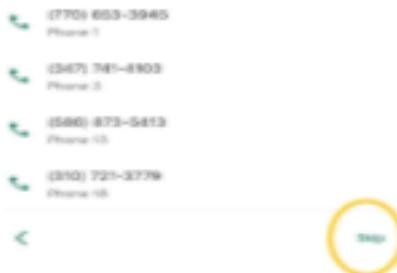


Figure 3.25:

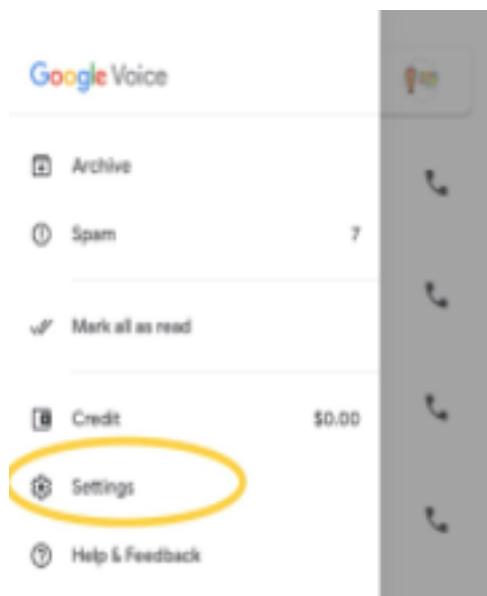


Figure 3.26:

- 6) Click on devices and numbers to add your phone number to send and receive calls from your phone.

Note: There are some pre-chosen settings like “forward messages to email” do not change those. You can customize your notification setting to your preference.

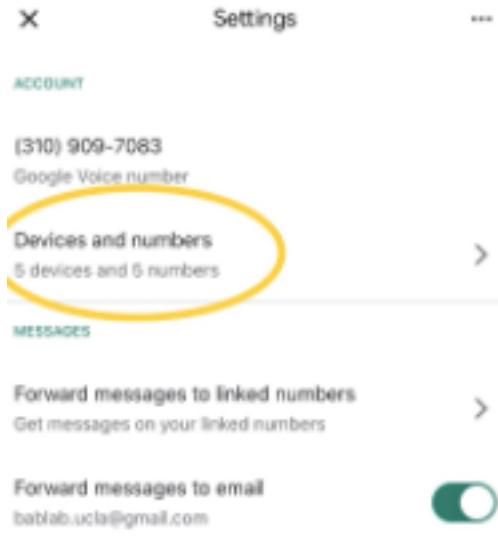


Figure 3.27:

- 7) Add your phone number by choosing “new linked number”. It will ask you to input your phone then send you a confirmation code. Once you input the code you’re all set up!

3.5.19 Burning CDs

1. Connect external DVD drive if your Mac doesn’t have a built-in optical drive.
2. Insert a blank disk into your drive. This pop-up will appear. Click okay. The disk icon will appear on your desktop.
3. Create a New Folder of content that you want to burn. Right click on the file and select “Burn_File Name_to Disc”

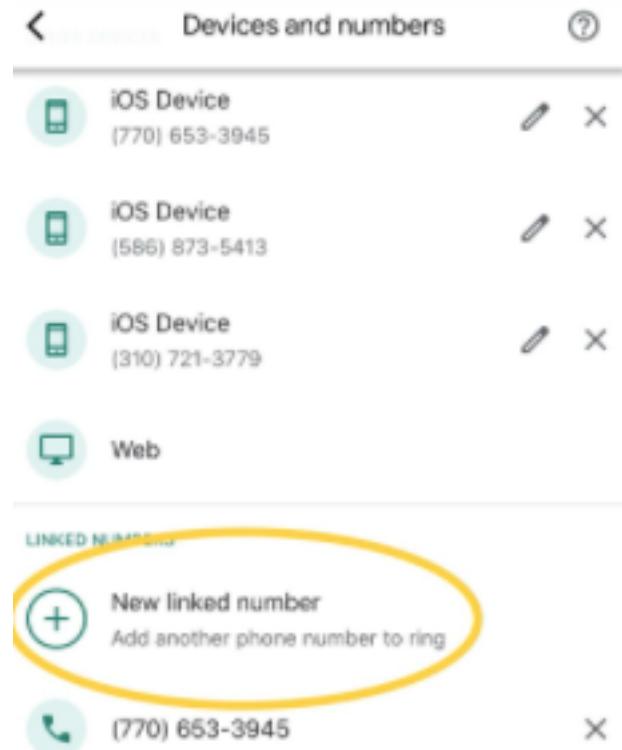


Figure 3.28:

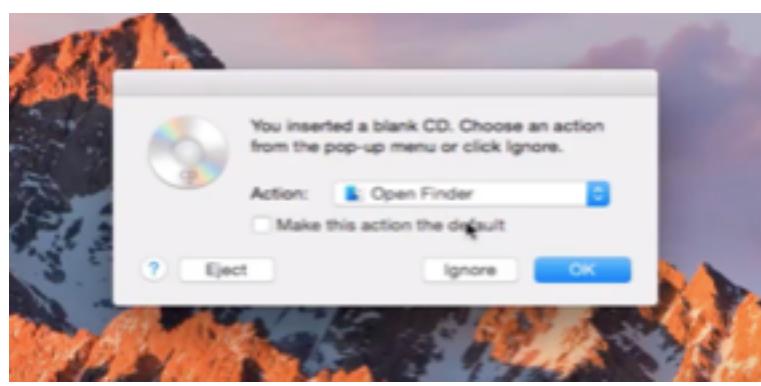


Figure 3.29:

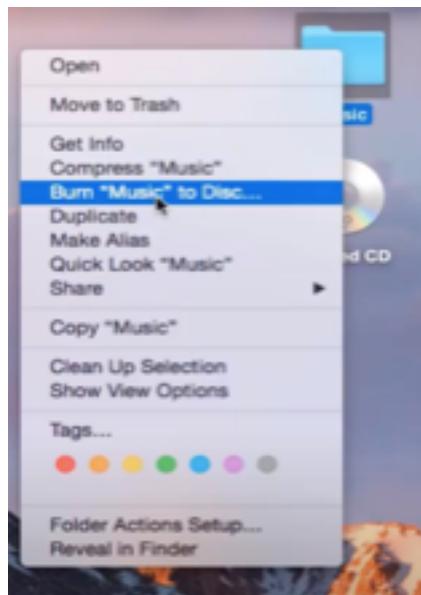


Figure 3.30:

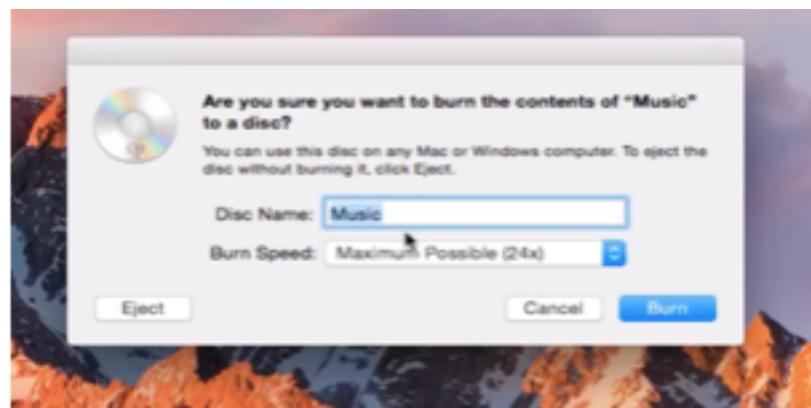


Figure 3.31:

4. This box will pop-up. Rename file if you wish. Then select “Burn”.

5. Once burning process is complete, the disk icon will appear on your desktop with the name you gave it.
6. Right click on the CD and click “Eject CD”. That’s it!

To watch this in a video: <https://www.youtube.com/watch?v=ZCBKSkfnqX8>

3.5.20 High to low res video

Step 1. Open the file you wish to convert in QuickTime. QuickTime automatically comes with all Mac devices, so no need to download it if you own a Mac. Usually when you open the video after you download it, the video automatically opens in QuickTime.

Step 2. Choose File, then mouse down to Export, and choose an option from the Export menu. Here, you will see 3 video resolution options and 3 other options:

- 1080p: QuickTime movie using H.264 or HEVC (H.265), up to 1920x1080 resolution.
- 720p: QuickTime movie using H.264, up to 1280x720 resolution.
- 480p: QuickTime movie using H.264, up to 640x480 resolution.

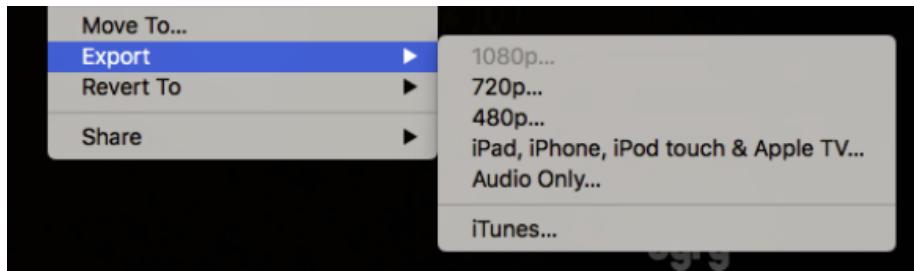


Figure 3.32:

Step 3. Choose size 480p. Then Save to your computer.

Step 4. Go to Box: Studies -> MBB -> Data -> Wave_1_online -> Wave_1_online_parent_child_interactions

Step 5. Go to the folder with the old video. Click the three dots shown below. Select “Upload New Version”. That’s it!

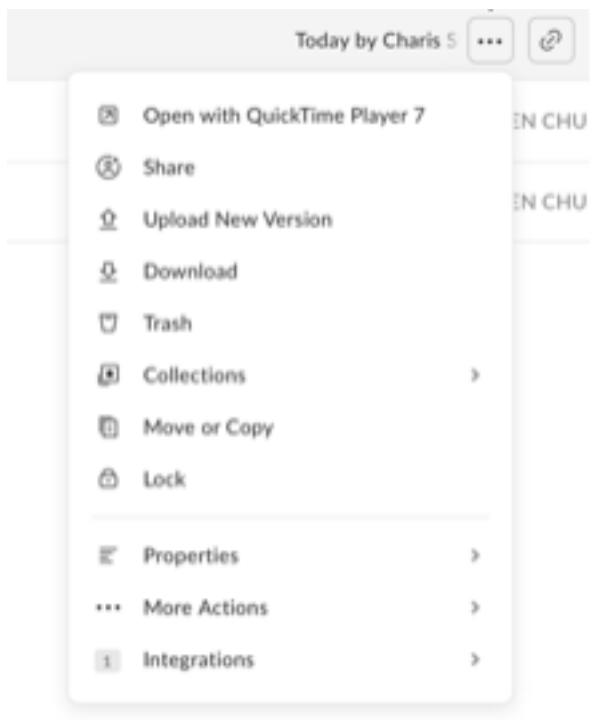


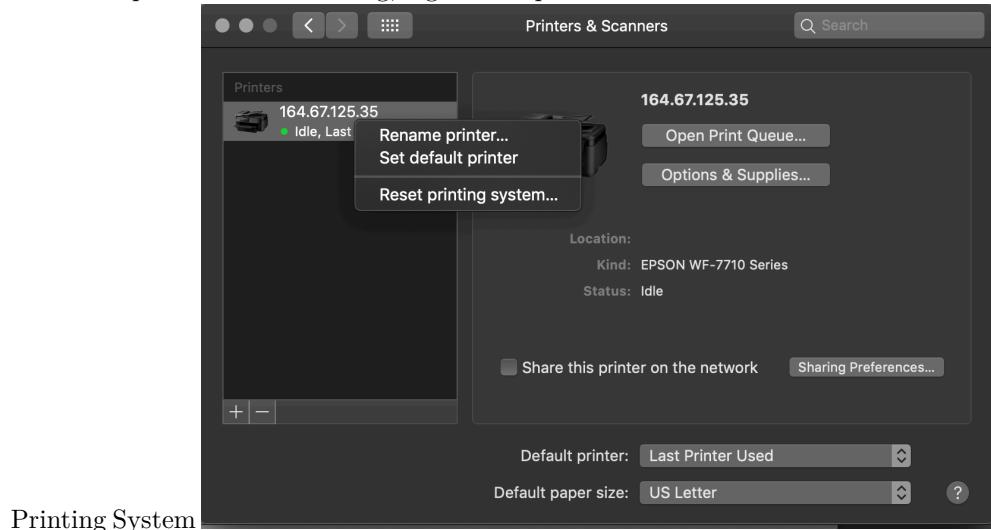
Figure 3.33:

3.6 Equipment

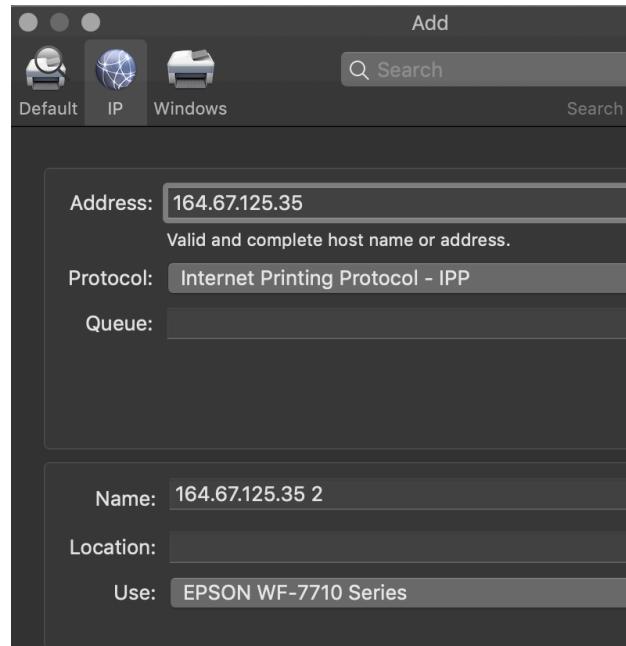
3.6.1 Biopac

3.6.2 Printer

- Make sure you are connected to eduroam wifi
- Open up Printer & Scanners in System Preferences
 - If current printer is not working, right click printer and click Reset



- Reset Computer
- Open up System Preferences – Printers & Scanners
- Click on + sign to add a printer



- Enter IP Address from Printer: 164.67.125.35
- Make sure Use displays: EPSON WF-7710 Series
- Click ADD
- Reset your Printer Presets if needed

3.7 Social Media

3.7.1 Instagram

The pride and joy of the lab. There is a lot of content to keep track of and to ensure is posted weekly.

General important rules:

- Keep posts short, family-friendly, and accessible.

- If you post on the story, it should also likely be added to a story highlight.
- Stick to the color scheme and aesthetic (this includes matching the text in story highlights to the story highlight cover color).
- Maintain the integrity of the main feed grid (will be elaborated on further down).
- Maintain the consistency of the Lab's hashtags (will be elaborated on further down).

Feed Content:

- The feed grid is an important part of the aesthetic of the lab's social media. We can divide the grid into "A Week" and "B Week" rows. Because there are 3 posts horizontally in the grid, there should be 3 pieces of content posted each week (or with relative consistency).

"A Week":

- Biome Bites! ad post: This is simply a post saying to check the story for this week's Biome Bites! installment. The caption for this should be brief and maybe reference the content in the actual story post.
- Lab Meeting ad post OR Email List ad post: Post this on lab meeting day in "A Week". If there is a speaker or specific topic for the week, discuss that briefly in the caption.
- In "B Week", don't post this even if there is a lab meeting. Instead, post a previous Lab Meeting ad post on the story. If there is not a lab meeting during that "A Week", you should post the Email List ad post instead.
- Brain Bites! ad post: This is simply a post saying to check the story for this week's Brain Bites! installment. The caption for this should be brief and maybe reference the content in the actual story post.

"B Week":

- 3 random posts: post pictures from around the lab, from events, or advertisements for upcoming events. Check the existing feed for ideas, and try to stay current with seasons, trends, etc.
- If there is an event upcoming, use the following template to advertise it.

Important notes for all feed content:

- Post all posts to both instagram and facebook (integrated feature on insta)
- End every single post with the following: #brain
- Add 2-3 topical hashtags on the new line afterwards, and then follow that with the following block of hashtags: #funscience #psychology #neuro-science #research #lablife #ucla #gutbiome #dev #psych #brain #body #adolescence #childhood #ela #losangeles #scientist

Story Content:

- **Q&A Monday:** every Monday, post the Q&A Monday story with Instagram's questions feature attached. Check periodically throughout the day to see if there are any questions worth responding to. Post any responses on the Q&A story highlight.
- **Biome Bites!:** A weekly fun fact about the microbiome. Try to stay scientific (with citations) and avoid product/treatment recommendations that might be trendy or controversial. Post the bite itself on the story, and every other week advertise it with a main feed post. Add to the Weekly Bites story highlight.
- **Lab Meeting ad:** on lab meeting days, post one of the ad posts on the story.
- **Brain Bites!:** A weekly fun fact about the brain/developmental psych. Try to stay scientific (with citations) and avoid product/treatment recommendations that might be trendy or controversial. Post the bite itself on the story, and every other week advertise it with a main feed post. Add to the Weekly Bites story highlight.
- **Contact Story ad:** on Fridays, post the contact story post.

When events are coming up, be sure to post frequently on the story about the date, time, and what activities we will be doing.

There is a whole series of story templates made to show off different activities and share information regarding the event.

Where to Find the Designs:

- All of the above designs for social media posts are on our canva site.
 - If you need to adjust any of the designs, feel free to do so.
-

3.7.2 Facebook

Most of the content will carry over from Instagram because the accounts are linked.

Just ensure that you stay active with checking notifications and responding to comments.

Consistency across all of the lab materials is the most important thing to maintain for our online footprint.

If you are unsure of what a post should look like, check out previous posts and highlights for ideas!

3.8 Recruitment

3.8.1 Facebook Ads

One way we recruit participants for MBB is by running ads on Facebook through our lab page. Below is all the relevant information for running a Facebook ad. Facebook has been successful for recruiting parents.

1. First go to the Brain and Body Facebook page and click on the Ad Center tab.

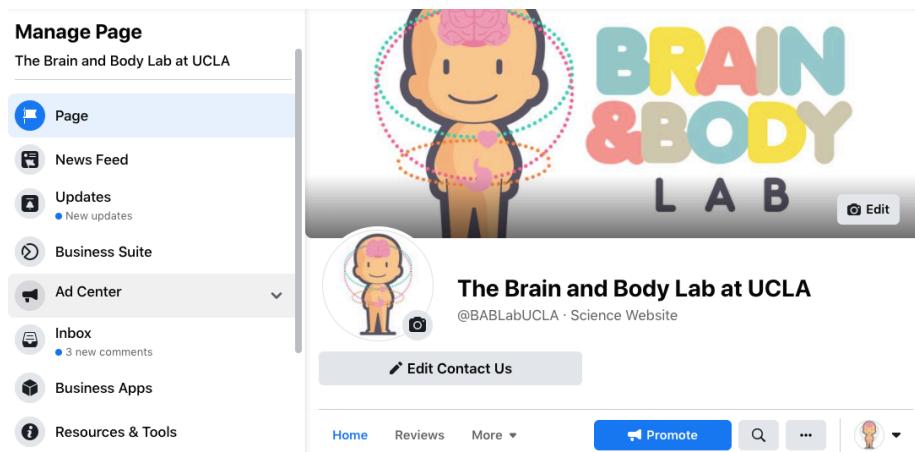


Figure 3.34:

2. Once on the ad center click on Create Ad
3. Choose “create new ad” for choose ad type.
 - Do *not* choose the automated ad option because the Facebook algorithm doesn’t understand our ad needs.
4. For goal choose “get more website visitors” or if promoting a post choose “get more page likes”
5. Fill in the ad description
 - keep the description short and general

The screenshot shows the Ad Center interface. At the top, there is a blue button labeled "Create Ad". Below it, a section titled "Summary" displays performance metrics for the "Bab Lab" account over the "Last 60 days". The summary states: "Bab Lab spent \$0.00 on 2 ads in the last 60 days." It includes four data cards: "Reach" (Icon: people), "Post Engagement" (Icon: thumbs up), "Link Clicks" (Icon: cursor), and "Page Likes" (Icon: flag). Each card has a "View Details" link below it.

Category	Value
Reach	--
Post Engagement	--
Link Clicks	--
Page Likes	--

Figure 3.35:

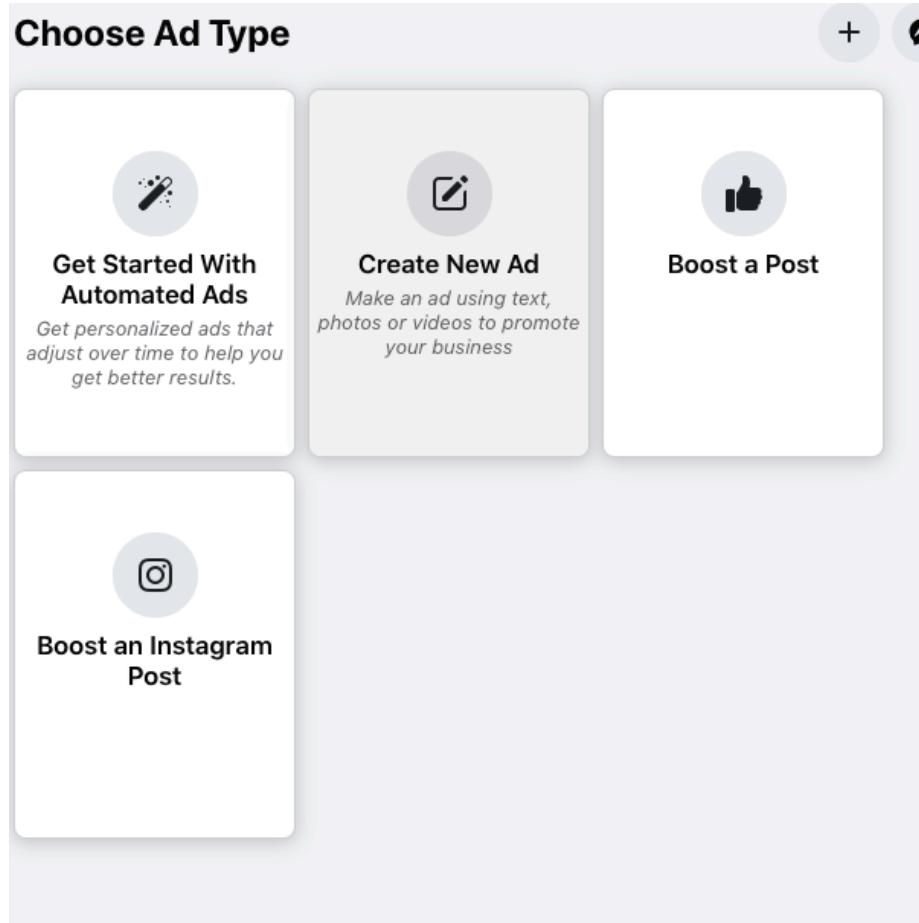


Figure 3.36:

Goal

What results would you like from this ad?

 **Automatic**
Let Facebook select the most relevant goal based on your settings.

 **Get more messages on WhatsApp**
Show your ad to people who are likely to send you a message on WhatsApp.

 **Get more calls**
Show your ad to people who are likely to call your business.

 **Get more website visitors**
Show your ad to people who are likely to click on a URL in it.

 **Get more messages on Messenger**
Show your ad to people who are likely to send you a message on Facebook.

 **Get more page likes**
Create a promotion to help more people find and like your Page.

 **Promote your business locally**
Connect with people who are located near your business.

 **Get more leads**
Use a form to collect contact information from potential customers.

See Less ^

Figure 3.37:

- do not mention payment or other words that could cause the ad to be flagged (mention of money, else related words like adopted or guardianship children)
- typically babble email is included so they can contact us

5.1. Add ad picture by clicking choose image

- the picture should also have minimal writing so it runs successfully
- it is okay to say adopted / guardianship in the picture since picture words won't get flagged
- include the irb approval line at the bottom of ad picture when making it on Canva

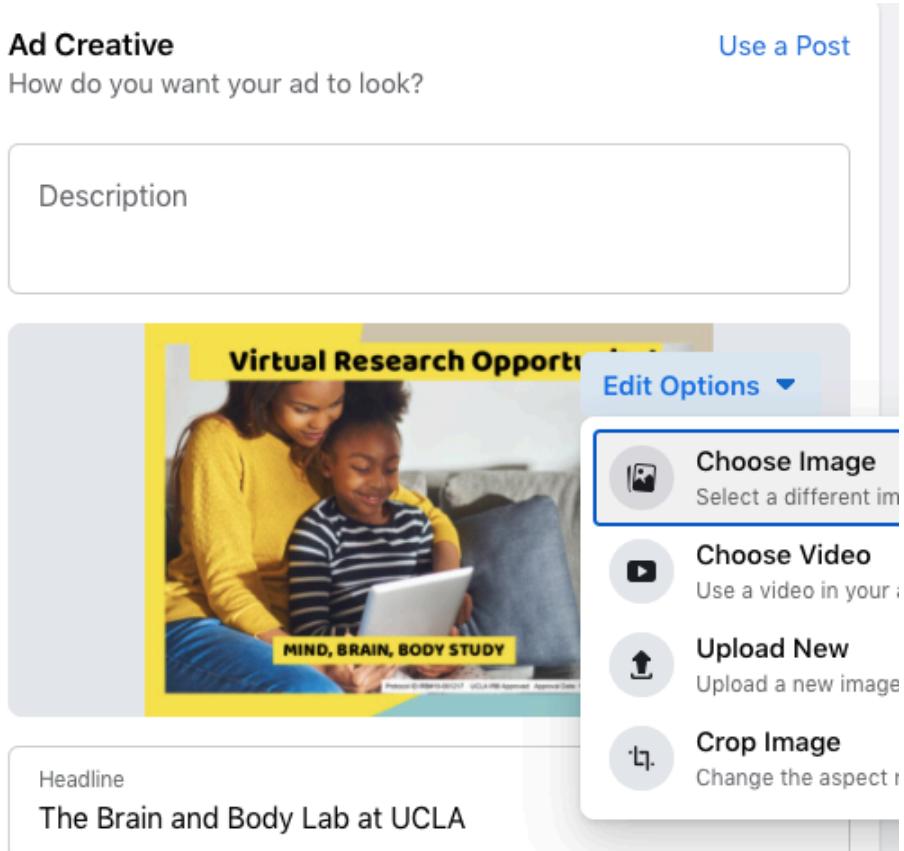


Figure 3.38:

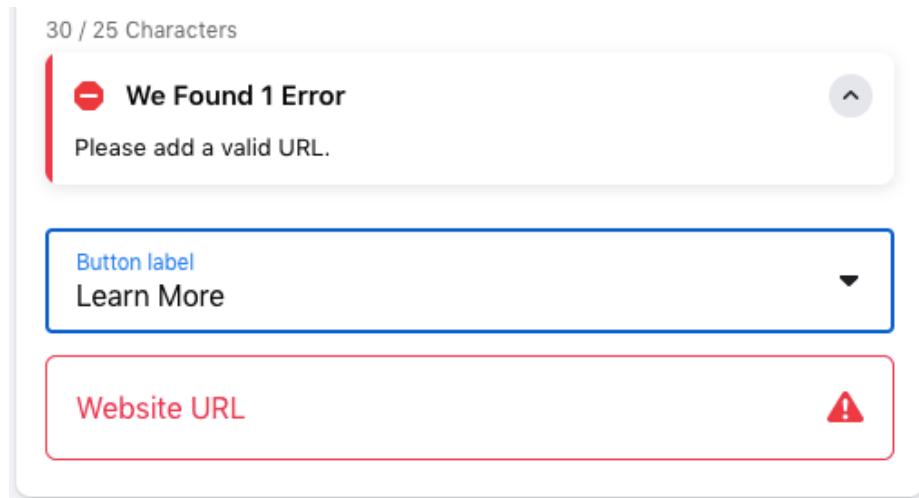


Figure 3.39:

6. Put the url for the lab website page you want to direct participants to.

7. For audience chose “People you choose through targeting” and click the

Audience

Who should see your ad?

People you choose through targeting

Audience Details

Location - Living In United States
Age 18 - 65+

People who like your Page

People who like your Page and their friends

People in your local area

Create New

pencil to edit the audience.

8. Choose a location for ad to run and add appropriate filters to further target individuals
 - examples of filters used: adoption, parents, parents with young childrenm international adoption
 - it is best to start with a bigger audience and then fine tune filters as needed

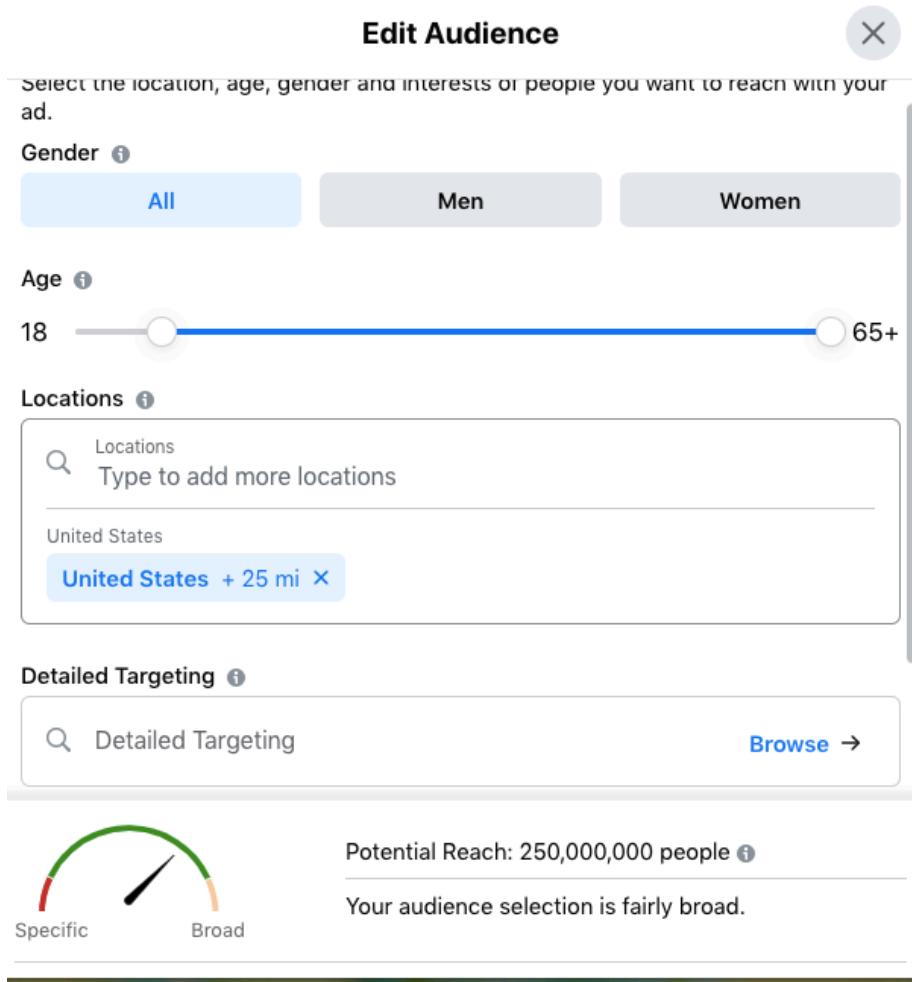


Figure 3.40:

9. Choose how long you want the ad to run

- let it run for at least three days and a budget of at least \$3 a day to maximize chances of it running well.

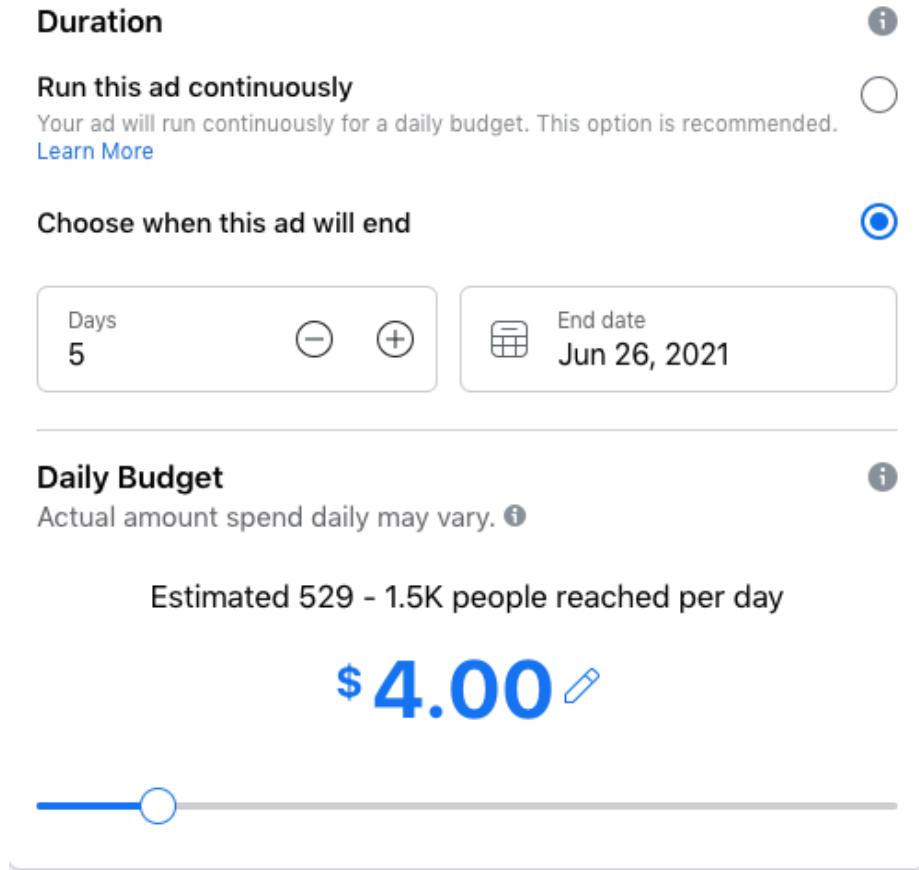


Figure 3.41:

10. Look at the ad previews to make sure everything is correct and the picture is not cropped incorrectly
11. This gives an estimate of the amount of people we will reach and how much it will cost. Once done looking through it click the submit button at

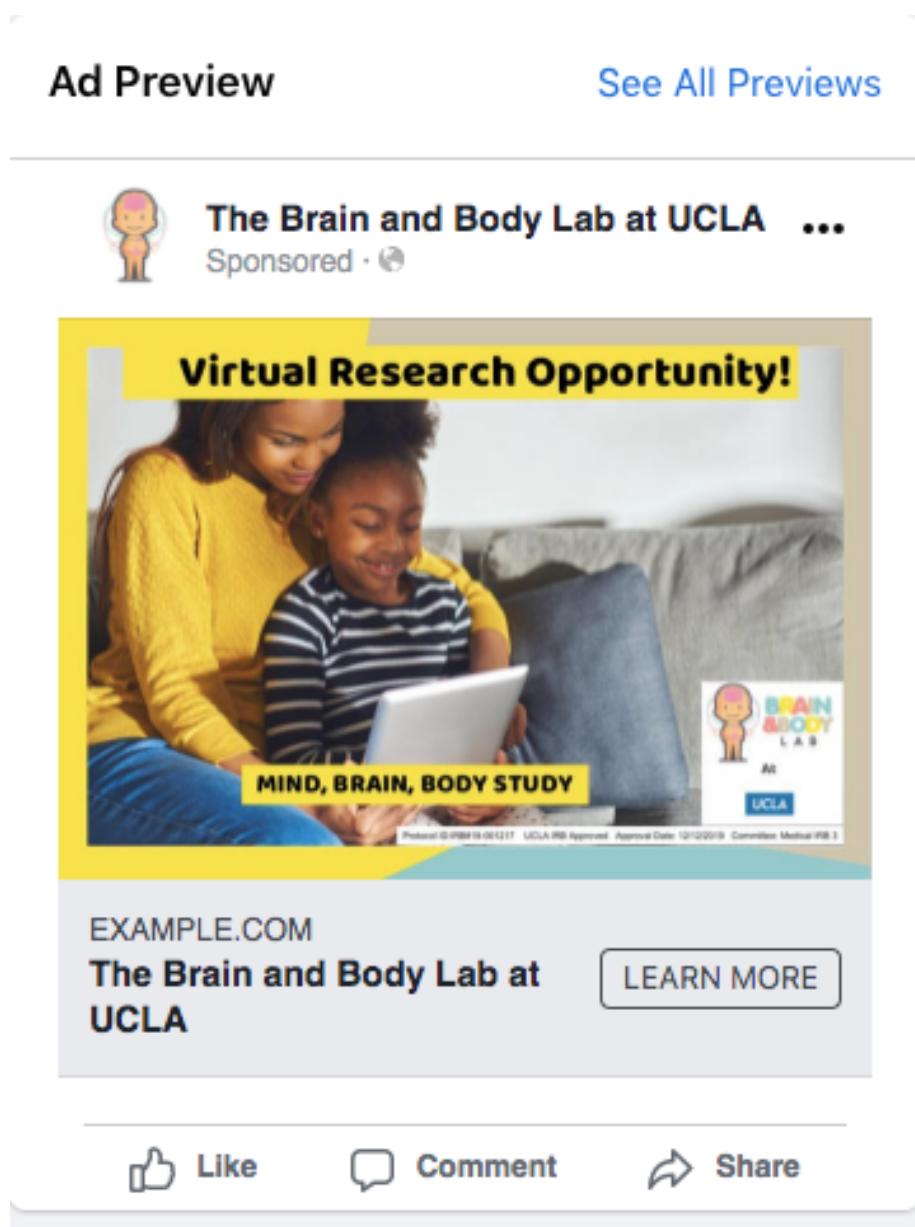


Figure 3.42:

Estimated Daily Results

People Reached

529 - 1.5K

Link Clicks

67 - 193

Payment Summary

Your ad will run for 5 days.

Total budget

\$20.00 USD

\$4.00 a day x 5 days.

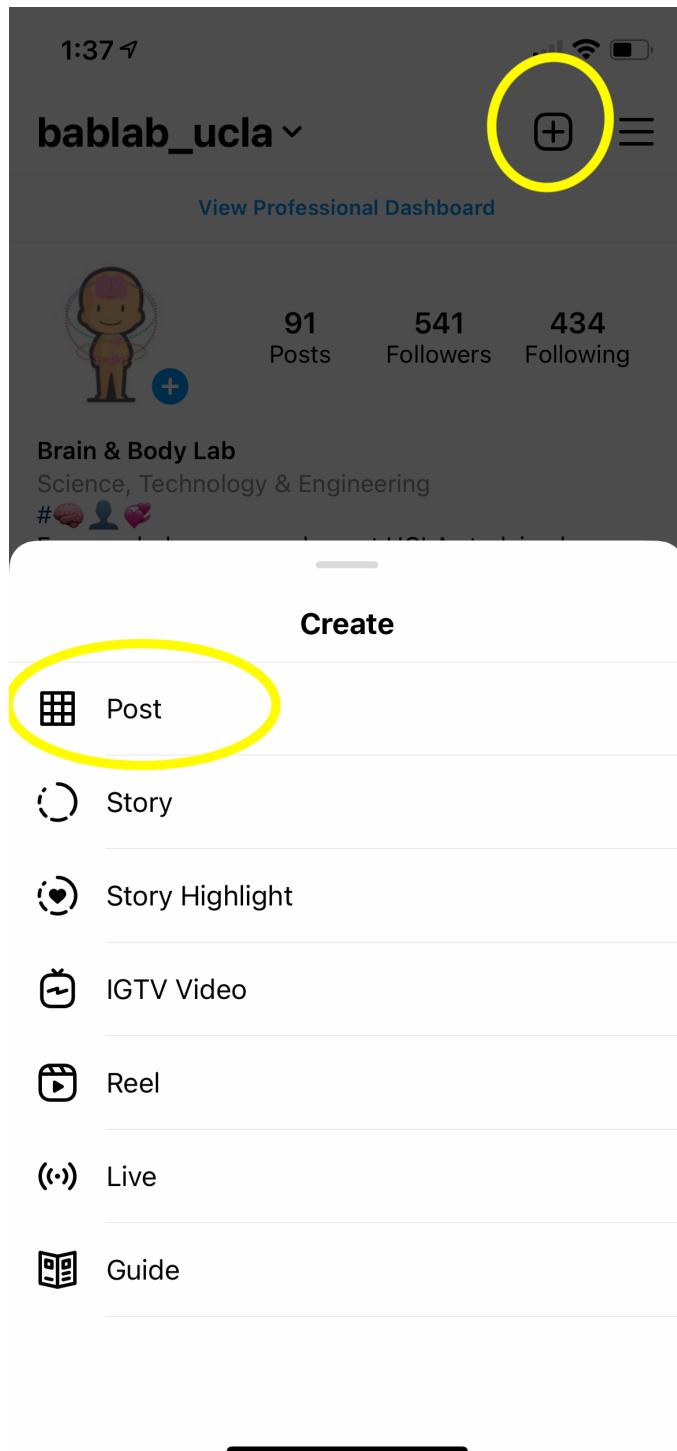
the bottom of the page.

3.8.2 Instagram Ads

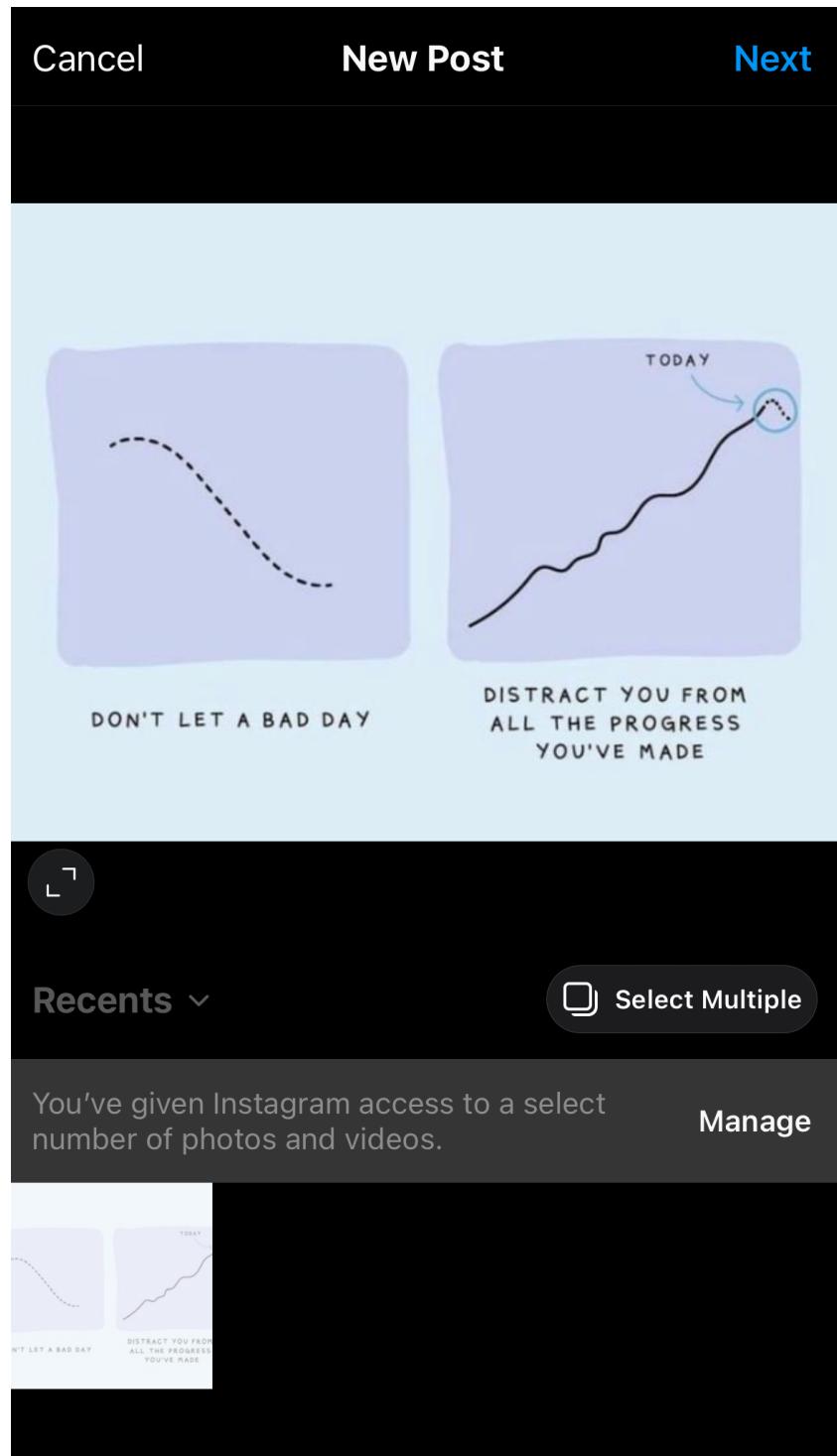
Another way we recruit participants for MBB is by running ads on Instagram through our lab page. Below is all the relevant information for running an Instagram ad. Instagram has been successful for recruiting teens and young adults but not very successful for recruiting lots of parents thus far.

To run an instagram ad you need to promote a post.

1. Click the plus sign on top right corner of screen then choose post.



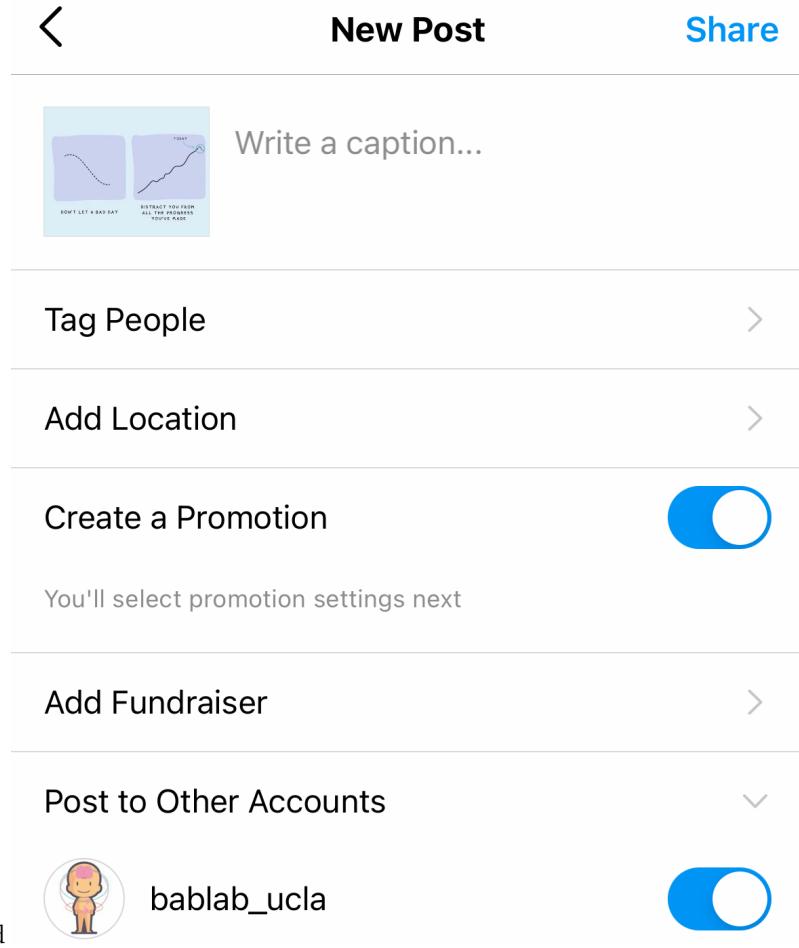
2. Choose picture and click next. On next page it gives you options for filters,



just skip that.

3. Write the caption for the post you'll be promoting. Click on the "create a promotion" button to make a promotion from the post. Click share to post the picture to our IG account.

- keep the caption short and try to avoid words that could get the ad



4. Once the post has been shared to our IG page it should take you directly to the promotion settings. On this page you'll choose the goal for the ad. Choose "more website visits" and make sure the link is correct

[Cancel](#)**Goal**[Next](#)

Select a Goal

What results would you like from this promotion?

More Profile Visits

More Website Visits

[https://brainandbodylab.psych.ucla.edu/studies/
mind-brain-body/](https://brainandbodylab.psych.ucla.edu/studies/mind-brain-body/)

Action Button: Learn More

[Edit](#)

More Messages

5. Here you will define your audience. If audience is els you can choose the ELS filter we previously made.



Audie

Define Your Audience

Special Requirements

For promotions about credit, housing, social issues, elections, etc.

Automatic

Instagram targets people like you

ELS

Men and Women, ages 18+
United States
Interested in LGBT adoption, or Adoption

[Edit](#)

Families

Create Your Own

Manually enter your targeting criteria

5.1 If making a new audience filter then choose Create your own

5.1 If creating your own filter ad in location you want for the ad and some filters of who you are trying to target.

- Examples: parents, parents with young children, adoption

- it is best to start with a bigger audience and then fine tune filters as needed

Cancel **Create Audience** Done

N/A

Potential People Reached

Audience Name

Locations >

Interests >

Age & Gender

All | 13 - 65 yr >

6. Choose how long you want the ad to run

- let it run for at least three days and a budget of at least \$3 a day to



Budget & Duration

\$24 Over 6 Days

Total Spend

3,300 - 8,700

Estimated Reach

Budget

\$4 Daily



Duration

6 Days

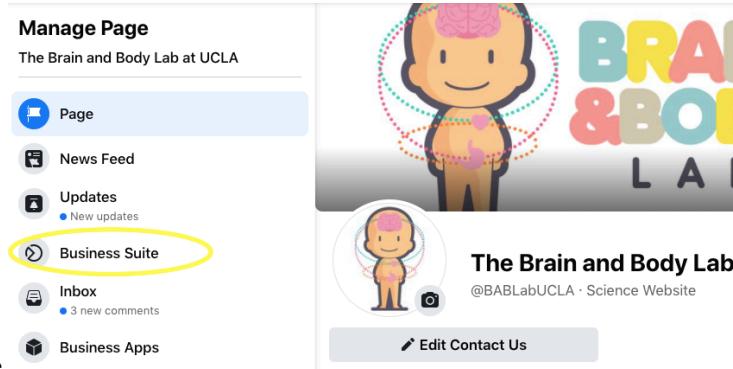


maximize chances of it running well

7. On the last page it gives you a summary of the ad. Look over it before submitting the promotion. Lab manager may need to provide payment info to complete transaction.

3.8.2.1 Getting Ad Receipts

Getting Facebook Ad Receipt



1) Go to the business Suite from the BAB Lab page

2. Click on more tools.

3. Go to billing option which should open up in a separate tab.

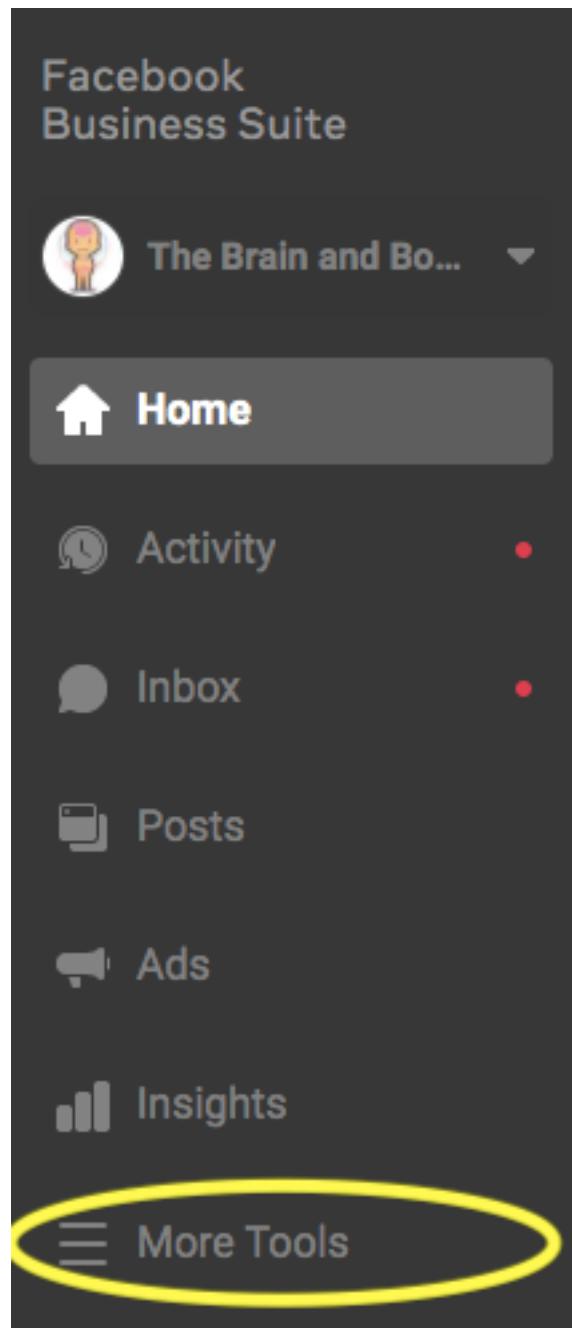
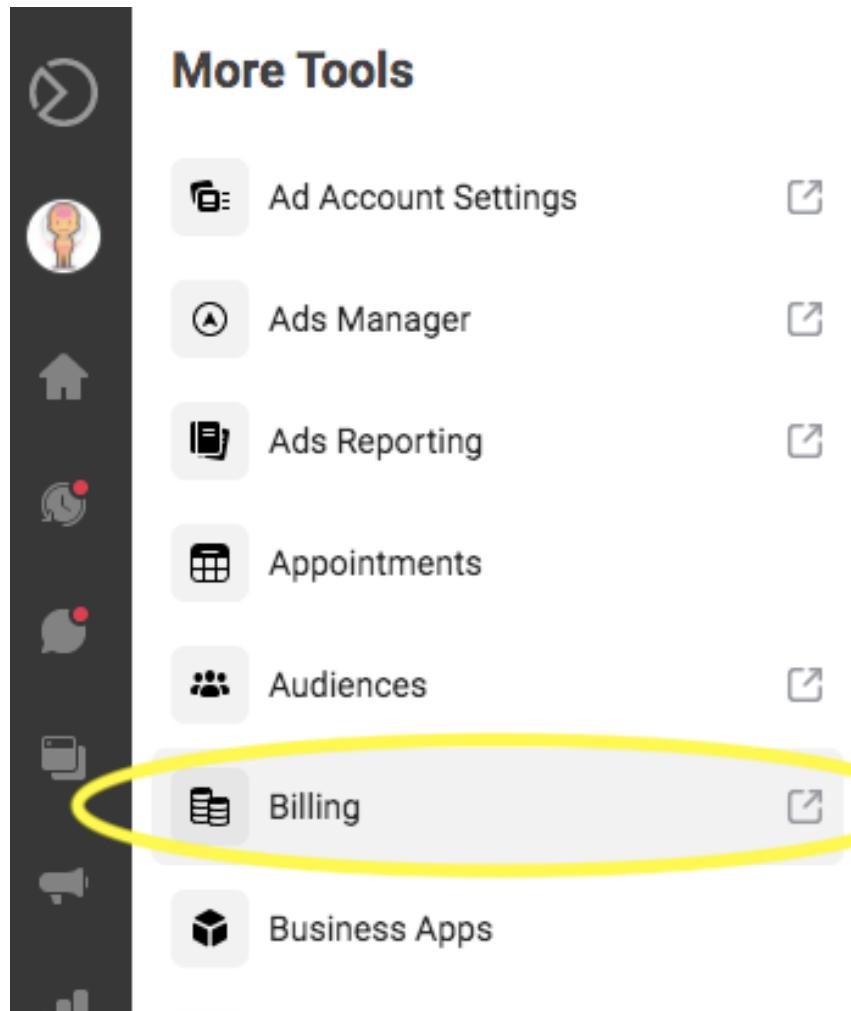


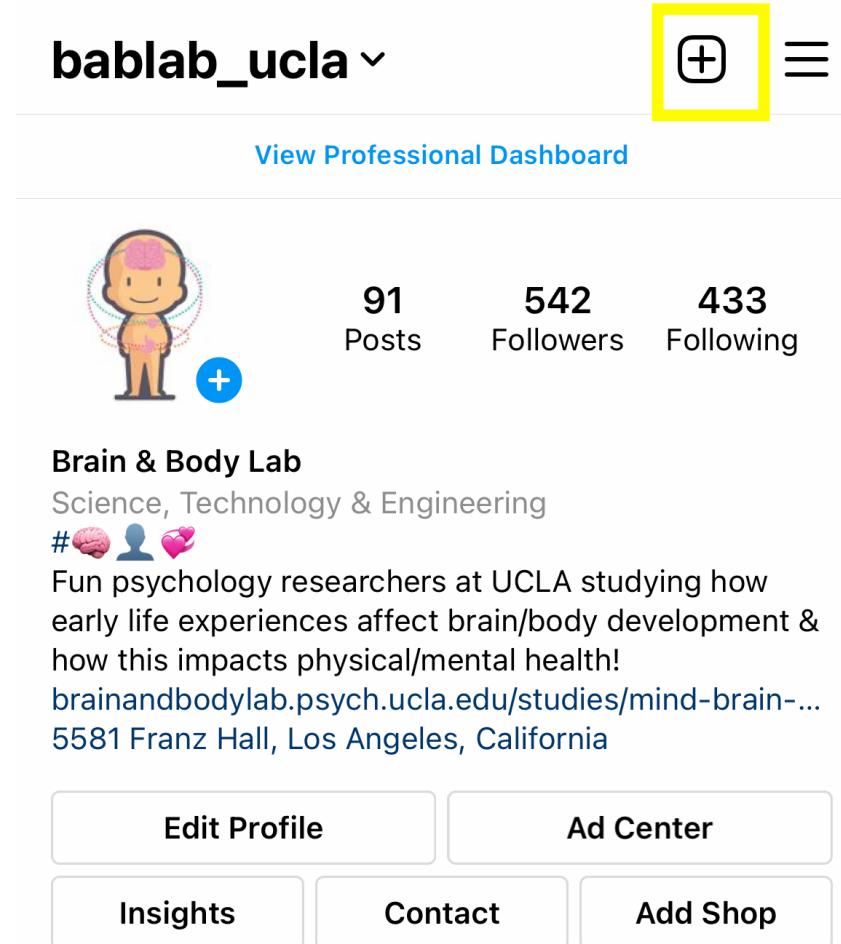
Figure 3.43:



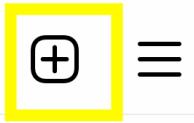
4. If there is an outstanding balance then pay by clicking pay now. After paying the transaction should show up at the top of the list and you can download the receipt using the arrow button.

Ad Account		Outstanding Balance ⓘ	
Bab Lab (1389551504555772)		\$0.00	
Transactions ▾		Use filters to refine your search.	
Lifetime: Oct 3, 2019 – Jun 23, 2021 ▾		Download ▾	
Transaction ID	Date ⓘ	Amount ⓘ	Payment Method Ⓢ Payment Status Action
3162007487248284-6050647	Aug 4, 2020	\$3.30	 MasterCard · 3682 Paid 

Getting IG Ad receipt



The image shows an Instagram profile for the account **bablab_ucla**. The profile picture is a cartoon illustration of a person with a brain inside their head, surrounded by concentric circles. Below the profile picture, the bio reads: "Science, Technology & Engineering #brain 🧠 🚨 🤖". The bio continues: "Fun psychology researchers at UCLA studying how early life experiences affect brain/body development & how this impacts physical/mental health! brainandbodylab.psych.ucla.edu/studies/mind-brain-... 5581 Franz Hall, Los Angeles, California". At the top right of the profile, there is a yellow-outlined square containing a plus sign (+) and an equals sign (=). Below the profile picture, it says "View Professional Dashboard". To the right of the profile picture, it shows statistics: 91 Posts, 542 Followers, and 433 Following. At the bottom, there are four buttons: "Edit Profile", "Ad Center", "Insights", "Contact", and "Add Shop".

bablab_ucla 

[View Professional Dashboard](#)

 91 Posts 542 Followers 433 Following

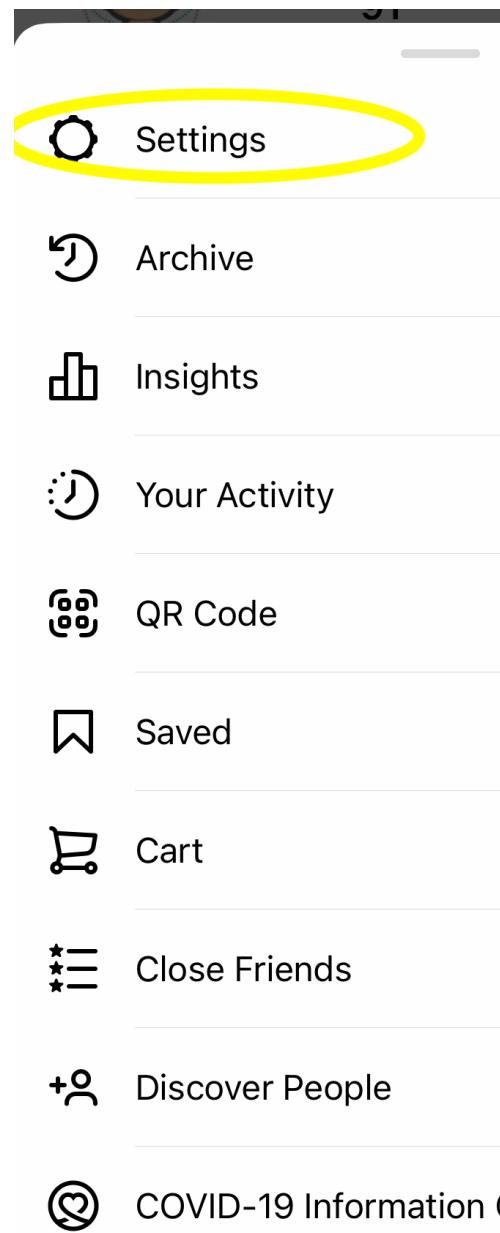
Brain & Body Lab
Science, Technology & Engineering
#brain 🧠 🚨 🤖

Fun psychology researchers at UCLA studying how early life experiences affect brain/body development & how this impacts physical/mental health!
brainandbodylab.psych.ucla.edu/studies/mind-brain-...
5581 Franz Hall, Los Angeles, California

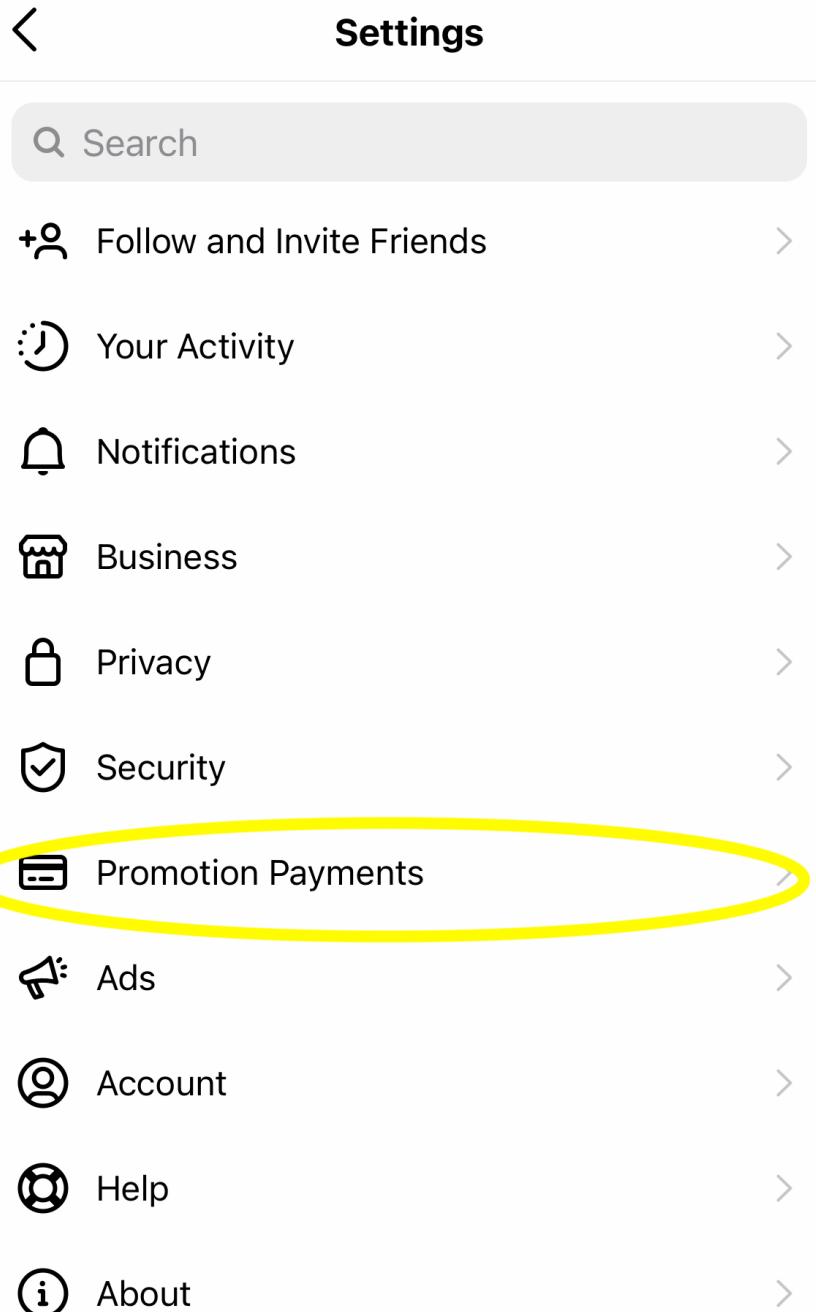
[Edit Profile](#) [Ad Center](#)

[Insights](#) [Contact](#) [Add Shop](#)

1. In the IG app, click on the plus sign.



2. Click on settings on the popup options that will show up.



3. Click on promotion payments

4. If you have already been charged/ paid for the latest ad then click on the



Payments

Amount Spent

\$0.00

Due on July 13, 2021

Pay Now

Payment Methods



Visa *6971

Primary

[Add Payment Method](#) >

Transaction History

View recent charges and refunds. >

Account spending limit

Spend limit not set >

Billing Controls

When and how often you are charged.

Business Settings

United States of America, US Dollars (USD) >

Go to Help Center

Transaction History tab.

4.1. If the top has an outstanding balance then pay by clicking the pay now button. After paying you can click the Transaction History button.



Payments

Amount Spent

\$0.00

Due on July 13, 2021

[Pay Now](#)

Payment Methods



Visa *6971

Primary

[Add Payment Method](#) >

Transaction History

View recent charges and refunds. >

Account spending limit

Spend limit not set >

Billing Controls

When and how often you are charged.

Business Settings

United States of America, US Dollars (USD) >

[Go to Help Center](#)

5. Once on transaction history click on the date of when the latest ad was paid

Transaction History		
June 8, 2021	\$30.00	>
Paid		
June 2, 2021	\$15.00	>
Paid		
October 28, 2020	\$22.99	>
Paid		
October 18, 2020	\$25.00	>
Paid		
October 17, 2020	\$25.00	>
Paid		
October 15, 2020	\$25.01	>
Paid		
October 15, 2020	\$25.00	>
Failed		
Go to Help Center		

for.

6. Click the download button to download the receipt. In most cases you can redirect so it opens on a different page and you can email it to yourself or

**Transaction Details****Download****\$30.00**

June 8, 2021

Paid**Billing Reason**

You made this manual payment.

Summary

Subtotal	\$30.00
Tax	\$0.00
Total Amount	\$30.00

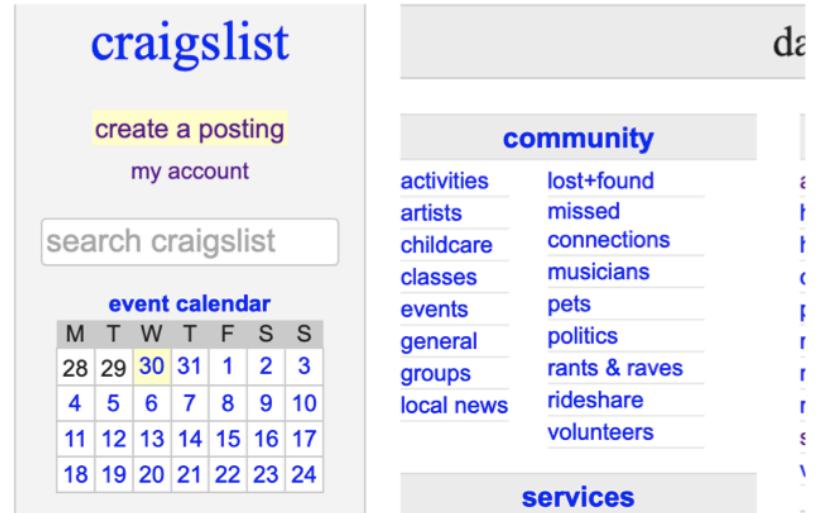
Payment Info

Payment Method	* 6971
Transaction ID	3951842608259302-7615094
Ad Account	833886247120026
Product Type	Facebook
Reference Number	LCSZF4K332
Fatura Number	

save as a pdf.

3.8.3 Craigslist posting

1. Login into Bablab's craigslist account. See internal of Lab website for login info



2. Click on "create a posting."
3. Click the option "community": DO NOT choose "gig offered" because you have to pay for these advertisements. The community option is free

please limit each posting to a single area and category, once per 48 hours

what type of posting is this: (see [prohibited](#) list before posting.)

- job offered
- gig offered (I'm hiring for a short-term, small or odd job)
- resume / job wanted

- housing offered
- housing wanted

- for sale by owner
- for sale by dealer
- wanted by owner
- wanted by dealer

- service offered

- community
- event / class

continue

please choose a category: (see [prohibited](#) list before posting.)

- activity partners (please do not post personals on craigslist)
- artists
- childcare
- general community (no politics here please)
- groups
- local news and views (no national or international issues here please)
- lost & found
- missed connections
- musicians
- pets (no animal sales or breeding -- rehoming with small adoption fee is ok -- info on [free to good home](#) ads)
- politics
- rants & raves
- rideshare
- volunteers

continue

4. Choose “volunteers”.
5. Fill out this page based on the research study. Type “Los Angeles” for the city and the postal code 90095. Then press continue and post it!

The screenshot shows a recruitment form with the following fields:

- posting title:** A blue outlined input field.
- city or neighborhood:** A grey outlined input field.
- postal code:** A green outlined input field.
- description:** A large text area with a green border.
- contact info:** A section containing an email address (bablab.ucla@gmail.com), privacy options (CL mail relay recommended), and a checkbox for no replies to this email.
- phone/text:** A section with checkboxes for show my phone number, phone calls OK, and text/sms OK, along with input fields for phone number, extension, and contact name.
- location info:** A section with a checkbox for show address, and input fields for street, cross street, and city.
- checkbox:** A checkbox at the bottom left for ok for others to contact you about other services, products or commercial interests.

3.8.4 SAND Lab Collaboration

1. How the Collaboration Works

- Once a month, Lab Managers from SAND Lab and BABLab to meet and/or check-in on cross-collaboration recruitment status
- If eligible participants become available for cross-collaboration, Lab Managers should first check to make sure these participants have consented to be contacted by other labs at UCLA
- If they have consented, Lab Managers of each lab should send their own participants [template_email] 1 month post-session
- At the next cross-collaboration meeting, Lab Managers to transfer over contact information for eligible participants

2. Transferring Over Contact Information

- Lab Managers should pass over contact information on an excel sheet detailing nothing other than participant names and contact information and notes on prior contact
- Contact information excel should be passed through a secure box link upload

3. Calling referred participants directly

- After contact information is received, 2 weeks after the email template has been sent, Lab Managers may contact cross-collaborated participants directly via phone call using the [phone_template]
-

3.9 Research Assistant Hiring

3.9.1 Not hiring

If we are not looking for research assistants, please respond to any inquiries with the following template.

- [BAB - NOT HIRING]

3.9.2 Hiring

If we are looking for research assistants, please follow the protocol below.

1. Qualified candidates should be invited to fill out our form using the following template.
 - [BAB - INVITE APPLY]
 2. Candidates to be interviewed should be invited to interview using the following template.
 - [BAB - INTERVIEW]
 3. Candidates we wish to extend an offer to should be emailed using the following template.
 - [BAB - OFFER]
 4. Once hired, there are several email templates to welcome/onboard members to the team. Please send the email and follow the instructions in the prompt.
 - [BAB - ONBOARDING STUDENT]
 - [BAB - ONBOARDING NON-STUDENT]
-

3.10 COVID-19

3.10.1 Transition back in-person

Before coming into the lab...

1. Check-in with the Lab Manager to ensure you can come into the lab
2. Get familiar with the UCLA Requirements for COVID-19 Symptom Monitoring
3. Try out the UCLA COVID-19 Symptom Monitoring Survey
4. Sign up for your shift on BABLab's shared google calendar
 - Log into your google calendar
 - Enable the COVID-19 Protocol calendar shared by the BABLab gmail

My calendars ^

- BABLab
- Availability
- COVID-19 PROTOCOLS
- MBB
- Reminders
- Tasks
- The Bear's Den
- The Rainbow Room

- Sign up for a “shift” on this shared calendar. Add an event during the hours you wish to be present in the lab, using the following format:

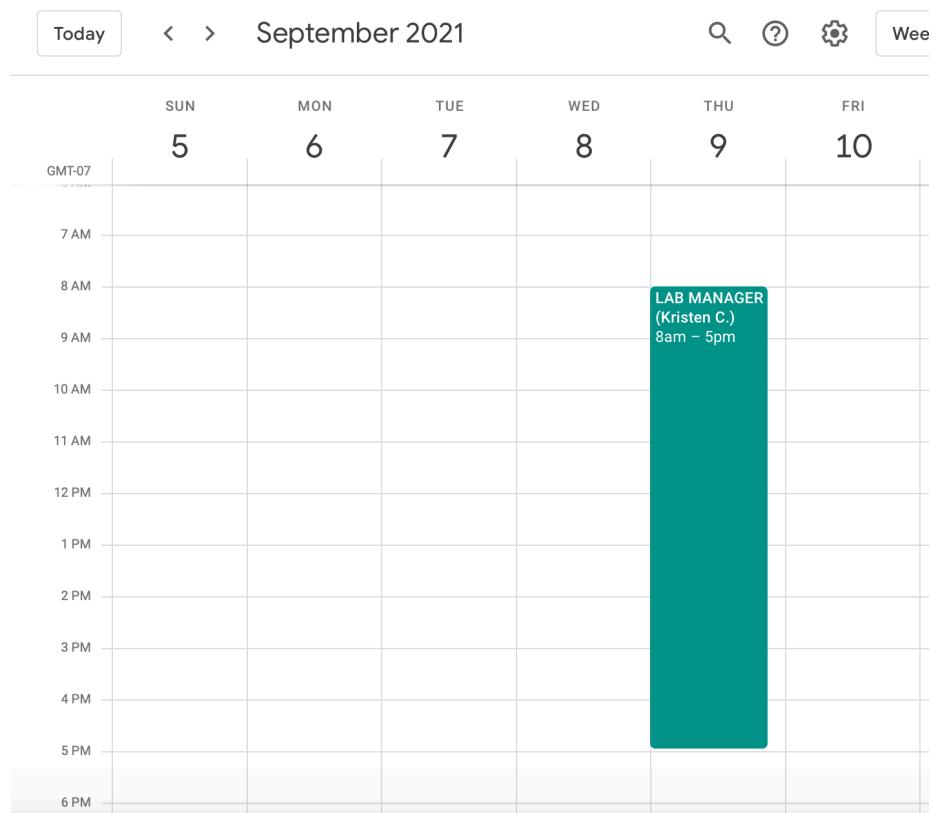


Figure 3.44:

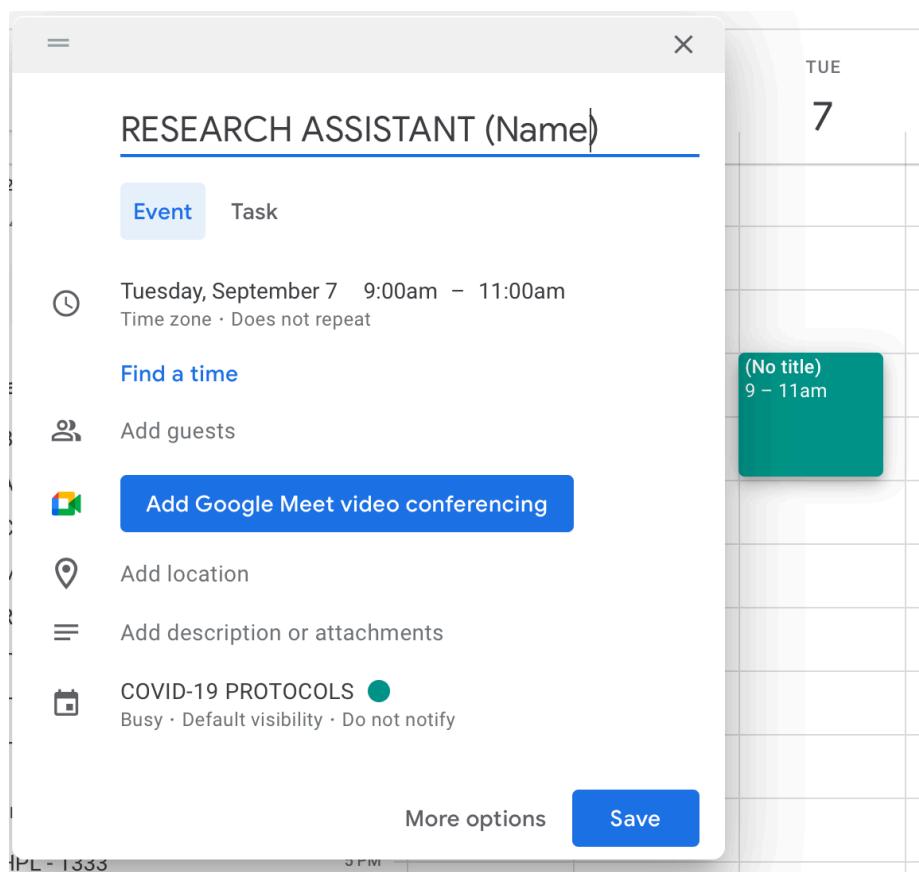


Figure 3.45:

- Only **3 people maximum** can be present in the lab at all times. Post-docs, Graduate Students, and the Lab Manager have priority over shifts in the lab.
- All parties should sign up for a shift at least *3 days prior to arrival*
- If you are an RA or a Senior RA, your first shift in the lab should always be a time when the Lab Manager is also there. After this, if you are an RA or a Senior RA, you should only go into the lab after having spoken to the Lab Manager and received tasks for in-person work.

Every time you come into the lab...

1. A mask is required to be worn at all times while in the lab
2. Try to remain at least a 6-feet distance apart from other folks in the lab
3. Fill out the UCLA COVID-19 Symptom Monitoring Survey to receive clearance prior to coming to the lab and send a screenshot or download of your clearance to the Lab Manager
4. Wipe down and sanitize your work station after you complete your shift
5. Last person of the day should wipe down all the shared tables

Chapter 4

Research Protocols

4.1 Data Management

4.1.1 Storing Active Datasets

Lab data can be stored on Box, the psychology department server, and on external hard drives and CD's. Any data with personally identifying information can only be stored on non-networked, encrypted, external harddrives, flash drives, and CD's.

Although the the data is routinely backed up, the backup is only on-site – so make extra backups! Each lab member should back up raw data on an external hard drive, as well as the code needed to reproduce all analyses. You should not store data locally on your computer (but logging into your Box/server account on your computer is ok).

4.1.2 Data Organization

General notes on file naming:

- It is very important that files are named in a clear and consistent way to avoid confusion

- Generally, versions of data files, scripts, etc. that are kept in study folders are final versions, meaning that they are “master” copies rather than versions that are being edited by individual lab members.
- If you would like to edit a script for some reason, please copy it to your user folder and rename it adding _<your initials>, eg., _fq to mark it as being edited by you. If we would like to use it for general study use, it will need to be checked and approved. If the check is successful and it is approved, only then can it replace the “master” script and the initials be removed.
- Data should generally be named in the following way: <measure>_<status>_<if relevant, date in form YYYYMMDD>_<if personal copy, initials> (e.g., cbcl_raw_20201118_fq). Date is the date the data file was generated. If it was generated by a script, date needs to be updated each time the script is run.

If you have already run several independent projects and have a data organization structure that works well for you, feel free to use it. If not (or if you are looking for a change), the following structure is recommended (based on Neuropipe):

- projectName/subjects
 - individual directories for each of your participants
 - projectName/subjects/{subj}/analysis
 - * subject-specific analyses (e.g., 1st and 2nd level analysis – at the run level and experiment level)
 - projectName/subjects/{subj}/data
 - * raw data for that participant, with the following directories...
 - behavioralData (for, well, behavioral data)
 - eyetrackingData (if applicable)
 - nifti (raw nifti files / raw MRI and fMRI data)
 - rois (participant-specific ROIs)
 - projectName/subjects/{subj}/design
 - * timing files for that participant, with different directories for the different GLMs you’re running (and the different runs in the experiment)
 - projectName/subjects/{subj}/fsf
 - * if you’re using FSL, put the .fsf files here. If you’re using SPM or something else, save the files for setting up preprocessing and GLMs here
 - projectName/subjects/{subj}/scripts
 - * Matlab, Python, R, or bash scripts that you used for that participant. You should keep the ‘template’ scripts elsewhere, but you can store scripts you modified specifically for that participant here

- projectName/scripts
 - template scripts and that you may modify for each participant, as well as scripts and functions used for all participants and group analyses
 - recommend making subdirectories for each type of analysis (e.g., behavior, pattern analysis, functional connectivity, univariate)
 - if you have scripts that are the same for each participant, you can have symbolic links for them in your participant-specific scripts directories
 - **naming convention for scripts:** Note that BABLab has decided on this naming conventions for scripts - <measure or study>_<purpose>_<if personal copy or editing, initials> (examples: mbb_cleaning_fq, cbcl_scoring_fq)
- projectName/results
 - figures with main results, powerpoint or keynote presentations, manuscripts if you wish
- projectName/notes
 - detailed notes about the design, analysis pipeline, relevant papers, etc
- projectName/group
 - group analyses
 - recommend making subdirectories for each type of analysis (e.g., behavior, pattern analysis, functional connectivity, univariate)
- projectName/task
 - code for your behavioral experiment, stimuli, piloting information
 - if you are running your presentation code off of the server, it will still be good to have a copy of the code here (but you can keep the stimuli only on the server if you'd like)

When you leave the lab, your projects directories should be set up like this, or something similarly transparent, so that other people can look at your data and code. You must do this, otherwise your analysis pipeline and data structure will be uninterpretable to others once you leave, and this will slow everyone down (and cause us to bug you repeatedly to clean up your project directory or answer questions about it).

Agreed upon organizational structure specific to MBB:

- ../../Studies/Mind_Brain_Body/Scripts/<wave>/Data: This contains all data that are used in the scripts (including raw data, inputs, and outputs of the scripts). Each file needs to be named clearly (see naming convention for data above).

- `../Studies/Mind_Brain_Body/Scripts/<wave>/<purpose, eg. scoring>/<if necessary, sub-folder for measure>`: scripts go here (e.g., `/Scripts/Wave1/scoring/cbcl` would contain script to score the cbcl)
-

4.1.3 Archiving Inactive Datasets

Before you leave, or upon completion of a project, you must archive old datasets and back them up. We will develop the instructions for this when we reach our first inactive dataset.

4.2 Ethics

4.2.1 IRB

Consent, Assent, and Screening

Links to templates from the UCLA research administration group.

4.2.1.1 How to request an IRB account

[Click here](#) for steps on how to request of an IRB account

4.2.2 IBC

What is the IBC?

The IBC is the Institutional Biosafety Committee, which has the same purpose as the IRB but specific to research involving biohazards materials. The IBC is an arm of the UCLA Environment Health & Safety office (EH&S).

How to Apply for Approval

1. DBS approval and approval to collect any other biological samples is processed through UCLA SafetyNet, the IBC online system, which is the IBC's equivalent to webIRB. SafetyNet is accessible here with UCLA logon ID.
 - IBC approval IS needed for blood samples
 - IBC approval IS NOT needed for saliva, stool, or hair samples unless
 - Saliva is collected from dental procedures
 - Stool or hair samples are contaminated with blood or infected with pathogens (e.g. HBV, HIV)
2. Once signed in, a new protocol is created by clicking 'Create BUA'. A BUA is a Biological Use Authorization, which is synonymous with IBC protocol. Completing the BUA is just like completing an IRB protocol, but with a focus on the collection of biological samples.
3. A BUA (or IBC protocol) requires the following document in addition to information supplied in the online form:
 - Lab Specific Biosafety Manual (includes the following)
 - Laboratory Specific SOPs (based on general template available here)
 - Bloodborne Pathogens Exposure Control Plan (based on general template available here)

NOTE:

- Consultation with an EH&S is likely necessary to complete the BUA protocol. Contact EH&S or IBC employees with questions at biosafety@ehs.ucla.edu or ibc@research.ucla.edu.
 - All EH&S documents are available here.
 - Additional documents may be required depending on the kind of biological material that's going to be collected.
4. Once a BUA is completed, it will appear under 'Submissions.'
 5. IBC staff may require that modifications be made to the protocol, just as the IRB would. You may reply to modification requests and make modifications in the same way that you would for an IRB protocol, by logging your response to a reviewers comment and then making the necessary change in the protocol itself.
 6. Once all modifications are made, there are two more requirements before a BUA can be approved:
 - Staff involved in collecting biological samples must acquire necessary training

- Training may be completed via the UCLA WorkSafe portal accessible with UCLA logon ID.
 - * For Dried Blood Spot collection, the following trainings are required of any staff working directly with samples:
 - NIH Guidelines for UCLA Researchers IBC Compliance Training (online)
 - Laboratory Safety Fundamentals (online)
 - Blood-borne Pathogens Training (online)
 - Medical Waste Management (online)
 - Biological Safety Cabinet (BSC) (online)
 - Biosafety ABC's - Biosafety Level 2 Training (in-person)
 - * The PI is required to complete two courses :
 - NIH Guidelines for UCLA Researchers: IBC Compliance Training (online)
 - Laboratory Safety for PIs and Lab Supervisors (in-person)
 - Training must be up to date. Training certificates are maintained on the BAB Lab Box at BABLAB/Lab/Training/IBC
 - A room inspection must be done to approve the use of physical space for sample collection and storage.
 - The room inspection is arranged directly with EH&S staff.
-

4.3 Questionnaire Database

In Box you can find a questionnaire database for the BABLab. This is different from the study specific questionnaire folders! This database is a repository for all of the questionnaires we have used or thought about using in our research. Organizing them here makes it easy for future BABLab members to plan, organize, and reproduce studies!

This includes the questionnaires used in all of our studies, including source material. In addition, the questionnaire database excel file contains information such as a brief description and reference (needed for IRB protocols and the like).

You can find the questionnaire database at the following path:

- Box/BABLAB/Lab/Questionnaires

You can find the questionnaire database spreadsheet at the following path:

- Box/BABLAB/Lab/Questionnaires/Questionnaire_database.xlsx

When making a new study, please add your questions to the database, including a category and a reference! Adding a category makes it easy to filter this sheet by category when exploring measures.

A	B	C	D	E	F	G	H	I		
Questionnaire	Questionnaire Name	Category	Description	Reference	Age Group	Respondent	Time	Notes		
scared	Screener for child anxiety related emotional disorders	Mental health	<p>Screen for anxiety symptoms related to school phobia. This screener consists of 10 items and factors parallel the DSM-IV classification of anxiety disorders. The child and parent versions of the SCARED have moderate parent-child agreement and good internal consistency, test-retest reliability, and discriminant validity, and it is research as an indicator of cognitive distortions.</p> <p>The State-Trait Anxiety Inventory (STA) is a commonly used measure of trait and state anxiety. It can be used in clinical settings to diagnose anxiety and to distinguish it from depressive syndromes. It also is often used in research as an indicator of cognitive distortions.</p> <p>Anxiety Form T. Its most popular version, has 20 items for assessing trait anxiety over 20 for state anxiety. State anxiety items include: "I am tense"; "I am worried"; and "I feel calm". Trait anxiety items include: "I am nervous"; "I am irritable"; and "I am easily annoyed". The STA has two forms: Form T and Form S. All items are rated on a 4-point scale (e.g., From "Almost never" to "Almost always"). Higher scores indicate higher levels of anxiety.</p> <p>Internal consistency coefficients for the scale have ranged from .38 to .70, test-retest reliability coefficients have ranged from .65 to .75 over a 2-month interval. Test-retest coefficients for this measure in the present sample ranged from .80 to .85. Considerable evidence attends to the construct and discriminant validity of the scale.</p>	<p>Birmaher, B., Brent, D. A., Chaudhury, L., Bridge, J., Mengo, S., & Sheager, M. (1998). Psychometric properties of the Screen for Child Anxiety Related Emotional Disorders (SCARED): A replication study. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, 37(10), 1239-1246.</p> <p>Elliott, J., Stoeckle, A., & Richman, J. S. (2002). Family caregiver problem solving abilities and adjustment during initial year of the caregiving role. <i>Journal of Counseling Psychology</i>, 49, 220-232.</p> <p>Shewbridge, A., Roberts, J. S., & Elliott, T. (1998). Demographic processes in health outcomes among caregivers of children with chronic conditions. <i>Health Psychology</i>, 17, 327-333.</p> <p>Spiegelberg, C. D. (1986). State Anxiety Inventory. <i>Bibliography</i> (2nd ed.). Palo Alto, CA: Consulting Psychologists Press.</p>	8 to 18 years	Parent proxy	10 minutes		Link	
star	State-Trait Anxiety Inventory	Mental health	<p>Studies also have shown that it is a sensitive predictor of longer duration anxiety and time, and that it can vary with Spiegelberg, C. D., Goranson, R., Lushene, K., Vagg, P. R., & Jenkins, G. A. (1986). Manual for the State-Trait Anxiety Inventory. Palo Alto, CA: Consulting Psychologists Press.</p> <p>changes in support systems, health, and individual characteristics. The STA is a widely used measure of state and trait anxiety. It is a popular choice for helping us understand how different situations affect our feelings and our lives, so, you will be asked to indicate how you feel about your feelings and thoughts during the last month or so.</p> <p>The APQ measures five dimensions of parenting that are relevant to the etiology and treatment of child abuse and neglect. These dimensions are: (1) parenting style, (2) parenting attitudes, (3) parenting knowledge, (4) positive discipline techniques, (4) consistency in the use of such discipline, and (5) use of corporal punishment. There is both a parent and a child form. 42 items.</p>		Adult	Self	10 minutes		Link	
psn	Perceived Stress Scale	Mental health	<p>Spiegelberg, A., and Okun, S. (Eds.) (1988). <i>The Social Psychology of Health</i>. Newbury Park, CA: Sage.</p> <p>Rickel, J. A., & Rickel, J. L. (1982). Modification of the block child rearing practices report. <i>Journal of Clinical Psychology</i>, 48(1), 125-134.</p>		11+	Child	5-12 minutes		Link	
cpr	Child-rearing practices report	Parenting	<p>Assesses the restrictions and leniency of parenting beliefs and cognitions.</p> <p>The APQ measures five dimensions of parenting that are relevant to the etiology and treatment of child abuse and neglect. These dimensions are: (1) parenting style, (2) parenting attitudes, (3) parenting knowledge, (4) positive discipline techniques, (4) consistency in the use of such discipline, and (5) use of corporal punishment. There is both a parent and a child form. 42 items.</p>		All	Parent proxy	6 minutes		Link	
app	Alabama parenting questionnaire	Parenting	<p>Israel, C.A., Saengtawee, S., & Frolkis, F. (2006). Psychometric properties of the Alabama Parenting Questionnaire. <i>Journal of Health Psychology</i>, 11, 101-110.</p> <p>Givith, J. H., Seid, M., & Frickell, F. D. (1992). Assessing Marital Conflict from the Child's Perspective: The Children's Perception of Interparental Conflict Scale. <i>Child Development</i>, 63(3), 558-572. doi:10.1111/j.1467-8624.1992.tb05654.x</p>		6 to 18 years	Child	5 minutes		Link	
opc	Children's Perception of Interparental Conflict Scale	Parenting	<p>The Children's Perception of Interparental Conflict Scale (CPI) evaluates Conflict Propensity, Threat, Self-Esteem, and Perceived Support. The CPI is designed to evaluate the magnitude of stress in the parent-child setting, focusing on three major areas: (1) the child's perception of interparental conflict, (2) parent characteristics, and (3) child characteristics.</p> <p>We are going to ask the 30 item short form.</p>		6 to 18 years	Child	5 minutes		Link	
par	Parenting stress index	Parenting	<p>The WAI is a comprehensive yet flexible measurement tool useful for achievement skills assessment, source discrimination, incentive/reinforcement assessment, and threat avoidance for research children through the original form and structure but offers greater clinical utility and efficiency.</p> <p>We are going to ask the 30 item short form.</p>		5 to 12 years	Parent proxy	10 minutes		Link	
wai	Wetherill Abbreviated Scale of Intelligence II	Cognitive	<p>Abidin, R. R. (2012). <i>Parenting stress index, fourth edition</i> (PSI-4). Lutz, FL: Psychological Assessment Resources.</p> <p>Person Assessments</p>		6+ years	Child	20 minutes		Link	

Figure 4.1:

Please create a folder for each questionnaire within the database to allow for the organization of source material. For example, the scq (social cravings questionnaire) was adapted from the fcq (food cravings questionnaire). Therefore, in the scq folder I included the original measure for the fcq, and a paper in which it is described and validated. In addition, if you have created this questionnaire as an instrument in REDCap - please upload the zipped file of the instrument to this folder! This will save a great deal of time for future researchers!

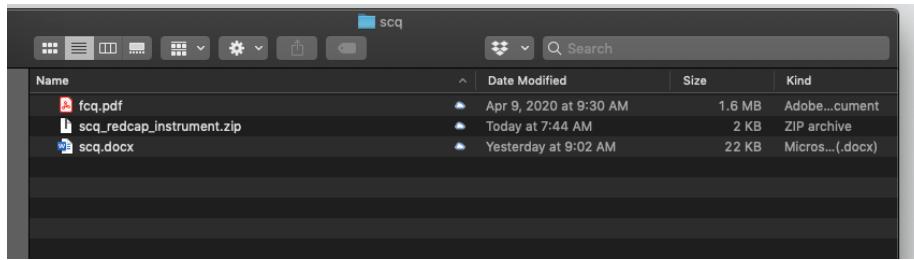


Figure 4.2:

4.4 Interviews

4.4.1 KSADS

- Align expectations from the start (semi-structured interview)

Social Cravings Questionnaire – SCQ
(Adapted from the State and Trait Food Cravings Questionnaires)
(Mode for the EEG and Emotionality Study)

Instructions: For the purpose of this questionnaire, think of socializing as the participation in social activities or mixing socially with others. This can include family and friends and may include in-person interactions, or interactions online (e.g., Zoom).

Scale: Strongly disagree, disagree, neutral, agree, strongly agree.

Trait

Having intentions and plans to socialize

5. When I crave social interaction, I invariably think of ways to see friends or family.
18. When I crave social interaction, I make plans to socialize.
23. When I crave social interaction, I try to make plans to see friends/family right away.

Anticipation of positive reinforcement that may result from socializing

2. I feel better when I am with friends/family to feel better.

10. Sometimes, being around (engaging with) friends or family makes things seem just perfect.
15. When I crave social interaction, socializing makes me feel better.
24. When I socialize, I feel great.
38. When I socialize, I feel comforted.

Anticipation of relief from negative states and feelings as a result of socializing

16. When I hang with my friends/family, I feel less depressed.
19. Being with friends/family calms me down.
21. I feel less anxious after I socialize.

Thoughts or preoccupation with socializing

6. I feel like I think about socializing all the time.
8. I find myself preoccupied with socializing.
27. I can't stop thinking about socializing no matter how hard I try.
28. I spend a lot of time thinking about when I will see my friends/family next.
31. I daydream about hanging out/getting together with friends/family.
32. Whenever I crave social interaction, I keep on thinking about socializing until I am able to socialize.
33. If I am craving social interaction, thoughts of socializing consume me.

BEHAVIOR THERAPY 31, 151–173, 2000

The Development and Validation of the State and Trait Food-Cravings Questionnaires

ANTONIO CEPEDA-BENTO
DAVID H. GLEAVES
TARA L. WILLIAMS
STEPHEN A. ERATH
Texas A&M University

We describe three studies on the development and psychometric properties of state and trait versions of a new State and Trait Food Cravings Questionnaire (FCQ-S and FCQ-T). In Study 1, we used confirmatory factor analysis to help refine the instruments. Results indicated good internal consistency for both questionnaires and their respective subscales, as well as excellent test-retest reliability for the FCQ-T. In Study 2, we examined the validity of the instruments by comparing the effect of food deprivation versus food satiation on both questionnaires. As hypothesized, we found a greater effect on the FCQ-T than the FCQ-S. In Study 3, we used confirmatory factor analysis to cross-validate the factor structure of both questionnaires with a new sample. Results supported the factor structure of both instruments. Overall, we suggest that cravings can be conceptualized as multidimensional motivational states. Our preliminary data support the use of the FCQ-S and FCQ-T with clinical and nonclinical populations.

Cravings can be defined as either physiological or psychological motivational states that promote substance-seeking and ingestive behaviors, usually toward drugs or foods (Baker, Morse, & Sherman, 1986). Drug-addiction researchers typically give cravings a highly influential role in the maintenance of addictive behaviors and blame cravings for the high rates of relapse following drug-cessation treatments (see Tiffany, 1990, 1994). Similarly,

Figure 4.3:

- Encourage brief responses
- Can write down details later
- Dive in and direct participant
- Read the threshold criteria

4.5 Tests

4.5.1 WASI

4.5.1.1 WASI Administration

Ensure you have all necessary materials (WASI/WIAT administration instruction sheet, WASI score sheet, pencil with NO eraser, WASI administration booklet, WASI score book)

Part I: Vocabulary

General Instruction: You will be pointing to each item in the WASI administration booklet and asking the child/adolescent what this item is/if they can describe what this item means to you

1. Start audio recording
2. Flip the WASI administration booklet to page 41, item #4 (what is a shirt?)
3. Flip WASI scoring booklet to page 74, beginning with item #4 (what is a shirt?)
 - Use the WASI scoring booklet to determine if child/adolescent's description of each item shall be categorized as score 0, 1, or 2
 - Note: Q indicated on the scoring booklet refers to prompt/query the child further- "Can you tell me more?"
 - Provide queries as often as necessary- marginal responses, generalized responses, functional responses, and hand gestures, but NOT answers that are clearly incorrect
4. Note score on the WASI score sheet: Vocabulary
5. If the child does not obtain a perfect score on either item 4 or item 5, administer the preceding items in reverse order until two consecutive perfect scores are obtained
6. Stop administering when the child/adolescent receives 3 consecutive Zeros
OR participant hits max score for age group (age 6: item 22; age 7-11: item 25; age 12-14: item 28)
7. Keep audio recording for Part II: Matrix Reasoning

Note: These will be audio recorded and can sometimes move quickly- can be scored later

Part II: Matrix Reasoning

General Instruction: You will be pointing to each matrix reasoning question in the WASI administration booklet and asking the child/adolescent where this item belongs in the missing box

1. Flip the WASI administration booklet to page 57- Practice Questions
 - Explain you will do a few practice questions first then walk through 2 practice questions
 - You may acknowledge correct responses/explain why answers may be incorrect
2. Flip to correct start page/item to begin (age 6-8: item 1; age 9+: item 4)
 - Do NOT give verbal acknowledgement to their answers (e.g. Correct! That's right!)
3. If adolescents age 9+ do not obtain a perfect score on either item 4 or item 5, administer the preceding items in reverse order until two consecutive perfect scores are obtained
4. Note score on the WASI score sheet: Matrix Reasoning
5. Stop administering when the child/adolescent receives 3 consecutive Zeros
OR participant hits max score for age group (age 6-8: item 24)

6. Stop audio recording
-

4.5.1.2 WASI Scoring

Part I

1. Examiner writes “scored by: NAME” at the top of the sheet
2. Fill in any missing scores in Vocabulary or Matrix Reasoning tests using audio file if questions are missing (e.g. scores continue before and after this missing question, NOT because the administrator left questions blank because they have stopped the test)
3. Add up the Vocabulary total raw score:
 - *Note:* Even if a participant begins at item 4 due to age, the total raw score should still include items 1-3
4. Add up Matrix Reasoning total raw score
5. Transfer both total raw scores to front sheet under “Total Raw Score to T-Score Conversion” chart in column titled “Raw Score”

Part II

1. Ensure you have the participant’s correct age at day of testing in the upper right corner
2. Open WASI-II Manual book > page 151 for T-Score Conversions
 - Flip to correct chart by age group (age group indicated at top of chart using year:month format)
 - Under the correct chart by age group of the participant, view VC column for Vocabulary and MR column for Matrix Reasoning
 - Scroll down VC column for correct Vocabulary total raw score and acquire T-Score equivalent (horizontally)
 - Scroll down MR column for correct Matrix Reasoning total raw score and acquire T-Score equivalent (horizontally)
 - Write T-Score number in the boxes under “Total Raw Score to T-Score Conversion” chart in column titled “T-Scores”
 - Add T-Scores totals for box titled “Full Scale-2”
 - Copy this total number to “Sum of T-Scores to Composite Score Conversion” chart in column titled “Sum of T-Scores”
3. Flip WASI-II Manual book > page 188 for FSIQ, Percentile Rank, and Confidence Interval

- **To obtain FSIQ:** Scroll down Sum of T-Scores column and compare horizontally to FSIQ-2 column
 - **To obtain Percentile Rank:** Scroll down Sum of T-Scores column and compare horizontally to Percentile Rank column
 - **To obtain Confidence Interval (always circle/indicate 95%):** Scroll down Sum of T-Scores column and compare horizontally to 95% column in correct age group
-

4.5.2 WIAT

4.5.2.1 WIAT Administration

Ensure you have all necessary materials (WASI/WIAT administration instruction sheet, WIAT score sheet, 2 pencils with NO erasers, WIAT word reading list, WIAT Math problems sheet)

Part I: Word Reading

General Instruction: You will be asking the child/adolescent to read off the WIAT word reading list left to right, top to bottom until they can no longer read the words

1. Start audio recording
2. Note in scoring sheet what grade participant is in
3. Note the following basic scoring instructions:
 - (1) if fluent/correct
 - (DK) if the child does not know
 - (>3) if it took the child longer than 3 seconds to say
 - (SC) if the child said the word wrong but self-corrected
4. If multiple attempts are made to read a word, score only the last attempt
5. If the child is sounding the word out/verbalizes the word in a choppy manner, ask the child to “read the word altogether” immediately after
 - If the next attempt is not fluent, score as 0 and say “try the next one”
6. If the child skips a word or row, redirect the child to the appropriate place immediately after and make a note in the scoring sheet
7. If the child was unclear when reading a word/you did not hear the child correctly, ask the child to repeat the whole row of words where this particular word was located at the very end after they have finished reading all they can

8. Discontinue after the child has reached 4 consecutive Zeros

Part II: Numerical Operations

1. You will be asking the child to fill out the “math worksheet” him/herself
 - Indicate where to begin based on age (Grades K-1: item 1; grades 2-4: item 14; grades 5-12+: item 18)
 - Explain to the child/adolescent to work on problems from left to right, top to bottom in order and if they do not know a question they may skip it
 - If beginning at item 1, refer to WIAT scoring sheet for specific verbal administration instructions
 2. If child does not reach 3 consecutive scores of 1, reverse backward until child has reached a correct response
 3. Be sure to pay attention to the child’s responses- if the numbers they write are illegible or mirrored, ask the child to verbally indicate the response they meant
 - Note that you obtained a verbal response and note the actual response in your WIAT score sheet
 4. Discontinue this task when they have reached 4 consecutive Zeros
 5. Stop audio recording
-

4.5.2.2 WIAT Scoring

Part I

1. Examiner writes “scored by: NAME” at the top of the sheet
2. Fill in any missing scores in Vocabulary or Matrix Reasoning tests using audio file if questions are missing (e.g. scores continue before and after this missing question, NOT because the administrator left questions blank because they have stopped the test)
3. Add up the Word Reading Total Raw Score:
 - Add up Word Reading Total Score Box
 - Add up Total >3” Box
 - Add up Total SC Box
4. Word Reading Speed Total Raw Score:
 - Listen to the audio file and note time participant began to read words
 - Count 30 seconds forward

- Note the word the participant completed at 30 seconds; write item number of this word in box
5. Add up the Numerical Operations Total Raw Score
 - *Note:* Even if a participant begins at item 8 due to age, the total raw score should still include items 1-7
 6. Transfer both Word Reading Total Raw Score and Numerical Operations Total Raw Score to front page under “Composite Score Summary” chart

Part II

1. Ensure you have the participant's correct age at day of testing in the upper right corner
2. To obtain the Composite Standard Score:
 - Flip WIAT-III Manual book > page 252-387 for Table C.1 based on age of participant (noted at top of chart by year, month, days range)
 - Scroll down Word Reading column and compare horizontally to Standard Score column; write standard score in “Composite Standard Score” box
 - Scroll down Numerical Operations column and compare horizontally to Standard Score column; write standard score in “Composite Standard Score” box
3. To obtain the Confidence Interval (always at 95%):
 - Flip WIAT-III Manual book > page 392 for Table C.3
 - Follow column for correct age > 95% > Word Reading
 - Add and subtract this number to/from the Composite Standard Score: Word Reading to create highest and lowest numbers for the Confidence Interval
 - Follow column for correct age > 95% > Numerical Operations
 - Add and subtract this number to/from the Composite Standard Score: Numerical Operations to create highest and lowest numbers for the Confidence Interval
4. To obtain GRADE-LEVEL equivalents of score: (*Note: No longer doing percentile*)
 - Flip WIAT-III Manual book > page 398 for Table D.2
 - Scroll down through Word Reading column and look for raw score, view to left column for grade equivalent
 - Flip WIAT-III Manual book > page 402 for Table D.2
 - Scroll down through Numerical Operations column and look for raw score, view to left column for grade equivalent

4.6 Behavioral Coding

4.6.1 FIMS

- Always code positive video first (could be colored by negative video)
- When not obvious use the process of elimination
- Make notes while coding
- Maturity for child for their age
- Attunement = harmonious

FIMS Behavioral Training Protocol

FIMS Behavioral Coding Protocol

4.7 Physiological Measurement

4.7.1 ECG

Electrocardiogram (ECG) measures a subject's heart rate and waveform pattern. With each heartbeat, an electrical signal travels through the heart. This electrical wave causes the muscle to squeeze and pump blood from the heart. ECG measures this wave through electrodes placed across the torso. By collecting ECG, you can detect changes in heart function due to certain stimuli. Things like stress, excitement, fear, and other emotional responses can be physiologically measured based on changes in the ECG readouts.

Biopac Setup

- In our ECG setup, we have one transmitter with one channel.
- The red and white leads are the signal, the black lead is the ground.
- Because we are using a wireless setup, there needs to be a clear line of sight between the transmitter and the receiver.

Electrode Placement

- We will be placing 2 electrodes just below the collarbones and one electrode on the lowest left rib.

Filtering and Signal Frequency

- We will sample ECG at a rate of 2kHz, or 2000 samples/second. This gives us a resolution high enough to catch all of the important parts of the heartbeat waveform.
- Noise is not much of an issue with collecting ECG in a 3-electrode setup.

Subject Position

- Ensure that the subject is in a comfortable position, so that body movement can be completely avoided or reduced to the minimal. The subject should be asked not to talk, move, read or make phone calls during the procedure.
- Ensure that the position of the subject is the same if there are multiple sessions. Timing of unavoidable body movement or motion artifacts should be noted and the recording periods with motion artifacts must be removed before analysis.

Gathering ECG Data

- Lightly abrade the skin at the electrode sites with EL-Prep Gel
- Wipe off excess with a wet wipe or tissue
- After prepping the electrodes with Gel-100, attach electrodes to the skin at the three positions indicated above
 - Let these sit as long as possible to adhere and for the gel to soak in
- Ask the participant to put on the module like a belt around their torso
 - Make sure the electrode lead inputs are pointed up towards their head
- Connect the white lead to the Right Collarbone electrode, connect the black lead to the Left Collarbone electrode, and connect the red lead to the Left Rib electrode
- Turn on the transmitter and ensure that both the light on the Biopac receiver module and the transmitter are green (the transmitter should be flashing, whereas the receiver should be solid)
- Make sure there is a clear, unobstructed line of sight between the transmitter and receiver antenna
- Open AcqKnowledge by selecting the template file on the desktop
 - If the system is not connected to the hardware, make sure the wifi is turned off and restart AcqKnowledge
- Ensure all devices are connected and lead wires attached properly
- Hit the green “Start” button and click through all of the dialog boxes that you’re prompted with

4.7.2 EGG

Biopac Setup

- In our EGG setup we have one transmitter with two channels (A and B).
- The white leads are the reference, the red are the signal, and the black is the ground.
- Each transmitter needs to have a ground.
- Because we are using a wireless setup, there needs to be a clear line of sight between the transmitter and the receiver.

Electrode Placement

- We will place the two white electrodes side-by-side on the xiphoid (which is the lower part of the sternum).
- We will place the two red electrodes in position 1 and 4 in the diagram above.
- We will place the black electrode (the ground) on the second from bottom rib on the left. Try to get it over the bone as much as possible.
- Position 1 should be in line with the reference electrode, and position 4 should be in line with the ground.
- Next, we need to have the transmitter up high on the participants chest so there is line of sight between the transmitter and receiver (antenna).

Alternative:

- Regular electrocardiogram (ECG) electrodes can be used for EGG recordings.
- The most commonly used configuration for recording 1-channel EGG is to place one electrode at the midpoint on a line connecting the xiphoid and umbilicus, and the other electrode 5 cm away (up and 45 degree) to the patient's left.
- The ground electrode is placed on the left costal margin horizontal to the first active electrode.

Filtering and signal frequency

- *Amplification:* the EGG signal is usually in a range of 50-500 V and adequate amplification needs to be provided by a recording device so that the amplified signal is of an appropriate range for display and analysis
- *Filter setting:* determines the frequency range of the EGG signal to be maximally amplified. The interested range of the EGG signal is in the range of 0.5-9.0 cpm or 0.0083 to 0.15 Hz which is much lower than that of most of extracellular recordings.

- In addition to the basic fundamental frequencies of 0.5-9.0 cpm, it is also important to record certain harmonics (multiples of the fundamental frequency). Accordingly, an appropriate frequency setting is in the range of 0.0083 to 1 Hz.

Skin Preparation

- First, the abdominal skin where the electrodes are to be positioned should be thoroughly cleaned to ensure that the impedance between the pair of electrodes is below $10\text{ k}\Omega$.
 - To do so, it is advised to abrade the skin until it turns pinkish using some sandy skin-preparation jelly, and then apply a thin layer of electrode jelly for 1 minute for the jelly to penetrate into the skin.
- Before placing the electrode, the excessive jelly must be completely wiped out.

Subject Position

- Ensure that the subject is in a comfortable position, most commonly supine, so that body movement can be completely avoided or reduced to the minimal. The subject should be asked not to talk, move, read or make phone calls during the procedure.
- Ensure that the position of the subject is the same if there are multiple sessions. Timing of unavoidable body movement or motion artifacts should be noted and the recording periods with motion artifacts must be removed before analysis.

Duration of Recording

- A common mistake in recording the EGG is that the recording is too short. Unlike the ECG in which there are about 60 waves every minute, the EGG is composed of only 3 waves every minute. That is, if the recording is of a short duration of 5 minutes, there are only 15 waves which are obviously insufficient for analysis and interpretation.
- Ideally, at least a 30-minute period is needed to ensure an accurate measure of gastric slow waves in a particular state, such as fasting, fed, baseline or after intervention.

Meals

- We will ask participants to eat something about 1 hour before they come into the lab.

- Then we will give them water (as a test meal) immediately before performing the EGG.
- The subjects should all drink the same amount of water.

Analysis

- The EGG also contains respiration artifact that is between 12-25 cpm and sometimes the ECG artifacts (60 cpm). Occasionally, the slow wave of the small intestine may also be recorded in the EGG (9-12 cpm).
- Although these interferences distort gastric slow waves in the EGG, their frequencies do not overlap with that of the gastric slow waves. Consequently, spectral analysis can be performed to separate the gastric slow waves from interferences.
- Before spectral analysis is performed, any periods with motion artifacts must be identified and deleted because motion artifacts can not be separated from the gastric slow waves even with spectral analysis. So we will need to record their motion during the task.

Dominant Frequency and Power

- The dominant frequency and power of the EGG can be derived from the power spectral density assessed by the periodogram method. The normal range of the dominant frequency of the EGG is between 2 to 4 cpm.
- The EGG is called bradystrophia if its dominant frequency is lower than 2 cpm, tachystrophia if its dominant frequency is higher than 4 cpm but lower than 9 cpm, and arrhythmia if there is no dominant peak power in the spectrum

Power Ratio or Relative Electrogastrography

- *Power Change:* The ratio of dominant EGG powers after and before an intervention is a commonly used parameter that is associated with alteration in gastric contractions. It is generally accepted that a ratio of 1 reflects an increase in gastric contractility due to the intervention, whereas a ratio of 1 reflects a decrease in gastric contractility.
 - If the decibel (dB) unit is used, the ratio should be replaced by the difference between the baseline and after intervention.
- *Percentage of Normal Gastric Slow Waves:* The percentage of normal slow waves is a quantitative assessment of the regularity of the gastric slow wave measured from the EGG. It is defined as the percentage of time during which normal gastric slow waves are observed in the EGG. The percentage of normal slow waves can be computed from the running power spectra of the EGG.

- In this method, 1 spectrum is derived from every 1 minute (or some other short period) of EGG data; the minute is considered normal if its EGG spectrum exhibits a dominant power in the range of 2-4 cpm. In humans, the normal percentage of gastric slow wave is defined as 70%.
 - *Percentage of Gastric Dysrhythmia:* The percentage of gastric dysrhythmia is defined as the percentage of time during which gastric dysrhythmia is observed in the EGG. It is computed in the same way as that for the percentage of normal slow waves.
 - It is further classified into the percentage of bradystomia, the percentage of tachystomia and the percentage of arrhythmia.
-

4.7.3 GSR

Electrodermal response (EDR) measurements (including Galvanic Skin Response, GSR) show the activity of the eccrine sweat glands. Typically, one will place electrodes where the concentration of these glands is the highest: namely, the fingertips. The activity of the eccrine sweat glands as a response to physiological excitation (stress, fear, etc.) serves to increase the conductivity of the skin when activated. When one applies a very small electric voltage (0.5 V) between two electrodes, the manifested electrical conductance varies in direct proportion to the electric current flowing between the electrodes. For instance, if a subject is presented a stimulus and the palms start to sweat, this response indicates a highly-stimulated state. The EDR of this subject will then be higher than the subject's baseline. If another subject receives the same stimulus and the palms remain as "cool as a cucumber," the EDA reading will remain unchanged with respect to the baseline. EDR undergoes relatively fast habituation (decrease of amplitude) in the event the same stimulus is repeated over and over to the same subject.

Biopac Setup

- In our GSR setup, we have one transmitter with one channel.
- The red lead is the signal, the black lead is the ground.
- Because we are using a wireless setup, there needs to be a clear line of sight between the transmitter and the receiver.

Electrode Placement

- We will be placing the signal electrode on the middle finger of the child's non-dominant hand.

- This has been noted to be the region of the hand with the most concentrated and reactive eccrine sweat glands, and using the non-dominant ensures that the participants will be able to continue with other activities that they may be tasked with while hooked up to the GSR module.
- The ground electrode can be attached anywhere within reach of the transmitter leads. While the above paper grounded to a position on the participant's arm, for the sake of consistency and simplicity, we are attaching the second electrode to the participants' index finger (on the same hand).
 - This provides an effective ground, consolidates the leads into one area (preventing potential interference or having the electrodes pulled off by strain on the leads), and also standardizes the placement across all the participants.

Filtering and Signal Frequency BioPac Recommendation

- The sample rate can be set quite low for long-term ambulatory measurements or experiments that do not require a high level of temporal precision (i.e., 1-5 samples per second). However, lower sample rates cannot ensure that specific events are accurately represented in what is relayed and graphed, and a degree of timing error might occur.
 - To avoid this, BioPac recommends the sampling rate be set to a minimum of 2000 samps/sec (2KHz). Higher sample rates are useful for a number of methodological reasons and for improvements in precision.
- For EDA/GSR measurements, it is typical to filter the data at 35Hz. Some recommendations are that a sample rate of 200Hz - 400Hz are a minimum to ensure enough samples for accurate separation of phasic waveforms from tonic signals and a more accurate representation of signal shape.
- A general approach is to always err on the side of caution and probably seek to sample higher than you really need. As a general rule 1000Hz - 2000Hz sample rates are more than sufficient and easily achievable. The decision for the present study is to collect at a sampling rate of 2000Hz.

Subject Position

- Ensure that the subject is in a comfortable position, so that body movement can be completely avoided or reduced to the minimal. The subject should be asked not to talk, move, read or make phone calls during the procedure.
- Ensure that the position of the subject is the same if there are multiple sessions. Timing of unavoidable body movement or motion artifacts should be noted and the recording periods with motion artifacts must be removed before analysis.

Gathering GSR Data

- Don't abrade the skin
- After prepping 2 electrodes with a dab of Gel101, attach them to the child's middle and ring fingers
 - Let these rest to let the adhesive set and gel soak in for 5 minutes
- Ask the child to put on the PPGED transmitter like a wrist watch. Assist if needed.
- Attach the transmitter leads to the electrodes (red to middle, black to pointer)
 - These should be the only two leads connected to the device
 - If there are more leads present, ensure you have the correct transmitter and that the correct lead set is plugged in
- Turn on the transmitter and ensure that both the light on the Biopac receiver module and the transmitter are green (the transmitter should be flashing, whereas the receiver should be solid)
- Make sure there is a clear, unobstructed line of sight between the transmitter and receiver antenna
- Open AcqKnowledge by selecting the template file on the desktop
 - If the system is not connected to the hardware, make sure the wifi is turned off and restart AcqKnowledge
- Ensure all devices are connected and lead wires attached properly
- Hit the green "Start" button and click through all of the dialog boxes that you're prompted with

4.8 ASA

Loading Users into ASA Protocol

ASA is a 24-hour dietary assessment tool that we use as part of MBB for participants to enter information regarding their diet and generate a nutrition report. Each MBB participant requires their own unique ASA username and password to complete this task.

To load new users into ASA:

Go to the following website: <https://asa24.nci.nih.gov/>

Log in using username and password found on the BabLab Internal Site.

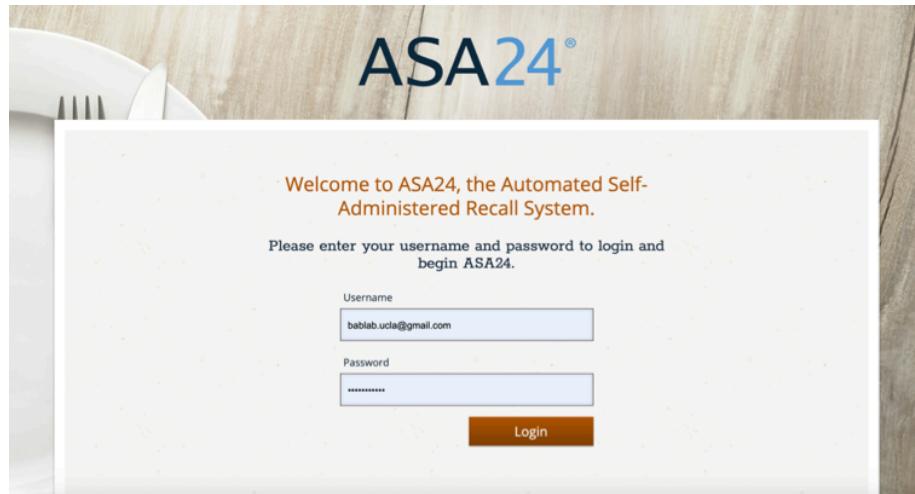


Figure 4.4:

The image shows the ASA24 home page. The header includes the NIH logo and the text: "NATIONAL CANCER INSTITUTE Automated Self-Administered 24-Hour Dietary Assessment Tool". The navigation bar features tabs: "My Studies", "Study Details", "Respondent Accounts" (which is highlighted with a red oval), "Track Recall / Record", and "Analytic Files". Below the navigation bar, there's a section titled "My Studies" with a "Create New Study" button. To the right, a table lists studies: "Mind, Brain, Body" with start date "08/21/2019", end date "08/25/2024", tool "Recall", and version "ASA24-2018". A note says "Selected study: MBB: Mind, Brain, Body". Other sections include "What is this page?", "Tips", "Resources", and "Researcher Instructions: Overview of the ASA24 Researcher Web site ASA24 Web Site ASA24 User Agreement".

Click on “Respondent Accounts” to add new accounts to ASA

Click “Start Wizard” to set up additional account usernames and passwords.

Create Respondent Accounts

1. Select a Study: MBB: Mind, Brain, Body ▼ Your study's tool is an **Unscheduled Recall**

You have 302 Respondent accounts and your last upload was on 2/4/2021.

2. Select how you want to create Respondent Accounts:

A. Use a wizard to set Respondent Username and Passwords and set parameters for Respondent access to the ASA24 Respondent Web site.

Start Wizard
OR

B. Upload an existing Username and Password .csv file.

Choose File No file chosen

Upload the completed Import File (.csv)

Respondent usernames will automatically begin with MBB and an ID number of your choice. Confirm with Lab Manager what the MBB ID numbers should be for the study, and how many participants accounts should be created. Because participants complete ASA for different waves, the MBB ID numbers need to be different for each Wave.

Ex: Wave 1 MBB participant usernames are MBB001-MBB150 Wave 2 MBB participant usernames are MBB2001-MBB2150

*It is possible that Wave 3 participants will be MBB3001-MBB3150 BUT confirm with Lab Manager.

Enter the Starting ID Number, and ensure that the Example contains MB-

Create Respondent Accounts Wizard

Respondent Account Creation

Step 1: Starting ID Number

Respondent Usernames consist of the **study abbreviation (MBB)** and an **ID number**. The wizard will use a starting ID number based on the number of accounts you specify in subsequent steps. Indicate the starting ID number to be used below.

*Starting ID Number: **6001**

(e.g. 1001)

Example MBB3001

BXXXX with the starting ID number you have entered.

Next, enter the number of respondent accounts you require to add for the study. (Previous studies have added 150 respondent accounts).

Respondent Account Creation

Step 2: Number of Respondents

All Respondent Accounts can be created at once or you can create some now and add more later as needed. Specify below the number of Respondent Accounts to be created at this time.

*Number of Respondent Accounts: **150**

Cancel **Back** **Next**

Next, the number of recalls will automatically be entered as specified in the original study details. You can leave this unchanged and click next.

Respondent Account Creation	
Step 3: Number of recalls per respondent	
Below is the number of recalls per Respondent specified when the study was created or updated. Edit the number of recalls per respondent below if necessary and select Next. (Note: In a later step, the number of attempts allowed for each recall can be specified).	
*Number of Recalls: <input type="text" value="1"/>	
<input type="button" value="Cancel"/> <input type="button" value="Back"/> <input type="button" value="Next"/>	

Respondent Account Creation	
Confirmation	
Starting ID number	3001
Number of respondent accounts	150
Number of recalls	1
Recall distribution	N/A
Number of recalls per respondent on weekend days	N/A
Number of days between recalls	N/A
Number of attempts each respondent is allowed for each recall	N/A
Number of days between each attempt	N/A
Stages	N/A

Confirm Study details before clicking next.

Next, we will be autogenerated passwords for each respondent account. Select the option to provide a root word for each password and enter “Bablab” as the root word. (This will autogenerate passwords such as “Bablab@194”). Click

Respondent Account Creation	
Step 8: Password creation	
There are two password options for password creation. A root word (e.g., Pizzas) can be specified and the system will generate random extensions to create secure passwords (e.g., Pizzas&556). This root word must contain only alphanumeric characters and must be between four and six characters in length. Alternatively, the system can generate random secure passwords (e.g. blaCKhaWk421!). Select the option you would like to use below.	
<input checked="" type="radio"/> Provide a root word (4-6 characters) Root Word: <input type="text" value="Bablab"/> <input type="radio"/> System generated password	
<input type="button" value="Cancel"/> <input type="button" value="Back"/> <input type="button" value="Finish"/>	

Finish.

ASA will generate two files with the date of creation: one file with the Usernames and Passwords, and one Template File. Download and save the Username and Password File, which will contain the autogenerated username and password information for each participant.

Save this file on Box, under Bablab > studies > Mind_Brain_Body > ID_Drive as “MBB_asa_usernames_passwords.csv”

This file should remain confidential and not be paired with any identifying infor-

Created Files			
File Name	File Contains	File Creation Date	Delete
MBB_2019_08_21_16_14_35_UNPW	Usernames and Passwords	08/21/2019 16:14	X
MBB_2019_08_21_16_15_42_UNPW	Usernames and Passwords	08/21/2019 16:15	X
MBB_2021_02_04_15_00_15_UNPW	Usernames and Passwords	02/04/2021 15:00	X
MBB_2021_05_20_18_12_11_UNPW	Usernames and Passwords	05/20/2021 18:12	X
Template_MBB_2019_08_21_16_14_09	Wizard Created Schedule Files	08/21/2019 16:14	X
Template_MBB_2021_02_04_14_59_44	Wizard Created Schedule Files	02/04/2021 14:59	X
Template_MBB_2021_05_20_18_11_45	Wizard Created Schedule Files	05/20/2021 18:11	X

mation.

These usernames and passwords can now be shared with participants to allow them to complete the ASA task under their own respondent accounts.

4.9 Gorilla

Creating Tasks on Gorilla Protocol

Gorilla is an online experiment builder that allows scientists to collect behavioral data, with an easy-to-use graphical interface. It allows for building of tasks, and questionnaires, to be administered online to participants. The BabLab has commonly used Gorilla for the Halloween task as part of the Mind, Brain, Body Study.

Go to the following website: <https://gorilla.sc/>

Log in using username and password found on the BabLab Internal Site.

Once logged in, click on “Projects” to access the labs current studies.

If you are working on a current study or a new wave of a current study, click on that study. If not, create a new project in the upper right-hand corner.

For example, the project page for MBB contains “experiments” which are the completed experiments that participants complete, as well as “tasks & questionnaires” that must be created first, and then inputted into the final experiment.

IF you are updating a current project:

IMPORTANT It is imperative that you do NOT edit any current tasks, questionnaires, or experiments that are in use within the lab, UNLESS explicitly instructed to do so.

IF you are building a new experiment within a current study such as MBB, you may CLONE the experiment or task, so that it stays separate from previous tasks/experiments. (As seen by the naming conventions below)

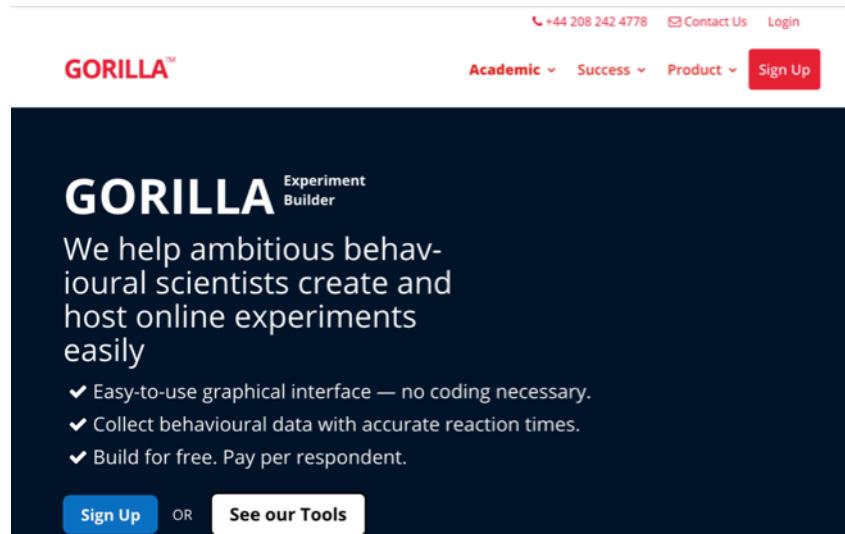


Figure 4.5:

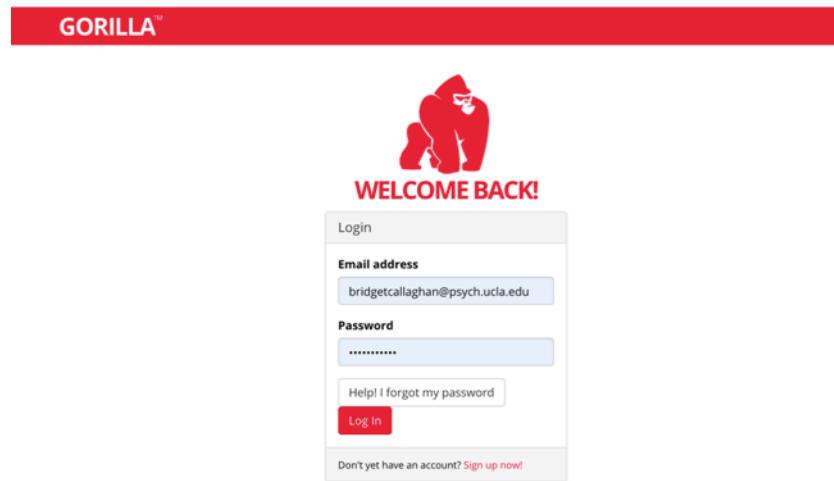


Figure 4.6:

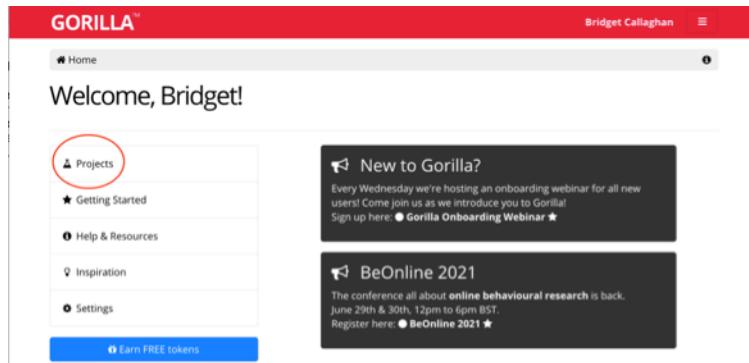


Figure 4.7:

The screenshot shows the 'Projects' section of the GORILLA interface. At the top, it says 'Projects' and has a red button to 'Create a new project'. Below that is a 'My Projects' table with three rows:

Name	Description	Collaborators
MBB		Actions
Pregnancy_memory		Actions
Pregnancy_memory_mri		Actions

Below this is a section titled 'Projects I'm collaborating on' with a table:

Name	Description	Collaborators	Permissions

Figure 4.8:

The screenshot shows the 'Experiments' and 'Tasks & Questionnaires' sections of the MBB project. In the 'Experiments' section, there are four entries: 'MBB_sona' (71 complete participants), 'MBB_Wave_1_additional_tests' (3 complete participants), 'MBB_wave_1_online' (75 complete participants), and 'MBB_wave_2' (9 complete participants). In the 'Tasks & Questionnaires' section, there are ten entries: 'cte', 'demographics SONA', 'halloween_test', 'halloween_test SONA', 'halloween_test_wave_2', 'halloween_training', 'halloween_training SONA', 'halloween_training_wave_2', and 'introduction SONA'. Each entry has a 'Type' column with icons for list, grid, and document.

Figure 4.9:

To clone an experiment or task, select the item you'd like to clone, and under settings, select “clone”, and rename it, following the previous naming conventions.

Ex: “MBB_wave_x” or “task_wave_x”

The screenshot shows the 'Design' tab of the MBB project. A context menu is open over the 'MBB_wave_2' experiment, with the 'Clone' option highlighted by a red circle. Other options in the menu include 'Settings', 'Preview Experiment', 'Edit', 'Send', and 'Add to library'.

Figure 4.10:

IF you are creating a new project:

Select “Create a New Project” and name it accordingly. Your project will contain all of your tasks, questionnaires, and experiments. Tasks and Questionnaires are components of Experiments.

To create a Questionnaire, select the “Create” button, and select the type you'd like to create.

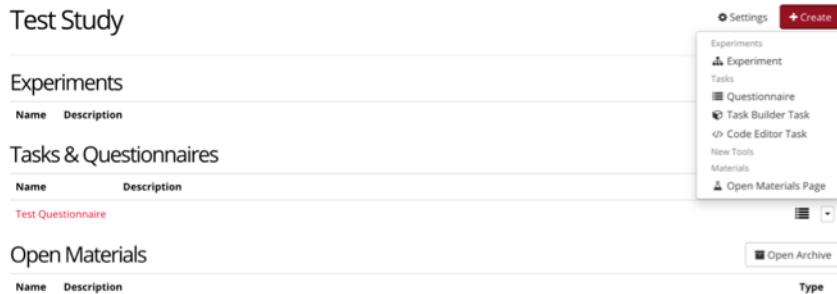


Figure 4.11:

Enter a name for your questionnaire and select OK. If you'd like to clone a previous task, you have the option to do so here as well.

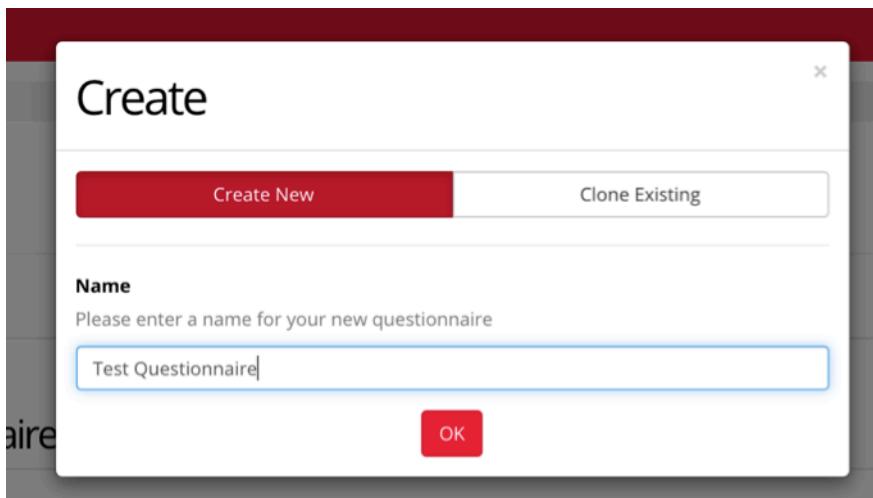


Figure 4.12:

Gorilla offers many different options for types of Questionnaires that can be included in your online experiments, as seen below. In this example, we will select “Rating Scale/Likert”

This is the format you will see when creating a task. On the left, you enter the questions that make up your questionnaire, as well as any variables and titles. On the right side, you will see a live preview of how your question will appear during your experiment.

For example, we have created a likert scale, where a participant can rate their experience from 1 to 5. We included the rating options of 1,2,3,4,5, and labeled

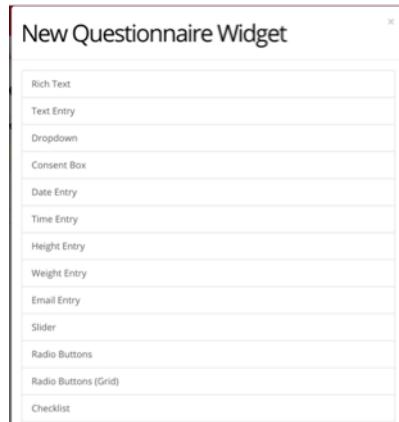


Figure 4.13:

1 as worst, and 5 as best.

Figure 4.14:

To add additional questions within your questionnaire, you can select “Add Widget Here”, and continue your questionnaire.

When you complete your questionnaire, select “Commit Version x” to save it as a completed task. You can go back and edit this questionnaire as necessary and commit the questionnaire to a newer version as well.

To create a task, select the “Create” button, and select the “Task builder task” and name it accordingly.



Figure 4.15:



Figure 4.16:

We first begin with task structure. Depending on the nature of your study, you will most likely begin with an instructions screen. Select the first + symbol, and title your first display “instructions”.

The following steps are specific to your current study, but generally the next displays will be the trials in your experiment, followed by an end/debrief screen. Select the next + symbols, and enter names for each of the displays you require for your study. In this example, we’ve added a display for trials, and a display for the ending of the experiment.

The instruction and end pages can be customized by clicking the “+” icon, where you can choose a template for these displays. In this example, we will select “rich text” as this is the most common display we use for providing instructions and debriefing.

For your trials, you can also choose between a variety of templates, depending on the nature of your research. You can select multiple different screens in your preferred order, such as a fixation screen, followed by a screen with an image, and three buttons.

Now your task will look something like this, and next you can click each display to edit them for your experiment.

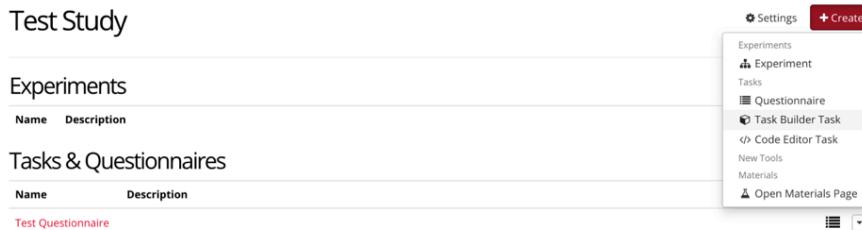


Figure 4.17:

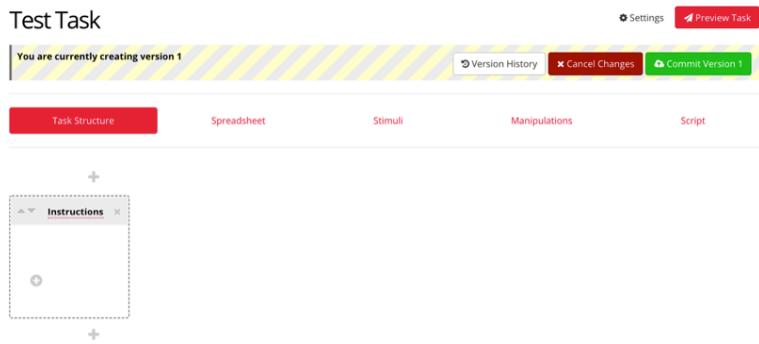


Figure 4.18:

To customize the displays you have chosen, click on the display, and select the red box to enter the instructions for your study. You can also customize the button for participant to enter to continue through the study.

Similarly, your trials page can be tailored to your study, depending on your stimuli and answer choices.

The number of trials, and the content within each trial will be determined by a spreadsheet you create. Under the spreadsheet tab, click “Download Spreadsheet” to download a template for which you will enter your trial information. This spreadsheet drives the information that will be shown to the participant.

This will download an xlsx file, where you can specify your display, stimuli, answers, and the randomization of the trials. Here is an example below of an experiment with instructions, three randomized trials, and an ending page.

You can then upload this spreadsheet to Gorilla. **it is necessary that the displays match exactly as they are formatted in your task structure page (ex: entries are case sensitive) Any items in green have been identified and connected to your task structure – if an item is not green, gorilla has not recognized it, and it should be double-checked.

Once your task looks complete, you can preview the task to test its functionality. Once you are happy with its functionality, you may commit the task to complete it.

Once your task and questionnaires are completed, you can then create your experiment. Under your project, create a new experiment and name it accordingly.

Your experiment page will begin with start and finish nodes. You can then select the option “+ Add New Node” to add any task or questionnaire to your study.

Select the type of node(s) you’d like to include in your experiment, and drag

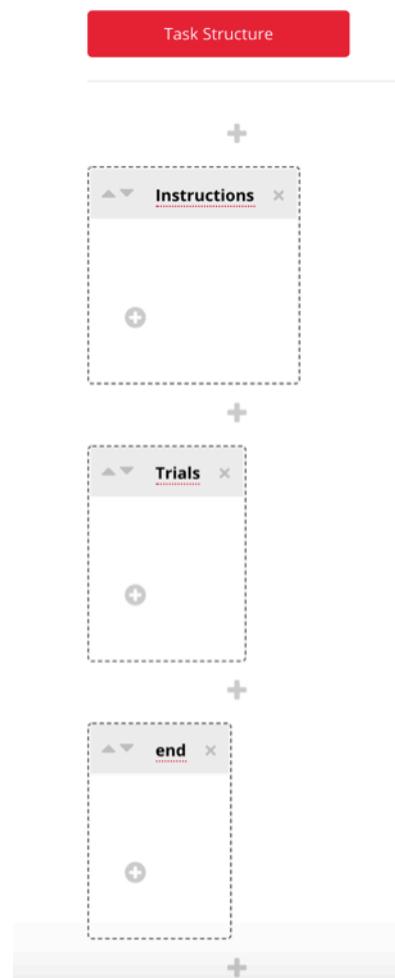


Figure 4.19:

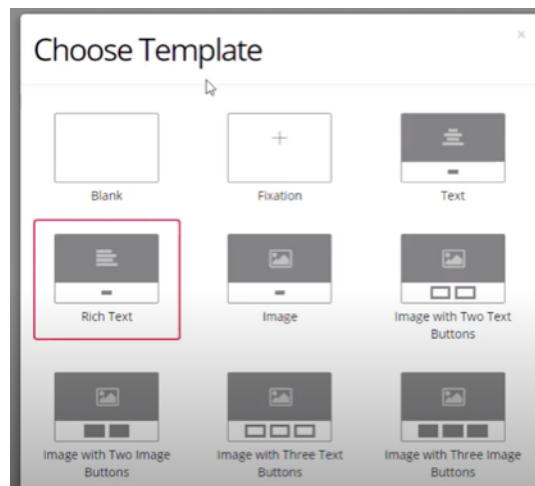


Figure 4.20:

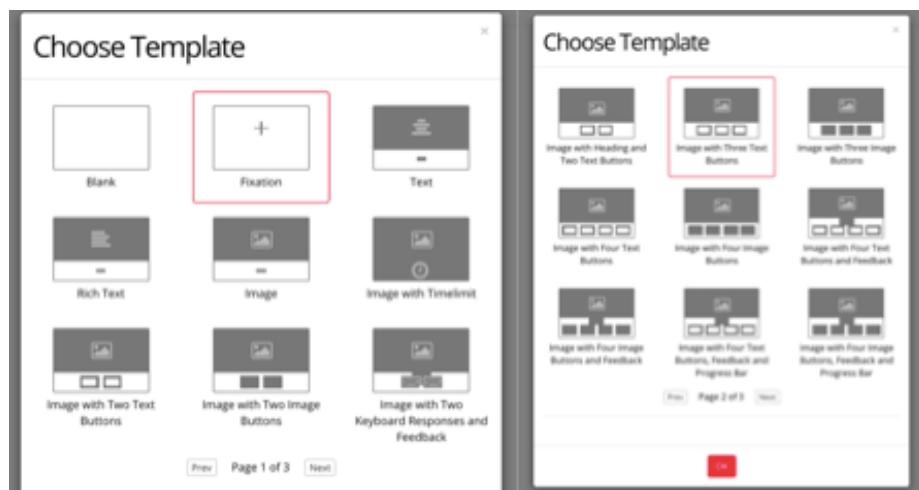


Figure 4.21:

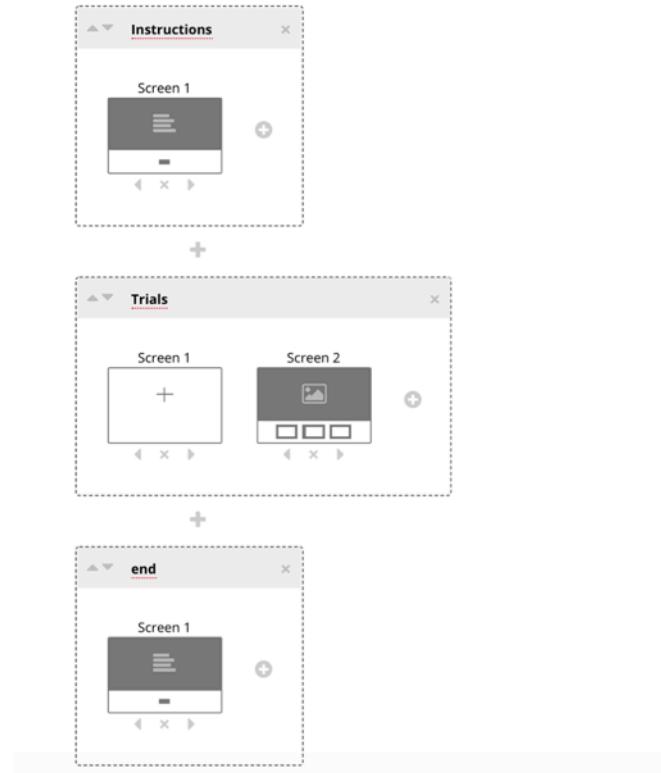


Figure 4.22:

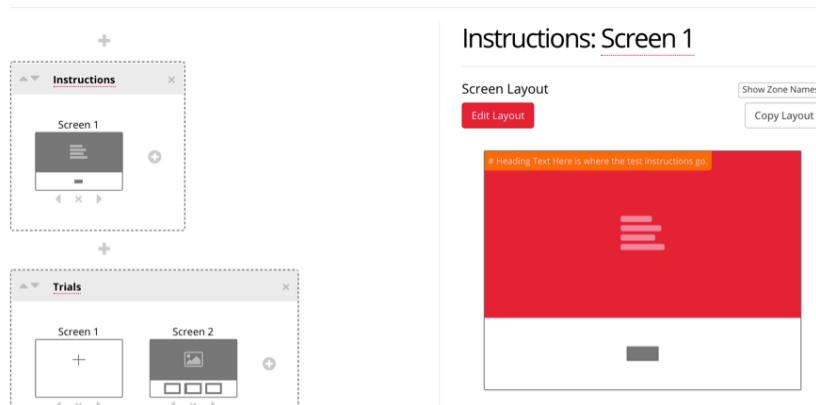


Figure 4.23:

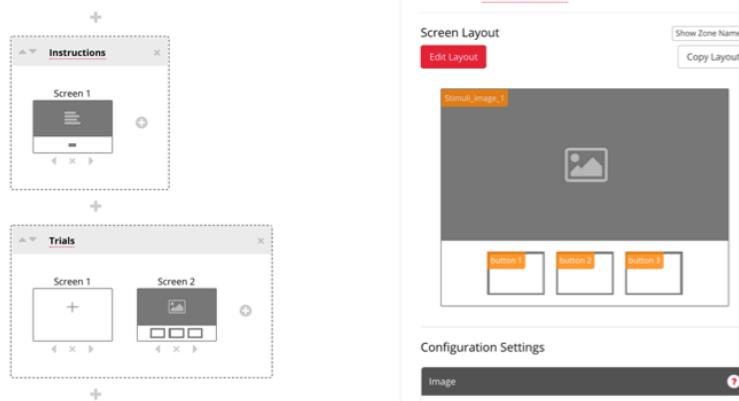


Figure 4.24:

Test Task

You are currently creating version 1

Task Structure Spreadsheet Stimuli Manipulations Script

Download Spreadsheet Upload Spreadsheet Show spreadsheet: Spreadsheet1 Options + Add Spreadsheet

+ ROW	randomise_blocks	randomise_trials	display	ANSWER	stimuli_image
1	randomise_blocks	randomise_trials	display	ANSWER	stimuli_image
2			Instructions		
3			1 Trials	button 1	image1.jpg
4			1 Trials	button 2	image2.jpg
5			1 Trials	button 3	image3.jpg
6			end		
7					
8					
9					
10					
11					
12					

Figure 4.25:

	A	B	C	D	E
1	randomise_blocks	randomise_trials	display	ANSWER	stimuli_image
2			Instructions		
3			1 Trials	button 1	image1.jpg
4			1 Trials	button 2	image2.jpg
5			1 Trials	button 3	image3.jpg
6			end		
7					
8					
9					
10					
11					
12					

Figure 4.26:

Row	randomise_blocks	randomise_trials	display	ANSWER	stimuli_image
1			Instructions		
2		1	Trials	button 1	image1.jpg
3		1	Trials	button 2	image2.jpg
4		1	Trials	button 3	image3.jpg
5			end		

Figure 4.27:



Figure 4.28:

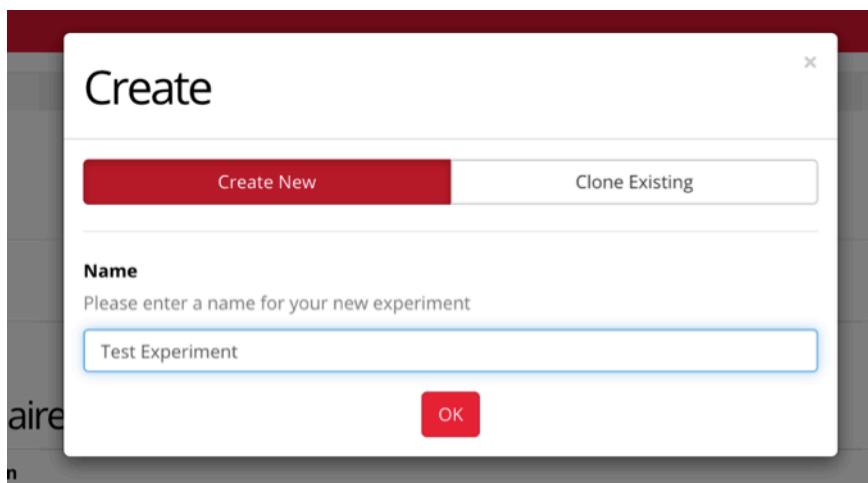


Figure 4.29:

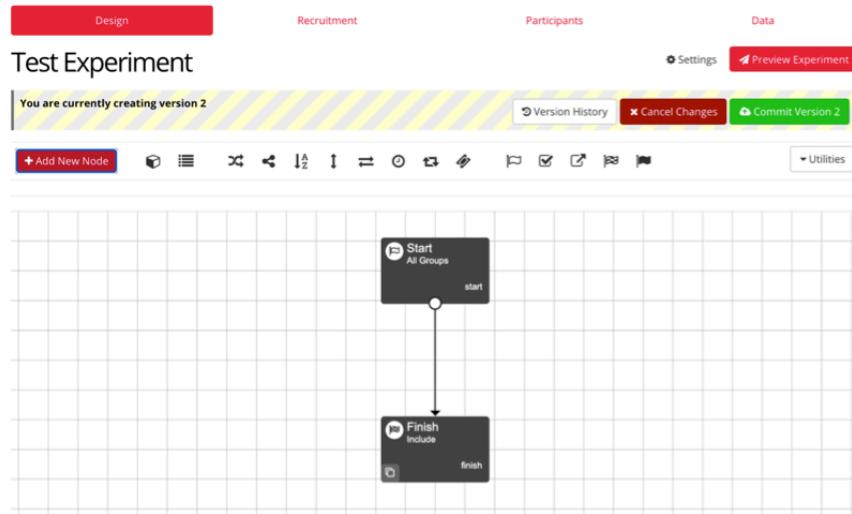


Figure 4.30:

the arrow bar to and from each node in the order you'd like your experiment to function.

For example, you can include your test task in your experiment with connecting arrows, and your experiment will appear as seen below. At this point, you can preview and commit your experiment, and it will be ready to run!

For additional instructions on creating a task in Gorilla, see the following instructional video: <https://www.youtube.com/watch?v=syw-7XKLCM4>

4.10 Git

To use GitHub and other Git applications, you will need to install Git on your local computer. Git runs in the background and performs tracking and version control for you. This is similar to the way that RStudio runs on top of R.

To install Git:

1. Go here
2. Use the homebrew method
 - Type this line of code into your terminal and press enter
 - When you see the instructions RETURN - press enter again

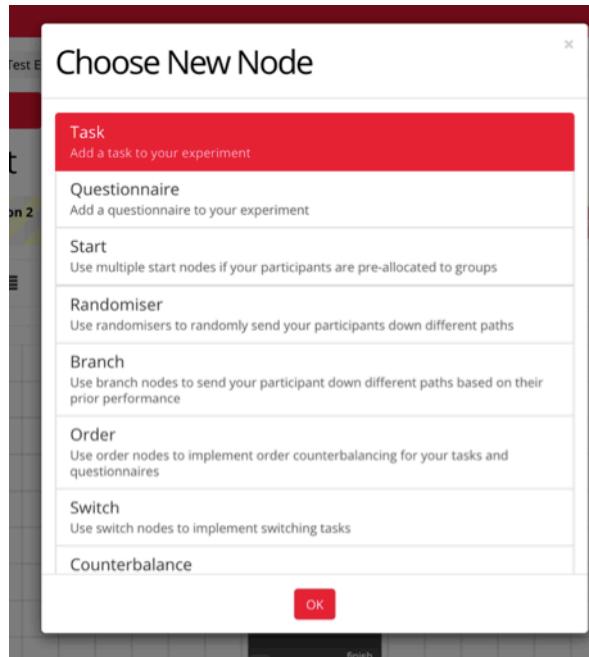


Figure 4.31:

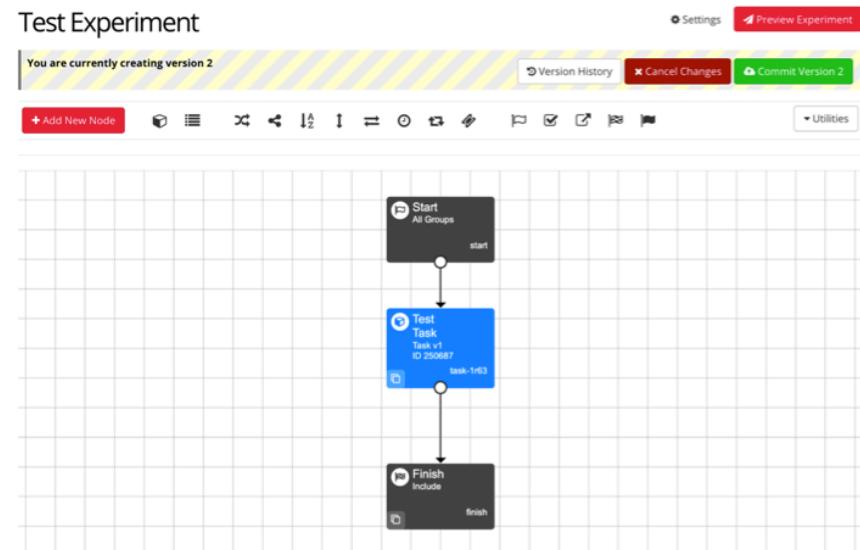


Figure 4.32:

- You may have to enter your password, if it looks like you aren't entering text, you really are, so just type and press enter

```
/bin/bash -c "$(curl -fsSL https://raw.githubusercontent.com/Homebrew/install/master/install.sh)"
```

3. Once that has installed, type this code into your terminal and press enter

```
brew install git
```

4. Git should now be installed

4.11 GitHub

1. Download GitHub Desktop

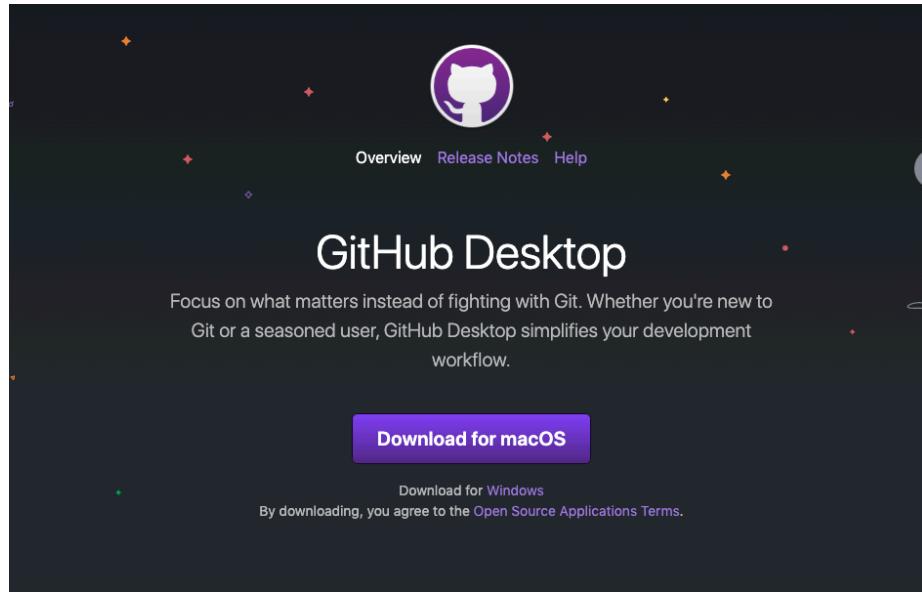


Figure 4.33:

2. Create new repository on GitHub Desktop

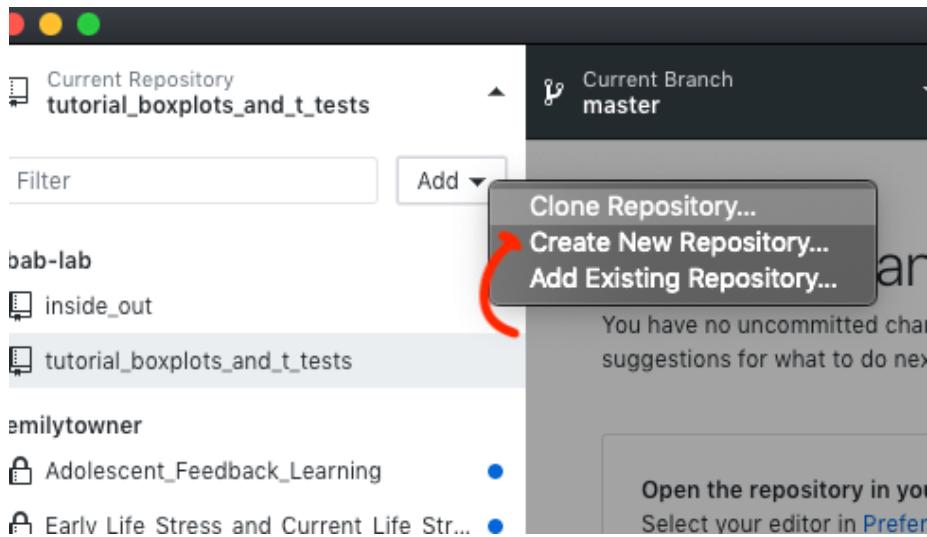


Figure 4.34:

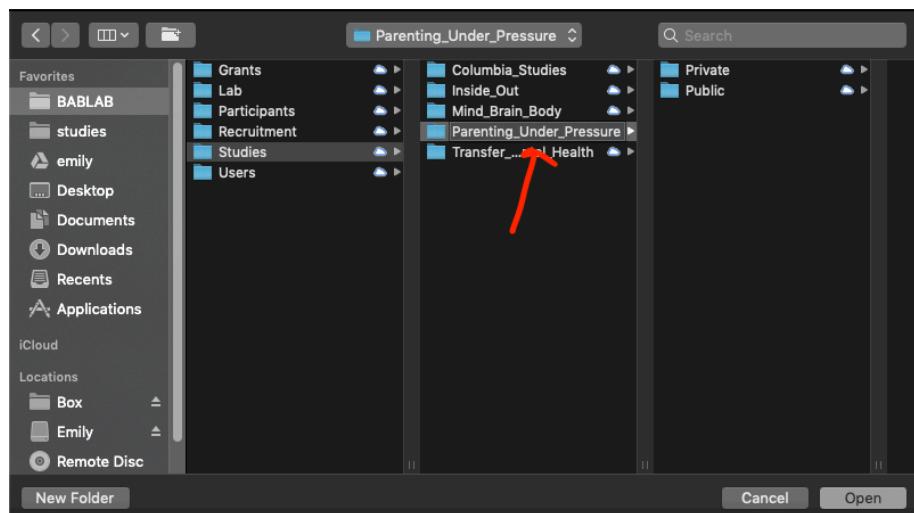


Figure 4.35:

Create a New Repository X

Name
parenting_under_pressure

Description

Local Path
LAB/Studies/Parenting_Under_Pressure/Public Choose...

Initialize this repository with a README

Git Ignore
None

License
None

Cancel Create Repository

Figure 4.36:

- Make sure to select the correct parent folder
3. Initialize the repository
- If you press command + shift + . you can see the hidden git files

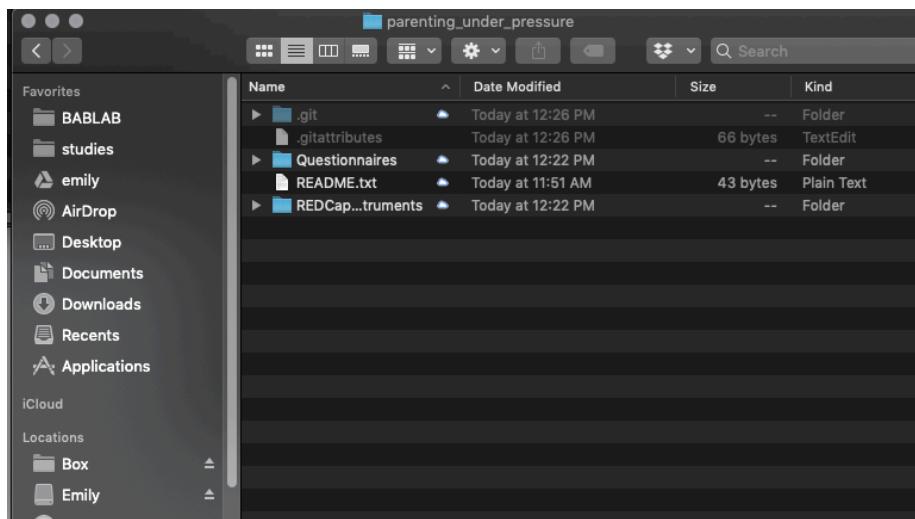


Figure 4.37:

4. Add your files to the folder
5. Open back to GitHub Desktop
- The blue dot means there are changes in that folder to commit
6. Publish the repository (this sets up the repository online - choose which organization it should go to)
7. Create the first commit and publish the repository (add a comment and select your organization)
- Committing saves the changes to your local git (your local computer record of changes)(local changes)

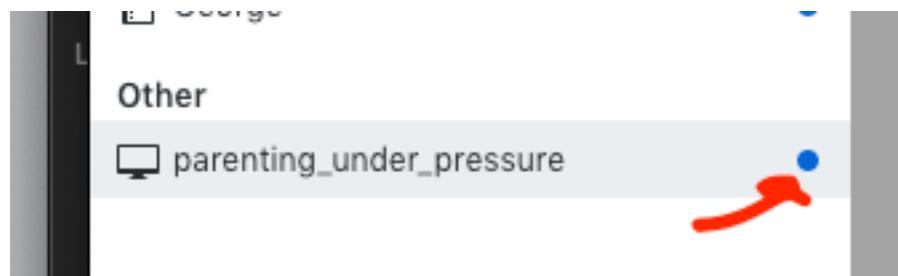


Figure 4.38:

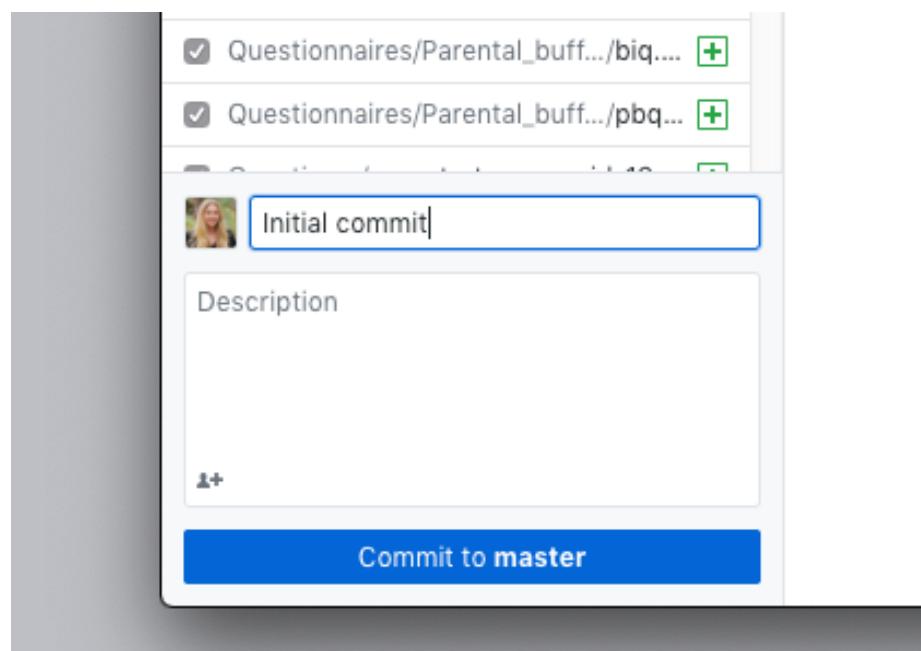
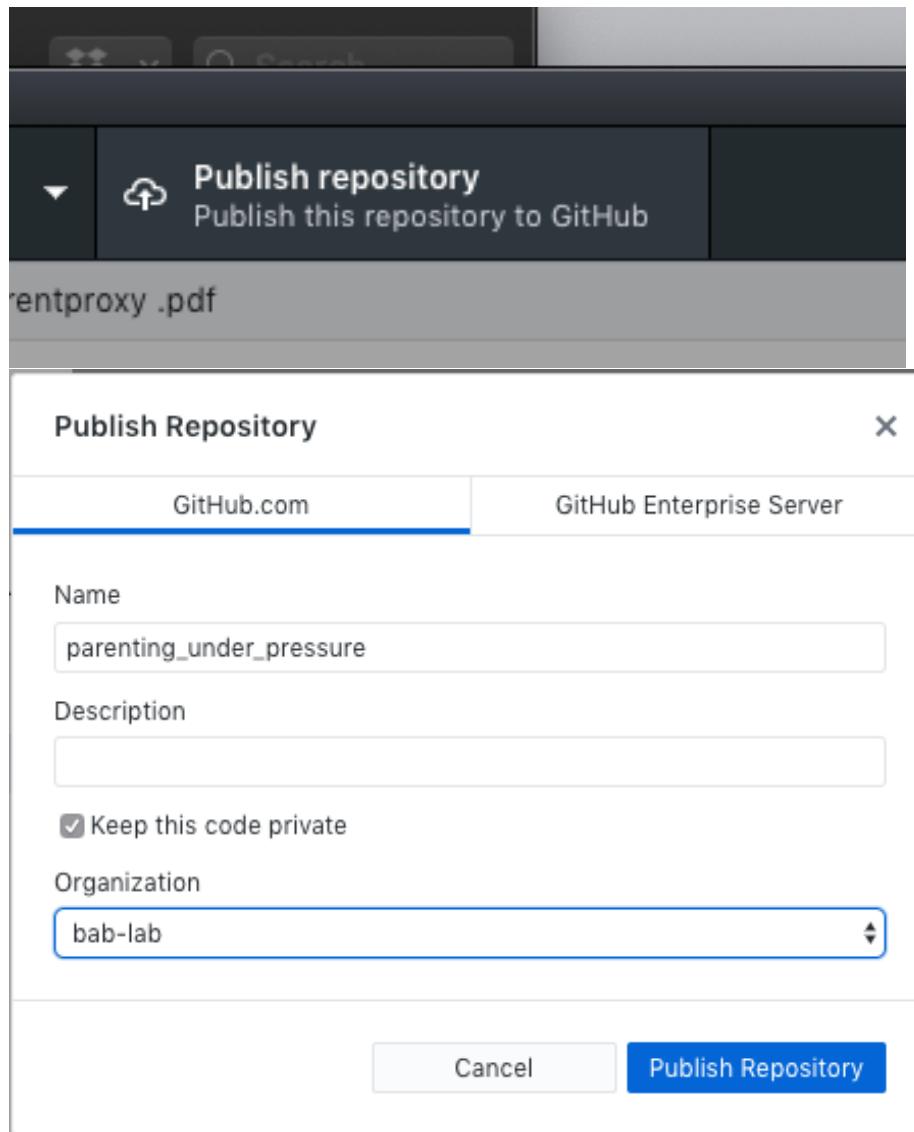
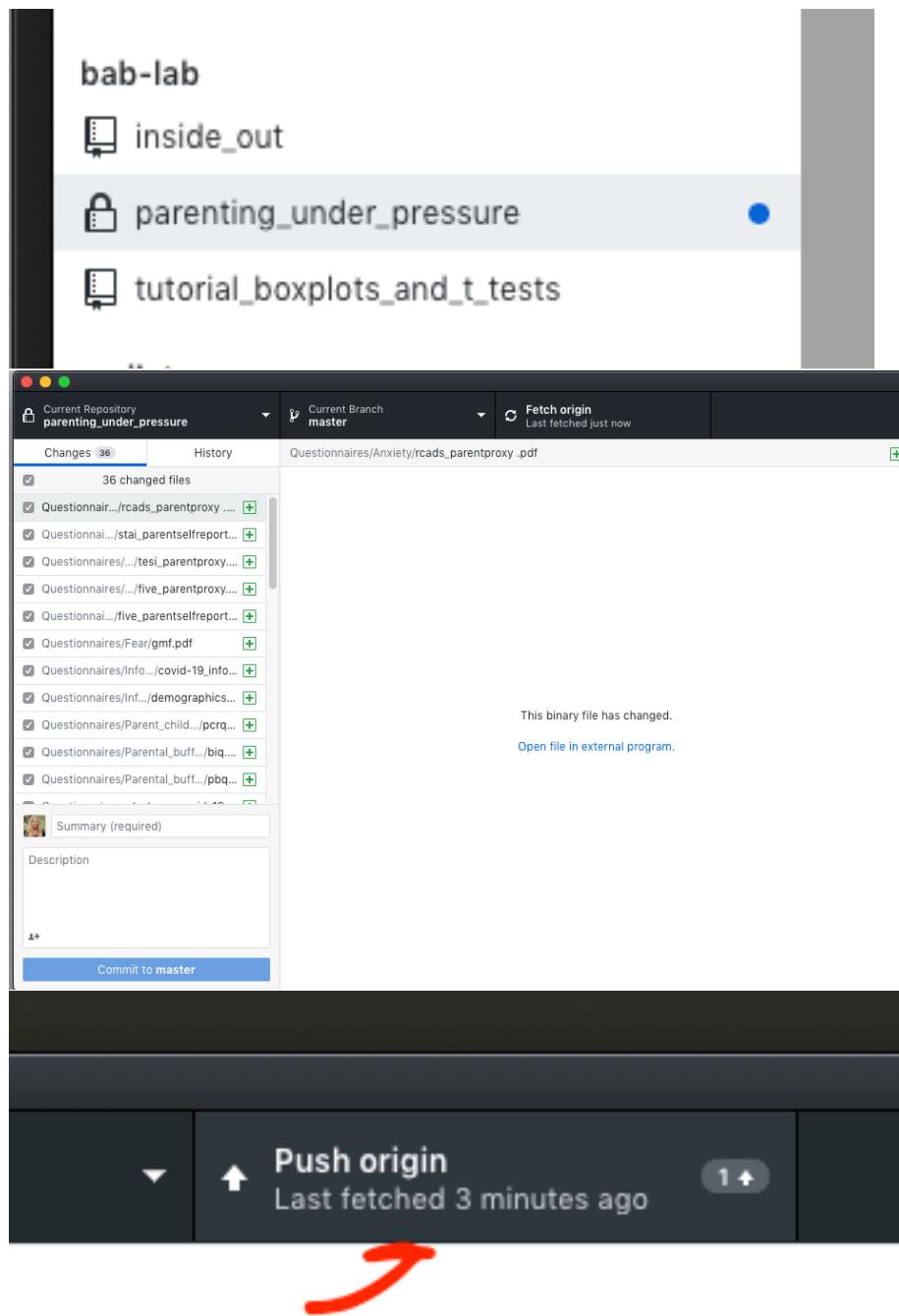


Figure 4.39:



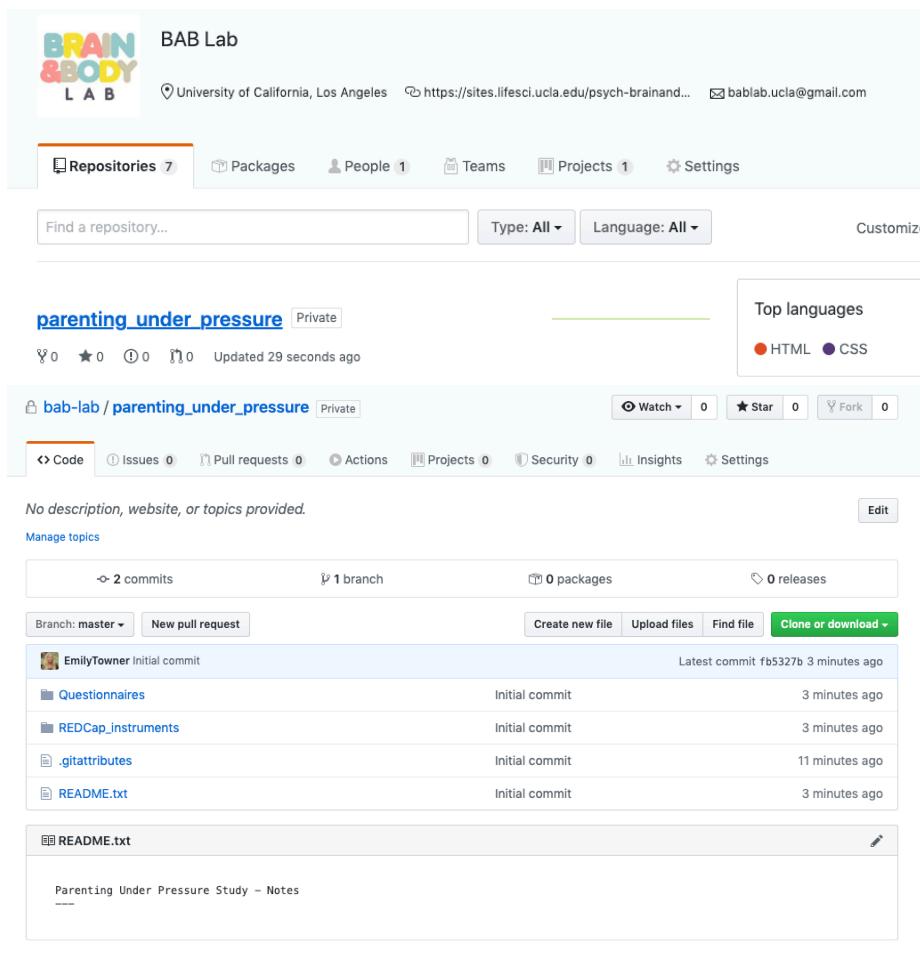
8. Push the repository

- Push the changes that git has catalogued to the online GitHub

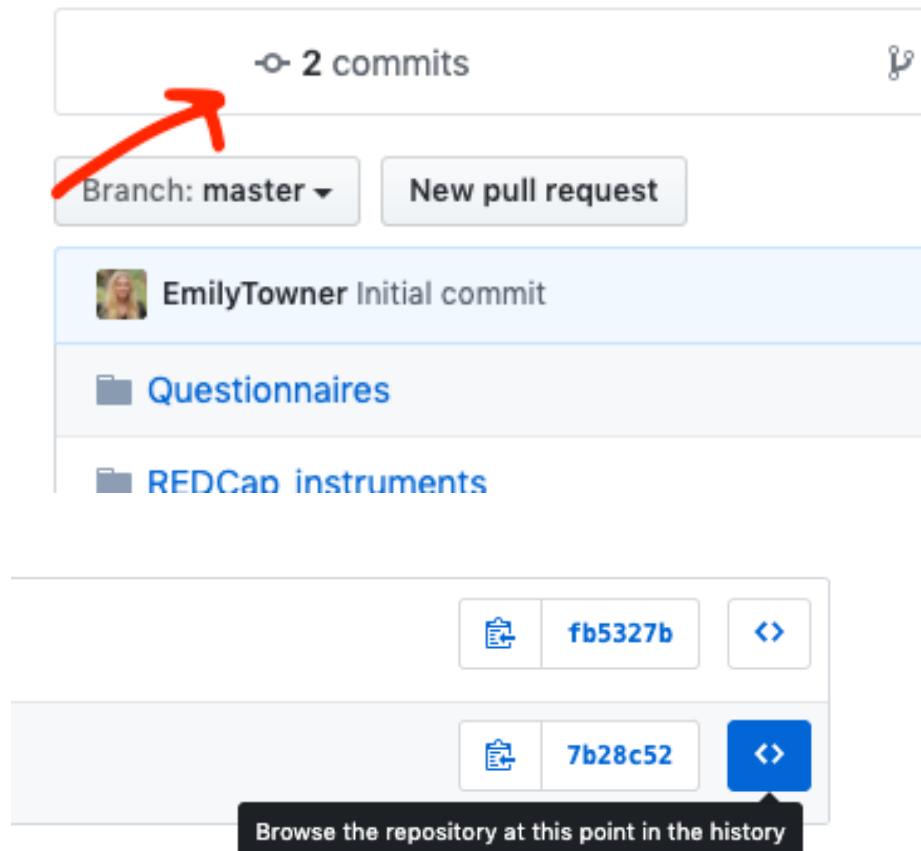


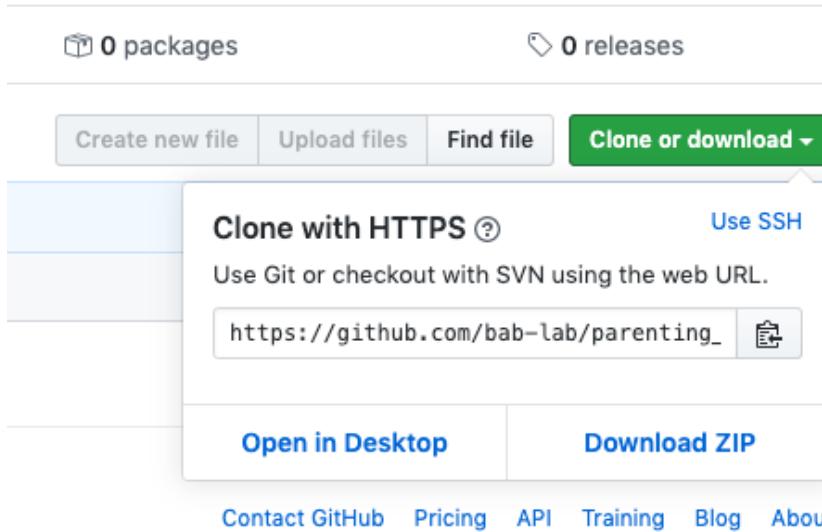
9. Go to GitHub online and you can see your repository with all of your files and latest commits

- Important to note that the README file will display as the main page for the repository



- If you click on the commits button, you can browse your entire history of commits, explore the file, and download the version from any point in its history





11. Adding a .gitignore file will allow you to “skip” over certain types of files that you don’t want to commit
12. You can change the name of the root folder on your local directory - just be sure to use the “locate” function in GitHub Desktop to locate it
13. Make your respository public

For a more thorough description of Git, see this article.

Vuorre, M., & Curley, J. P. (2018). Curating Research Assets: A Tutorial on the Git Version Control System. *Advances in Methods and Practices in Psychological Science*, 1(2), 219–236. <https://doi.org/10.1177/2515245918754826>

4.11.1 How to use GitHub like a Software Developer

The above method is great if you are working alone in your own repository, but it doesn’t work well for collaboration, because only one git repository can be linked to a folder at one time. GitHub has an integrated workflow for this.

Collaborative Workflow

Branch: master ▾ [wiki_bablab / .gitignore](#)

 **EmilyTowner** Initial commit

1 contributor

4 lines (4 sloc) | 40 Bytes

```
1 .Rproj.user
2 .Rhistory
3 .RData
4 .Ruserdata
```

Figure 4.40:

Can't find "parenting_under_pressure"

It was last seen at
[/Users/emily/Box/BABLAB/Studies/Parenting_Under_Pressure/parenting_under_pressure.](#)
[Check again.](#)

[Locate...](#) [Clone Again](#) [Remove](#)

Figure 4.41:

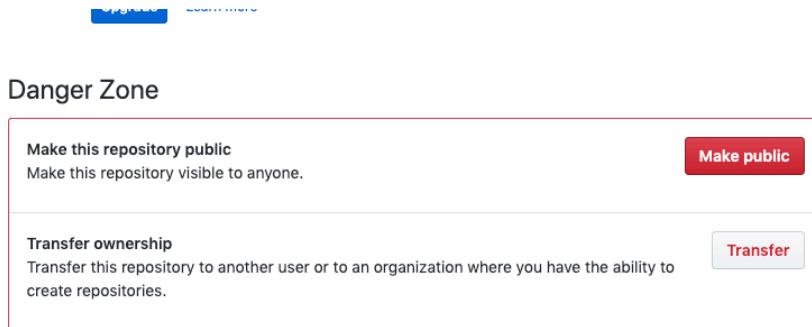


Figure 4.42:

1. Open GitHub Desktop
2. Clone repo down or fetch origin if you've already cloned it
3. Create branch
4. Go to folder in your Finder
5. Open .rproj
6. Edit .Rmd of interest
7. Save
8. Build tab -> “Build book” (Build is for Wiki’s/Books - Knit is for regular Rmarkdown files)
9. Commit
10. Push/publish branch
11. Pull
12. Merge your branch with main branch
13. Delete branch on github AND on local computer via GitHub desktop
14. Check to make sure changes are correctly reflected on online wiki (usually takes ~4 min to update)

-
1. The first step is to fetch origin (or clone down if this is your first time working in this repository)

If fetching:

If cloning: clone the repository from your organization into a local directory on your computer using GitHub Desktop - Anywhere is fine as long as it's not a shared folder - Box, Dropbox, Google Drive folders are fine as long as you are the ONLY user (i.e. your personal Google Drive etc.)

2. The next step in a collaborative repository is to create your own branch on the GitHub Desktop app

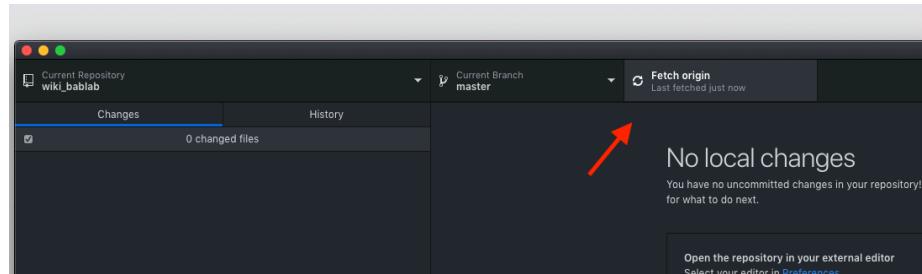


Figure 4.43:

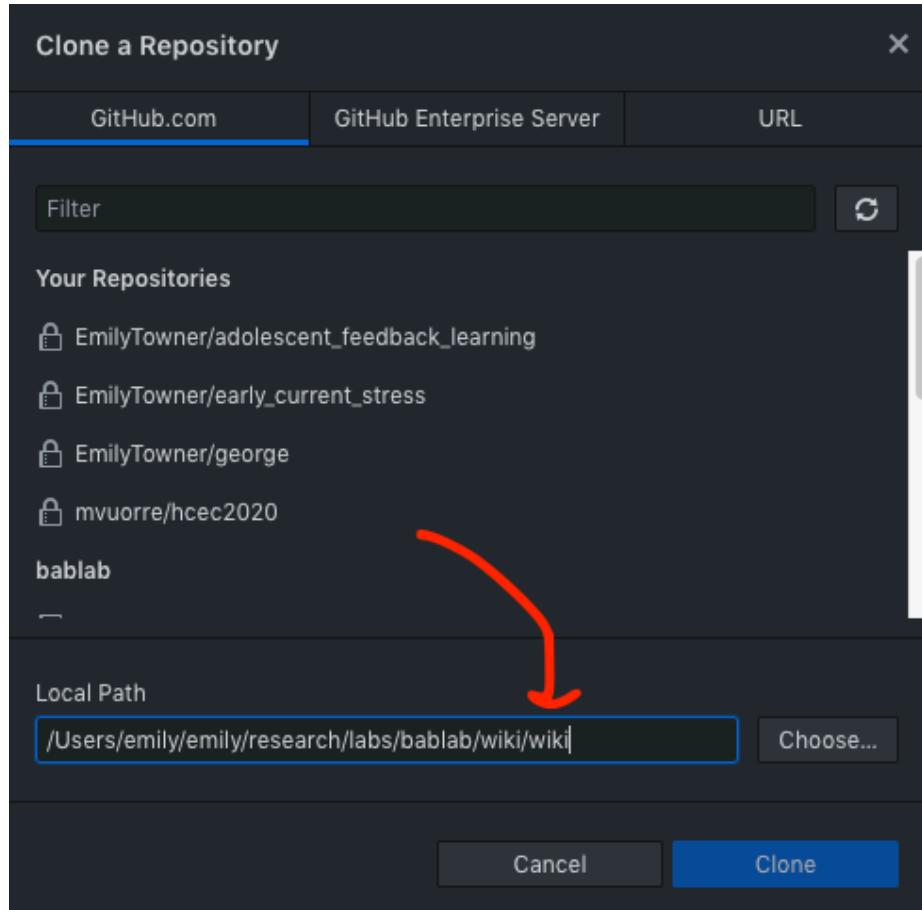


Figure 4.44:

- NEVER work directly in the master branch - you might break something
- Name it after yourself (this will be your workspace)

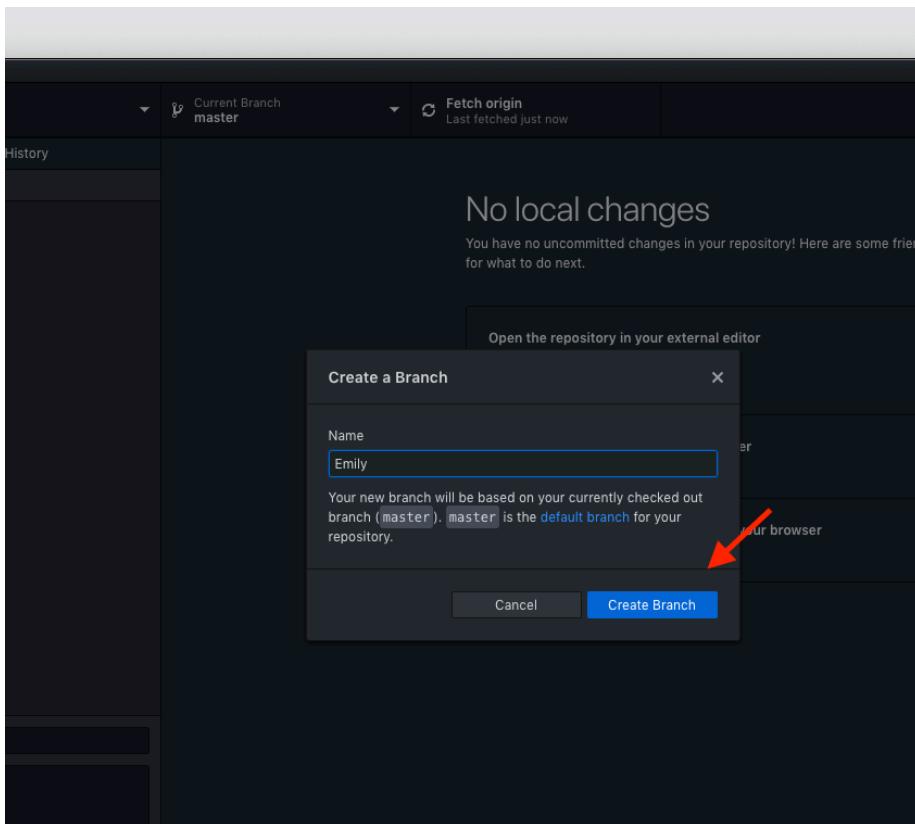


Figure 4.45:

3. Now you can begin coding! (make/add/remove things etc. directly in the folders on your computer)
 - Make sure you are working in the correct project on R
4. Build/Knit - when you are done making your desired changes, click build or knit
5. Commit - Commit your changes using GitHub Desktop
 - This is kind of like saving the changes to your local computer change tracker

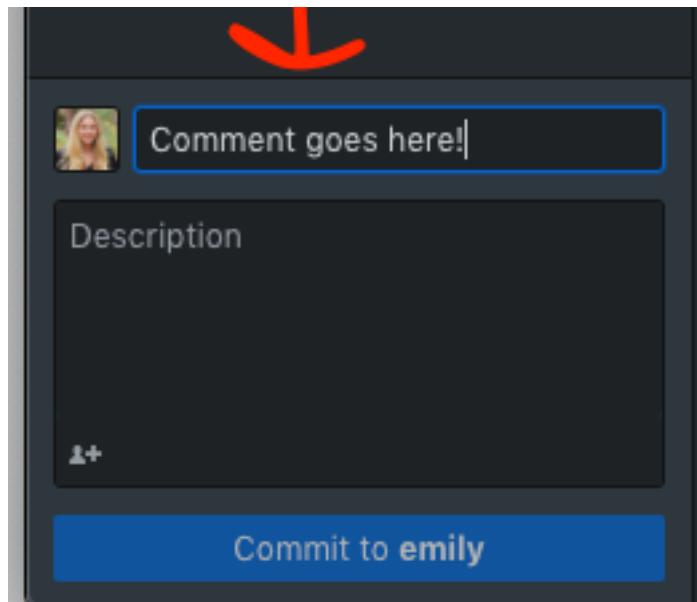


Figure 4.46:

- Make sure you put a comment in the box (no description necessary)
- Make your comment useful to those reviewing it

6. Push - now push your changes to GitHub.com - this is like saving your local changes online (or publish branch)

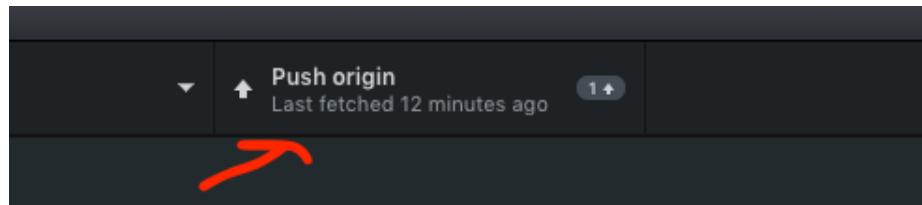


Figure 4.47:

7. Pull - Now, in order to integrate your changes with the master copy (which hosts the public facing ebsite) you need to submit a pull request.

- This means that you want the owner of the repository to pull in your changes to the master branch
- This will take you to GitHub.com, follow the instructions to create your pull request

- Make as detailed notes as possible on what changes you have created in this round of updates

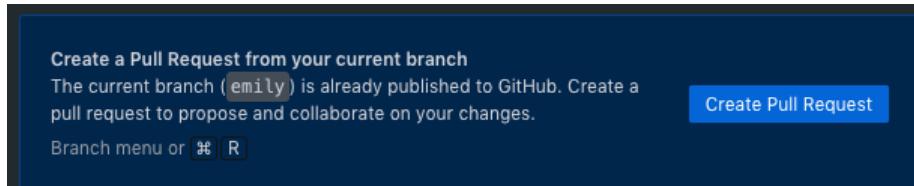


Figure 4.48:

8. Merge - on GitHub.com, the owner of the repository will then be able to review your pull request, fix any conflicts, and merge the branch into the master. Usually, this is pretty simple if there aren't any conflicts!
9. After the merge - delete your branch on your local computer AND on the remote (Github.com)
 - You can do both simultaneously by navigating to your GitHub Desktop app and pressing

Mac: COMMAND + SHIFT + D

Windows: WINDOWS + SHIFT + D

- Check the box to delete branch on remote
10. Repeat - now before you start new work, make sure to fetch origin and repeat the process.

4.12 OSF

1. Create a new project on OSF
2. Title it and choose storage location (US)

Inside Out--Section 2 Changes #3

Merged EmilyTowner merged 1 commit into `master` from `Chloe` 18 hours ago

Conversation 0 Commits 1 Checks 0 Files changed 15

chloeb schwartz commented 19 hours ago Member ...
Section 2 changed to include both parts (COVID-19 and EGG) under one section

Inside Out--Section 1 Changes c025d31

EmilyTowner merged commit `6c21b85` into `master` 18 hours ago Revert

Pull request successfully merged and closed Delete branch
You're all set—the `Chloe` branch can be safely deleted.

Write Preview
Leave a comment
Attach files by dragging & dropping, selecting or pasting them.
Comment

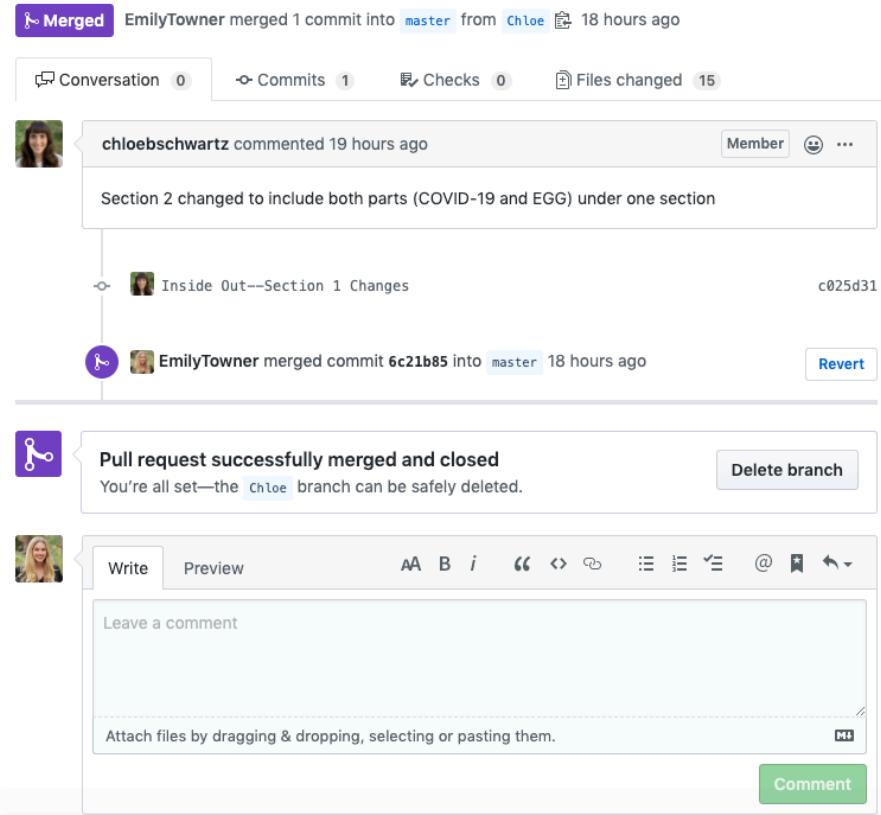


Figure 4.49:

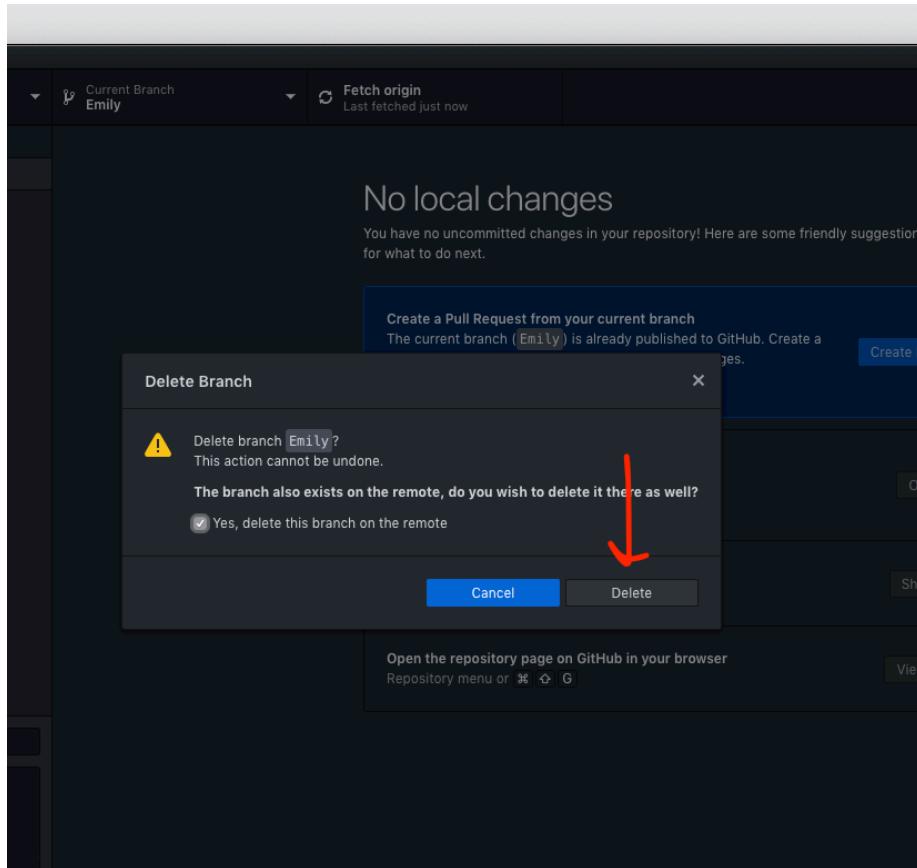


Figure 4.50:

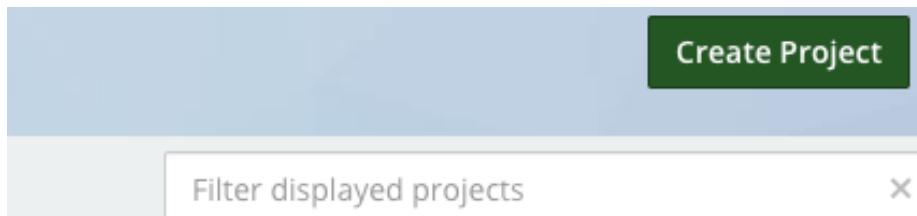


Figure 4.51:

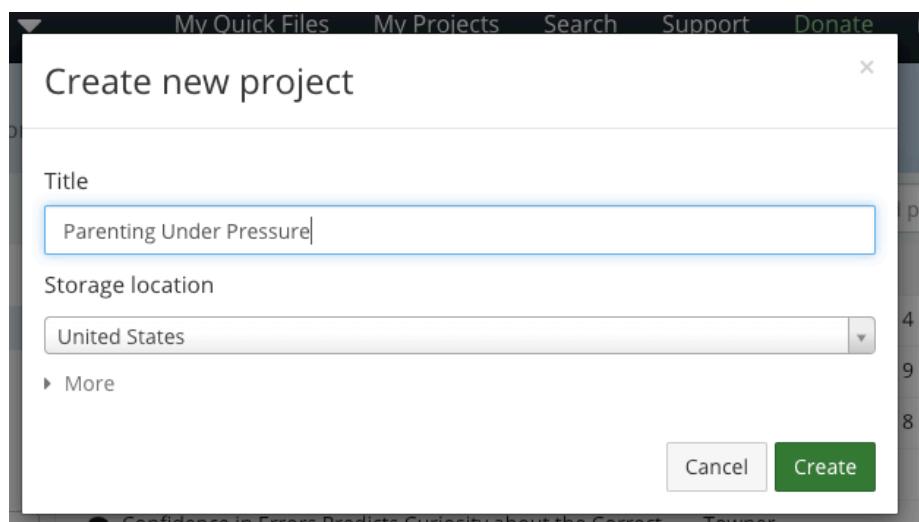


Figure 4.52:

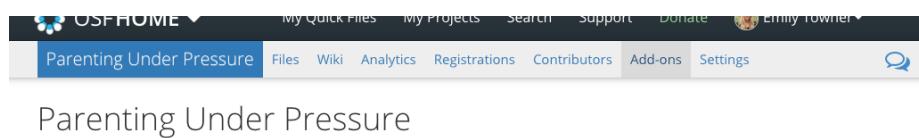


Figure 4.53:

Select Add-ons

Sync your projects with external services to help stay connected and organized. Select a category and browse the options.

Categories	Search...
All	figshare Enable
Citations	GitHub Enable
Storage	GitLab Enable
	Google Drive Enable
	Mendeley Enable
	OneDrive Enable
	OSF Storage (This is a default addon)

Figure 4.54:

3. Navigate to the new project and click Add Ons

4. Enable GitHub

5. Link OSF to your GitHub account

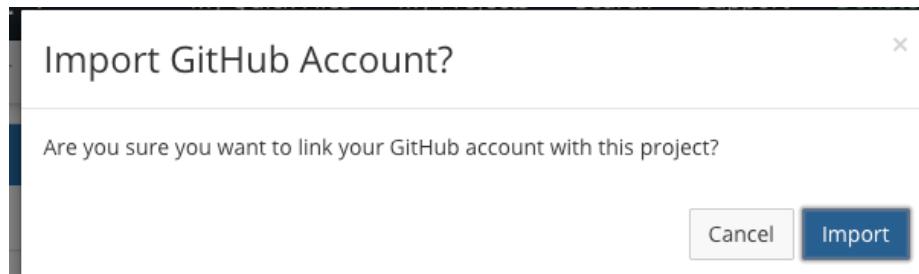
Configure Add-ons

GitHub [Import Account from Profile](#)

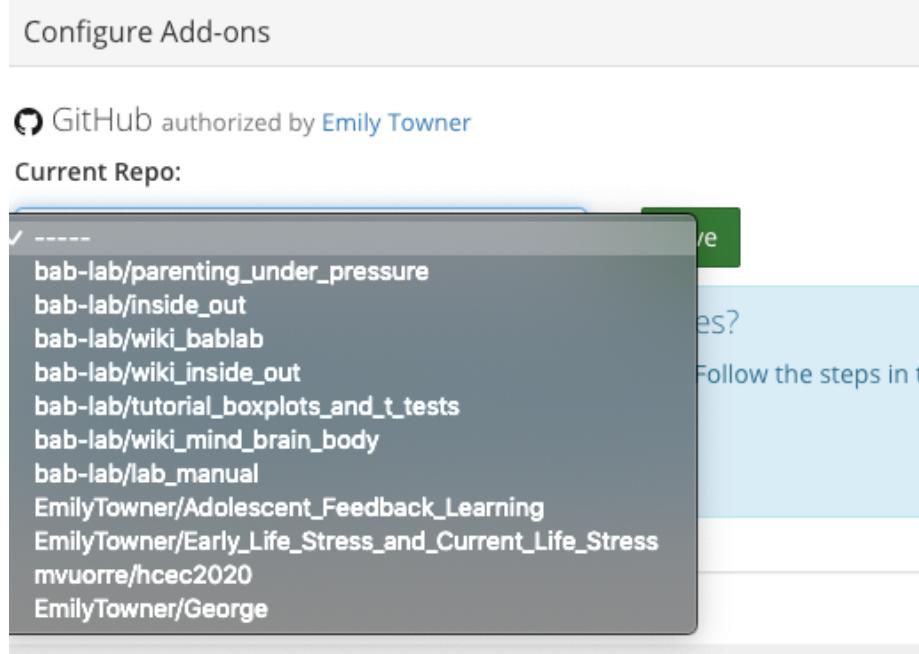
Don't see your GitHub organization repositories? ×

You may need to reauthorize your GitHub access token. Follow the steps in the [help guide](#) to resolve the issue.

Please contact support@osf.io if you have questions.



6. Select the repository you want to link



The screenshot shows a "Configure Add-ons" dialog box. At the top, it says "GitHub authorized by Emily Towner". Below that, it says "Current Repo:" followed by a dropdown menu. The dropdown menu lists several GitHub repositories:

- ✓ -----
- bab-lab/parenting_under_pressure
- bab-lab/inside_out
- bab-lab/wiki_bablab
- bab-lab/wiki_inside_out
- bab-lab/tutorial_boxplots_and_t_tests
- bab-lab/wiki_mind_brain_body
- bab-lab/lab_manual
- EmilyTowner/Adolescent_Feedback_Learning
- EmilyTowner/Early_Life_Stress_and_Current_Life_Stress
- mvuorre/hcec2020
- EmilyTowner/George

Configure Add-ons

GitHub authorized by [Emily Towner](#)

Current Repo:

bab-lab/parenting_under_pressure

Save

Don't see your GitHub organization repositories?
You may need to reauthorize your GitHub access token. Follow the steps to resolve the issue.
Please contact support@osf.io if you have questions.

7. Now all of your files are visible in the OSF project
8. Make your OSF project public

4.13 Wiki Creation

In order to properly build the wiki you will need to install LaTeX

This is a huge installation, so leave plenty of time

You will also need to have the bookdown package installed in R-Studio

To install and load bookdown in R run the following code

```
install.packages('bookdown')
```

```
library(bookdown)
```

1. Create a new project based on the wiki template (duplicate and rename for your project/study)

The screenshot shows a project management interface with a blue header bar. The header contains the project title "Parenting Under Pressure" and navigation links for "Files", "Wiki", "Analytics", and "Registr".

The "Wiki" section has a placeholder text: "Add important information, links, or images here to describe your project." with a "link" icon.

The "Files" section has a placeholder text: "Click on a storage provider or drag and drop to upload" with a "link" icon. It includes a "Filter" button and a "Info" button.

The file list table has columns for "Name" and "Modified". The files listed are:

- Parenting Under Pressure (file icon)
- GitHub: bab-lab/parenting_under... (minus sign icon)
- .gitattributes (file icon)
- + Questionnaires (plus sign icon)
- README.txt (file icon)
- + REDCap_instruments (plus sign icon)
- OSF Storage (United States) (minus sign icon)

Figure 4.55:

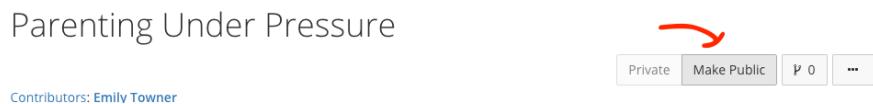
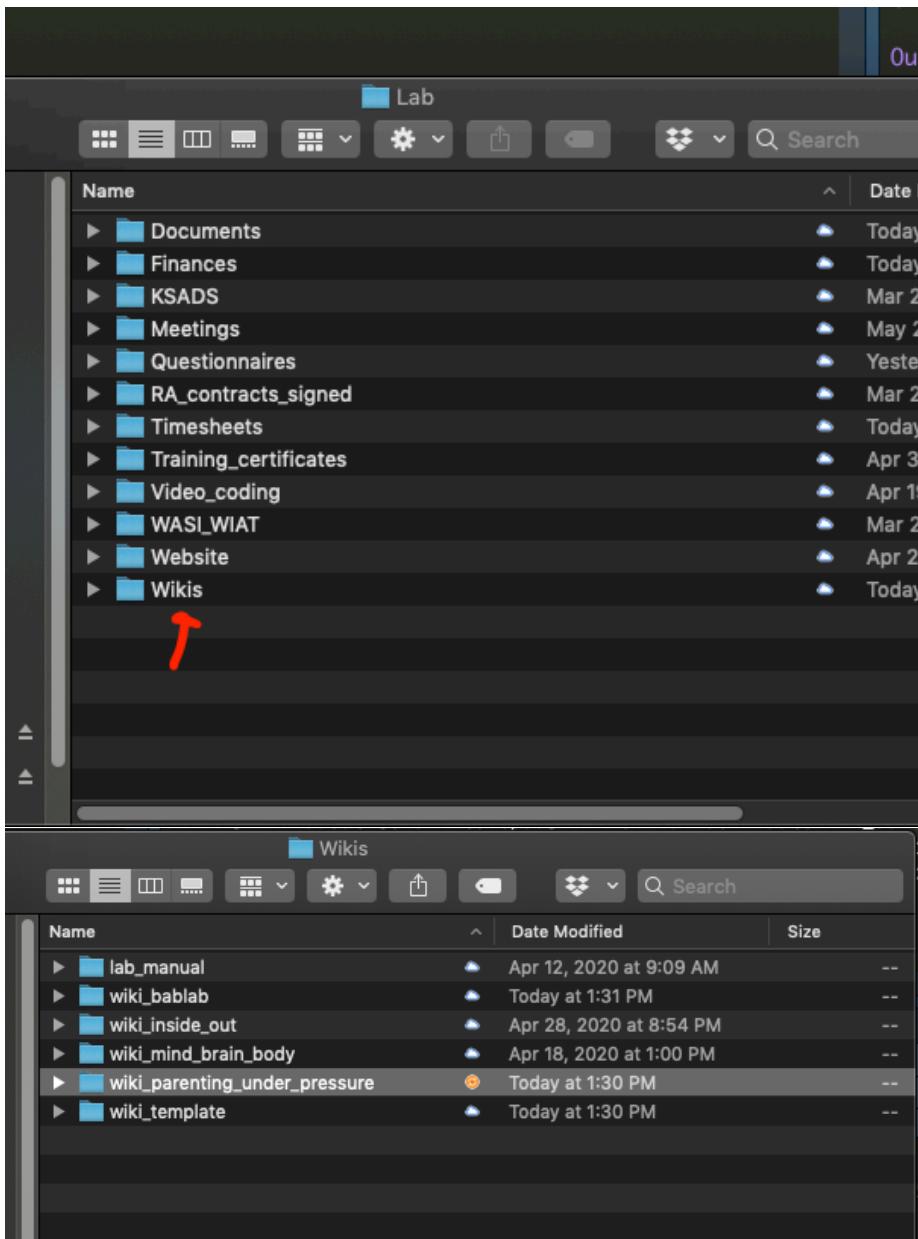


Figure 4.56:



2. Rename any instance of “Template” to your project’s title (open using RStudio)
 - .Rproj itself (YOU MUST OPEN THIS PROJECT FILE TO GET STARTED)

- `_bookdown.yml` file
- `_output.yml` file
- `index.rmd` file

3. Each .Rmd file creates a section

- Index is always the home page
- You can create subsections by creating new .Rmd files -
- These files use markdown syntax

4. Create a new repository using GitHub Desktop for the wiki

5. Move all the files from your draft into the repository folder, commit, and push

- Make sure to always BUILD before you commit and push so that all the necessary files are updated

6. Go into settings in GitHub online

- Scroll down to GitHub pages
- Select master/branch/docs folder to set your GitHub Pages site to the docs folder within your bookdown files

bab-lab / wiki_parenting_under_pressure

Code Issues 0 Pull requests 0 Actions Projects 0 Wiki Security 0 Insights Settings

No description, website, or topics provided.

Manage topics

GitHub Pages

GitHub Pages is designed to host your personal, organization, or project pages from a GitHub repository.

Source
GitHub Pages is currently disabled. Select a source below to enable GitHub Pages for this repository. [Learn more](#).

None ▾

Theme Chooser
Select a theme to publish your site with a Jekyll theme using the master branch. [Learn more](#).

Choose a theme

GitHub Pages

[GitHub Pages](#) is designed to host your personal, organization, or project pag

Source
GitHub Pages is currently disabled. Select a source below to enable GitHub Pages.

None ▾

Select source

master branch
Use the master branch for GitHub Pages.

master branch /docs folder
Use only the /docs folder for GitHub Pages.

None
✓ Disable GitHub Pages.

MAKE THIS REPOSITORY PRIVATE
Hide this repository from the public



GitHub Pages

GitHub Pages is designed to host your personal, organization, or project pages from a GitHub repository.

✓ Your site is published at https://bab-lab.github.io/wiki_parenting_under_pressure/

Source

Your GitHub Pages site is currently being built from the /docs folder in the master branch. [Learn more](#).

7. Put the link on OSF to the wiki

Parenting Under Pressure

Contributors: Bridget Callaghan, Chu, Kristen, Emily Towner

Date created: 2020-05-04 12:50 PM | Last Updated: 2020-05-04 01:50 PM

Create DOI

Category: Project

Description: Add a brief description to your project

License: Add a license

Wiki  Click to access the Parenting Under Pressure study [Wiki](#).

Citation 

Components  Add Component 

Figure 4.57:

Chapter 5

Offboarding

5.1 Offboarding - Volunteer Research Assistant

5.1.1 Offboarding Tasks - Volunteer Research Assistant

1. Ensure all tasks on Trello have been reassigned to another active member of the lab, or completed prior to departure.
2. Any departing Research Assistant should train another active member of the lab on any processes/tasks they have been in charge of (if nobody else in the lab carries this knowledge).
3. Lab manager should remove this member from all necessary Lab applications (Slack, Box, Trello, Shared Google Calendar, etc.).
4. Lab manager to update the Lab website. Remove information from website internal.
5. Social Media Manager to update status to Lab alumni.
6. Submit PAF form with updated end date to HR for all volunteers (see specific instructions below)
7. Lab Manager to send RA BABLAC academic activity list to fill out before they depart

5.1.2 PAF

1. If the Volunteer Research Assistant is leaving prior to their previously specified end date, lab manager must submit a PAF form to HR.

- If the previously specified end date is not known, email HR to confirm
2. Request a Personnel Action Form (PAF) from HR (Michelle Claudio, mclaudio@psych.ucla.edu).
 3. Fill out the Personnel Action Form (PAF) with effective date, new official end date, and Bridget's signature.
 - Note: fund manager signature is not needed, as volunteer positions do not require funding
 4. Once submitted, HR will update the Volunteer Research Assistant's UC-Path.
 5. Save the PAF to Box (BabLab>Lab>Documents>RA_hiring_documents>RA_offboarding_PAF)
-

5.2 Offboarding - Lab Manager

5.2.1 Offboarding Tasks - Lab Manager

1. Ensure all tasks on Trello have been reassigned to another active member of the lab, or completed prior to departure.
 2. Lab Manager to transfer ownership on the following applications:
 - GitHub (all wikis and projects)
 - Slack Ownership
 - Psychology website
 - Trello
 - Google voice forwarding phone
 - Security email/information for bab gmail
 - ALBMC account
 3. Remove from all necessary Lab applications (Slack, Box, Trello, Shared Google Calendar, etc.).
 4. Update the Lab website. Remove information from website internal.
 5. Social Media Manager to update status to Lab alumni.
 6. Contact HR for all offboarding paperwork/tasks.
 7. Fill out the BABLAB academic activity list to fill out before they depart
 8. Lab Manager to write any outstanding protocols needed.
 9. Lab Manager to pass over financial log password.
-

ECG

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