

# SAM PARSONS

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## EDUCATION

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<b>University of Oxford</b> DPhil in Experimental Psychology Supervisors: Professor Elaine Fox and Dr Anne-Wil Kruijt	<i>2014 - 2019</i>
<b>Oxford Brookes University</b> MSc in Psychology	<i>2013 - 2014</i> Distinction
<b>University of Stirling</b> BSc in Psychology	<i>2008 - 2012</i> Upper Second Class

## ACADEMIC POSITIONS

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<b>UK Research and Innovation</b> ECR representative (10% FTE) Mental Health Networks Impact and Engagement Coordination team	<i>October 2019 - February 2022</i> Oxford, UK
<b>University of Oxford, Experimental Psychology</b> Postdoctoral Research Associate (90% FTE) Oxford Centre for Emotions and Affective Neuroscience (OCEAN)	<i>October 2018 - September 2021</i> Oxford, UK
<b>University of Oxford, Experimental Psychology</b> Postdoctoral Research Associate Oxford Centre for Emotions and Affective Neuroscience (OCEAN)	<i>January 2018 - September 2018</i> Oxford, UK

## VISITING POSITIONS

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<b>University of Western Australia</b> Centre for the Advancement of Research on Emotion (CARE)	<i>April 2016 - May 2016</i> Perth, Australia
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## PUBLICATIONS

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Demkowicz, Panayiotou, **Parsons**, Feltham, Arseneault, Ingram, Patalay, Edge, Pierce, Creswell, Victor, O'Connor, & Qualter. (2021). Looking back to move forward: Reflections on the strengths and challenges of the COVID-19 UK mental health research response. *accepted for publication in Frontiers Psychiatry*

Songco, A., Booth, C., Spiegler, O., **Parsons, S.**, & Fox, E. (2020). Anxiety and depressive symptom trajectories in adolescence and the co-occurring development of cognitive biases: Evidence from the CogBIAS longitudinal study. *Journal of Abnormal Child Psychology*, 48, 1617–1633, DOI: 10.1007/s10802-020-00694-9

Booth, C., Songco, A., **Parsons, S.**, & Fox, E. (2020). Cognitive mechanisms predicting resilient functioning in adolescence: Evidence from the CogBIAS longitudinal study. *Development and Psychopathology*, 1-9. DOI:10.1017/S0954579420000668

Dodd, H., Rayson, H., Ryan, Z., Bishop, C., **Parsons, S.**, Stuijzand, B. (2020). Trajectories of anxiety when children start school: The role of behavioral inhibition and attention bias to angry and happy faces *Journal of Abnormal Psychology*. DOI: 10.1037/abn0000623

**Parsons, S.** (2020). Does attention bias modification induce structural brain changes? A commentary on Abend et al. (2019). *Biological Psychology*, 152. DOI: 10.1016/j.biopsycho.2020.107866. Preprint: [psyarxiv.com/4ze6h](https://psyarxiv.com/4ze6h)

Herbert, M., Notebaert, L., **Parsons, S.**, Fox, E., & MacLeod, C. (2019). The Effect of Varying Danger Controllability on Attention to Threat Messages. *Applied Cognitive Psychology*, 34(2). DOI: 10.1002/acp.3628

**Parsons, S.**, Kruijt, A-W., & Fox, E. (2019). Psychological Science needs a standard practice of reporting the reliability of cognitive behavioural measurements. *Advances in Methods and Practices in Psychological Science*, 2(4), 378-395. DOI: doi.org/10.1177/2515245919879695. Preprint: [psyarxiv.com/6ka9z](https://psyarxiv.com/6ka9z)

Booth, C., Songco, A., **Parsons, S.**, Heathcote, L.C., & Fox, E. (2019). The CogBIAS longitudinal study of adolescence: Cohort profile and stability and change in measures across three waves. *BMC Psychology*, 7, 73. DOI:10.1186/s40359-019-0342-8

Crüwell, S., van Doorn, J., Etz, A., Makel, M.C., Moshontz, H., Niebaum, J., Orben, A., **Parsons, S.**, & Schulte-Mecklenbeck, M. (2019). 7 Easy Steps to Open Science: An annotated reading list. *Zeitschrift für Psychologie*, 227, 237-248. DOI: doi.org/10.1027/2151-2604/a000387. Preprint: [psyarxiv.com/cfzyx](https://psyarxiv.com/cfzyx)

Kruijt, A-W., **Parsons, S.**, & Fox, E. (2019). A meta-analysis of bias at baseline in RCTs of attention bias modification: no evidence for bias towards threat in clinical anxiety and PTSD. *Journal of Abnormal Psychology*, 128(6), 563-573. DOI: 10.1037/abn0000406. Preprint DOI: 10.31234/osf.io/rfjup

**Parsons, S.** (2018). Moving forward with questions of process and procedure in cognitive bias modification research: three points of consideration. *Published as an eLetter on DOI: 10.1192/bjp.2018.43*. Preprint: [psyarxiv.com/k3vxc](https://psyarxiv.com/k3vxc)

Notebaert, L., Georgiades, J., Herbert, M., Grafton, B., **Parsons, S.**, Fox, E., & MacLeod, C. (2018). Trait anxiety and the alignment of attentional bias with controllability of danger. *Psychological Research*. DOI: doi.org/10.1007/s00426-018-1081-9

Lakens, et al. (2017). Justify Your Alpha: A Response to “Redefine Statistical Significance”. *Nature Human Behaviour*, 2, 168-171. DOI:10.1038/s41562-018-0311-x. Preprint: [psyarxiv.com/9s3y6/](https://psyarxiv.com/9s3y6/)

Booth, C., Songco, A., **Parsons, S.**, Heathcote, L., Vincent, J., Keers, R., & Fox, E. (2017). The CogBIAS longitudinal study protocol: cognitive and genetic factors influencing psychological functioning in adolescence. *BMC Psychology*, 5(1). DOI: <https://doi.org/10.1186/s40359-017-0210-3>

**Parsons, S.**, Kruijt, A-W., & Fox, E. (2016). A cognitive model of psychological resilience. *Journal of Experimental Psychopathology*, 7(3), 296-310. DOI: <http://dx.doi.org/10.5127/jep.053415>

## UNDER REVIEW AND PREPRINTS

**Parsons, S.** (2020). Exploring reliability heterogeneity with multiverse analyses: Data processing decisions unpredictably influence measurement reliability. *Under review at Meta-Psychology*. Preprint: [psyarxiv.com/y6tcz](https://psyarxiv.com/y6tcz), data and code: [osf.io/haz6u/](https://osf.io/haz6u/)

**Parsons, S.**, Booth, C., Songco, A., & Fox, E. (2020). Emotional information-processing correlates of mental health in adolescence: A network analysis approach. *Under review at Cognition and Emotion*.

Preprint: [psyarxiv.com/8ygnh](https://psyarxiv.com/8ygnh), data and code: [osf.io/mn5ek/](https://osf.io/mn5ek/)

**FORRT\***. (2019). Introducing a Framework for Open and Reproducible Research Training (FORRT).

**\*Co-author**. Preprint: [osf.io/bnh7p/](https://osf.io/bnh7p/). Website: [forrt.netlify.com/](https://forrt.netlify.com/)

**Parsons, S.** (2019). Visualising two approaches to explore reliability-power relationships. Preprint: [psyarxiv.com/gh5mf](https://psyarxiv.com/gh5mf)

## SCHOLARSHIPS AND AWARDS

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<b>Mission award for ReproducibiliTea</b>	<i>October 2020</i>
Society for the Improvement of Psychological Science. <a href="https://improvingpsych.org">improvingpsych.org</a>	\$500
<b>Commendation award for 'A Framework for Open and Reproducible Research Training - FORRT'</b>	<i>October 2020</i>
Society for the Improvement of Psychological Science. <a href="https://improvingpsych.org">improvingpsych.org</a>	
<b>Award for Excellence in recognition of exceptional contribution</b>	<i>April 2020</i>
Department of Experimental Psychology, University of Oxford.	£1,000 salary raise
<b>Commendation award for ReproducibiliTea</b>	<i>February 2020</i>
Society for the Improvement of Psychological Science. <a href="https://improvingpsych.org">improvingpsych.org</a>	
<b>UKRN Grant to ReproducibiliTea</b>	<i>December 2019</i>
UK Reproducibility Network	£3,261
<b>UKRN Grant to ReproducibiliTea</b>	<i>January 2019</i>
UK Reproducibility Network	£2,500
<b>Travel bursary</b>	<i>2017</i>
MQ Mental Health science meeting	£146
<b>Conference bursary</b>	<i>2017</i>
BPS conference registration and travel	£165
<b>Travel and Research fund</b>	<i>2016</i>
Awarded by St Cross college to attend ECPP conference, France	£400
<b>3 year DPhil Studentship</b>	<i>2014-2017</i>
University of Oxford; Funded via ERC grant	aprox. £66,000
<b>Summer research bursary</b>	<i>2011</i>
University of Stirling	£1,400

## TEACHING EXPERIENCE

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<b>Core Practical lab demonstrator</b>	<i>2020</i>
Applying for ethical approval; transparency in research reporting	University of Oxford, UK
<b>Core Practical Leader</b>	<i>2019</i>
Personality, Individual Differences, and Personality Disorders	University of Oxford, UK
<b>Core Practical lab demonstrator</b>	<i>2017 - 2018</i>
Personality, Individual Differences, and Personality Disorders	University of Oxford, UK

<b>Core Practical lab demonstrator</b>	<i>2016 - 2017</i>
Modules: MATLAB, Report writing, Personality	University of Oxford, UK
<b>Oxbridge Academic Programs</b>	<i>2016</i>
Social Psychology Teacher, 4 week summer school	Oxford, UK
<b>Core Practical lab demonstrator</b>	<i>2016</i>
Modules: Perception, Neuroanatomy, Social, Cognitive	University of Oxford, UK
<b>Tutor</b>	<i>2015</i>
One term: resilience and research design	University of Oxford, UK

## WORKSHOPS

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<b>A Framework for Open and Reproducible Research Training (FORRT):</b>	<i>2020</i>
<b>Curating pedagogical resources for teaching open and reproducible practices</b>	virtual
Society for the Improvement of Psychological Science conference	
<b>What can open and reproducible research do for you?</b>	<i>2020</i>
New Horizons Doctoral College Conference; nhdcc20.wordpress.com	University of Surrey, virtual
slides: <a href="https://osf.io/5eqvg/">osf.io/5eqvg/</a>	
<b>Revolutionizing (Open) Methods Pedagogy in Communication (co-lead)</b>	<i>2020</i>
International Communications Association Conference	virtual
video playlist: <a href="https://youtu.be/ma6z797kxEk">https://youtu.be/ma6z797kxEk</a>	
<b>How to Do Open Science: Hands-on Pre-registration Training (co-lead)</b>	<i>2020</i>
International Communications Association Conference	virtual
video playlist: <a href="https://www.youtube.com/playlist?list=PL_wlr6EiCKuVsUCLmOngx9d4fN9B1-cey">www.youtube.com/playlist?list=PL_wlr6EiCKuVsUCLmOngx9d4fN9B1-cey</a>	
<b>Advanced Methods in Reproducible Science</b>	<i>2020</i>
Hack-a-thon workshop lead; slides: <a href="https://osf.io/zy76n/">osf.io/zy76n/</a>	Windsor, UK
<b>Advanced Methods in Reproducible Science</b>	<i>2019</i>
Hack-a-thon workshop lead	Windsor, UK
<b>Introduction to R</b>	<i>2016</i>
Including; data wrangling, basic analyses, and data visualisation	University of Oxford, UK

## SUPERVISION

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<b>MSc research project</b>	<i>2020 - 2021</i>
One student	University of Oxford, UK
<b>BSc final year research project</b>	<i>2020 - 2021</i>
Supervision team for two students	University of Oxford, UK
<b>DPhil in Experimental Psychology</b>	<i>2019 - 2020</i>
Supervision team for one student	University of Oxford, UK
<b>MSc research project</b>	<i>2019 - 2020</i>
Two students	University of Oxford, UK
<b>BSc final year research project</b>	<i>2019 - 2020</i>
Two students	University of Oxford, UK

<b>MSc research project</b>	<i>2018 - 2019</i>
One student	University of Oxford, UK
<b>BSc final year research project</b>	<i>2018 - 2019</i>
Four students	University of Oxford, UK
<b>BSc final year research project</b>	<i>2014 - 2015</i>
Two students	University of Oxford, UK

## INVITED PRESENTATIONS

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*Presentation slides can be found in this repository: [osf.io/rfy2h/](https://osf.io/rfy2h/)*

<b>Supporting and building a community of open educators: a Framework for Open and Reproducible Research Training</b>	<i>March, 2021</i>
Teaching and Learning Open Research in Higher Education	(virtual) National Forum
Seminar slides and recording <a href="https://osf.io/t8xwy/">osf.io/t8xwy/</a>	
<b>How reliable is the reliability of your cognitive tasks?</b>	<i>November, 2020</i>
UCL Experimental Psychology Seminar	(virtual) London, UK
Slides: <a href="https://osf.io/7r2q8/">osf.io/7r2q8/</a>	
<b>Evolution of Framework for Open and Reproducible Research Training</b>	<i>October, 2020</i>
ReproducibiliTea Journal Club meeting	(virtual) University of Birmingham, UK
Slides: <a href="https://osf.io/9bwuj/">osf.io/9bwuj/</a>	
<b>Replicability and Reproducibility</b>	<i>October, 2020</i>
Principles and Practices for Better Research	(virtual) University of Basel, Switzerland
Slides: <a href="https://osf.io/jwda2/">osf.io/jwda2/</a> ; Recording: <a href="https://youtu.be/xz5rXd0XNe4">youtu.be/xz5rXd0XNe4</a>	
<b>Why should we all care about reproducibility?</b>	<i>September, 2020</i>
Oxford-MRC Doctoral Training Program Welcome event	(virtual) Oxford, UK
Slides: <a href="https://osf.io/dxusg/">osf.io/dxusg/</a>	
<b>ReproducibiliTea and ECRs role in reimaging research</b>	<i>June, 2020</i>
Panel discussion at Kings Open Research Conference	(virtual) London, UK
Event program and slides: <a href="https://osf.io/r2qsg/">osf.io/r2qsg/</a> ; Recording: <a href="https://youtu.be/vZ-xpKtXzco">youtu.be/vZ-xpKtXzco</a>	
<b>Measurement Heterogeneity</b>	<i>May, 2020</i>
Reading Research Division Meeting	(virtual) Reading, UK
Slides: <a href="https://osf.io/v8pwj/">osf.io/v8pwj/</a>	
<b>An Introduction to Open Science in Experimental Psychology Oxford</b>	<i>March, 2020</i>
Getting Started with Open Science ECR Discussion	Oxford, UK
Slides: <a href="https://osf.io/b5sdj/">osf.io/b5sdj/</a>	
<b>Measurement Matters</b>	<i>January, 2020</i>
UCL ReproducibiliTEA Journal Club	London, UK
Slides: <a href="https://osf.io/m5pdv/">osf.io/m5pdv/</a>	
<b>Reflections from Reproducibility 2019</b>	<i>January, 2020</i>
Advanced Methods in Reproducible Science	Windsor, UK
slides: <a href="https://osf.io/yb6nj/">osf.io/yb6nj/</a>	

<b>Measurement Matters: Psychometric Horror Stories</b> ECR Fireside Talks Slides: <a href="https://osf.io/bpn3j/">osf.io/bpn3j/</a>	<i>October, 2019</i> Oxford, UK
<b>What can WE do to promote culture change? ECR discussion</b> Oxford-Berlin Open Science Summer School Slides: <a href="https://osf.io/5xnp7/">osf.io/5xnp7/</a>	<i>September, 2019</i> Oxford, UK
<b>Introducing a Framework for Open and Reproducible Research Training (FORRT)</b> UK Open Research Working Groups meeting Slides: <a href="https://osf.io/fypqn/">osf.io/fypqn/</a> ; Audio: <a href="https://tinyurl.com/UKORWG19-AV">tinyurl.com/UKORWG19-AV</a>	<i>March, 2019</i> Birmingham, UK
<b>An Introduction to Experimental Psychology</b> Oxford Prospects Programmes	<i>July, 2017</i> Oxford, UK
<b>The cognitive characteristics of resilience and optimal health</b> CARE lab meeting, University of Western Australia	<i>April, 2016</i> Perth, Australia
<b>Emotion recognition and Attention Bias associated with mental health, and an information processing model of resilience</b> Symposia: Developments in the measurement and modification of Cognitive Bias	<i>June, 2015</i> Oxford, UK

## CONFERENCE PRESENTATIONS

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*Presentation slides can be found in this repository: [osf.io/rfy2h/](https://osf.io/rfy2h/)*

<b>Bringing Reproducible Practices to Methods Training: Introducing the Framework for Open and Reproducible Research Training (FORRT)</b> Berkeley Initiative for Transparency in the Social Sciences (BITSS) annual meeting Slides: <a href="https://osf.io/ykw5q/">osf.io/ykw5q/</a>	<i>January, 2021</i> (Virtual)
<b>FORRT: Framework for Open and Reproducible Research Training</b> UK Open Research Working Groups meeting Slides: <a href="https://osf.io/eq9c7/">osf.io/eq9c7/</a> ; Video: <a href="https://youtu.be/JUnjW_Ycyk8">youtu.be/JUnjW_Ycyk8</a>	<i>September, 2020</i> (Virtual) Cambridge, UK
<b>Introducing a Framework for Open and Reproducible Research Training (FORRT)</b> Society for the Improvement of Psychological Science (SIPS) Co-Presenter: Azevedo, F; Repository: <a href="https://osf.io/trbm5/">osf.io/trbm5/</a>	<i>June, 2019</i> Rotterdam, Netherlands
<b>Measurement error in psychology</b> Society for the Improvement of Psychological Science Co-Presenter: Neijenhuijs, K; Slides: <a href="https://osf.io/eghb5/">osf.io/eghb5/</a>	<i>June, 2019</i> Rotterdam, Netherlands
<b>Measuring cognitive-affective processing: The critical need for estimation and reporting of reliability</b> British Association for Behavioural and Cognitive Psychotherapies Slides: <a href="https://osf.io/zjyhq/">osf.io/zjyhq/</a>	<i>July, 2018</i> Glasgow, UK
<b>Exploring connectivity amongst cognitive biases with a psychometric network approach</b> British Association for Behavioural and Cognitive Psychotherapies Slides: <a href="https://osf.io/sjr24/">osf.io/sjr24/</a>	<i>July, 2018</i> Glasgow, UK

<b>Alignment of Attention Bias to Threat: a proof-of-principle study</b> Society for Affective Science	<i>March, 2018</i> Los Angeles, US
<b>Do individuals allocate more attention to fear cues with high</b> British Association for Behavioural and Cognitive Psychotherapies	<i>June, 2017</i> Manchester, UK
<b>Attention bias favouring positive stimuli predicts future happiness and positive emotions</b> British Psychological Society annual conference	<i>May, 2017</i> Brighton, UK
<b>A cognitive model of psychological resilience: current and future directions</b> British Psychological Society annual conference	<i>May, 2017</i> Brighton, UK
<b>A cognitive model of psychological resilience</b> BPS West Midlands Branch annual conference	<i>September, 2016</i> Birmingham, UK
<b>A cognitive model of psychological resilience: current and future directions</b> Psychology Postgraduate Affairs Group annual conference	<i>July, 2016</i> York, UK
<b>The ‘Third Hypothesis’ in Fredrickson’s Broaden-and-Build Theory of positive emotions</b> British Psychological Society Undergraduate Conference	<i>September, 2012</i> Glasgow, UK

## POSTERS

*PDFs of posters can be found in this repository: [osf.io/rfy2h/](https://osf.io/rfy2h/)*

<b>Cognitive and Emotional Vulnerability Factors in Adolescence:</b> <b>A Longitudinal Network Approach</b> Society for Affective Science annual conference Poster: <a href="https://osf.io/qnyv8/">osf.io/qnyv8/</a>	<i>May, 2019</i> Boston, US
<b>Cognitive-affective processes and their measurement: the need for estimating and reporting measurement reliability</b> Society for Affective Science annual conference Poster: <a href="https://osf.io/z9n28/">osf.io/z9n28/</a>	<i>May, 2018</i> Los Angeles, US
<b>Alignment of Attention Bias to Threat: a proof-of-principle study</b> Society for Affective Science annual conference Poster: <a href="https://osf.io/gnh5r/">osf.io/gnh5r/</a>	<i>May, 2018</i> Los Angeles, US
<b>Cognitive correlates of mental health in adolescence:</b> <b>A network analysis approach</b> Society for Affective Science annual conference Poster: <a href="https://osf.io/yr8n6/">osf.io/yr8n6/</a>	<i>May, 2018</i> Los Angeles, US
<b>A cognitive model of psychological resilience: current and future directions</b> British Association for Behavioural and Cognitive Psychotherapies	<i>July, 2017</i> Manchester, UK
<b>A cognitive model of psychological resilience: current and future directions</b> MQ Mental health science meeting	<i>February, 2017</i> London, UK
<b>A cognitive model of psychological resilience: current and future directions</b> European Conference on Positive Psychology	<i>June, 2016</i> Angers, France

## PROFESSIONAL ACTIVITIES

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### **FORRT: a Framework for Open and Reproducible Research Training**

Steering Committee; [forrt.netlify.com/](https://forrt.netlify.com/)

### **ReproducibiliTea Global**

Steering Committee Chair; [reproducibiliatea.org/](https://reproducibiliatea.org/)

### **ReproducibiliTea Podcast**

Co-creator, Co-Host, and audio producer; [soundcloud.com/reproducibiliatea](https://soundcloud.com/reproducibiliatea)

### **Centre for Open Science Ambassador**

Promoting, supporting, and teaching open science practices

## SERVICE AND POSITIONS OF RESPONSIBILITY

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### **Ongoing**

Fellow of Reproducible Research Oxford (RROx), University of Oxford, from 2019

Postdoc Representative, Oxford Experimental Psychology Open Science Committee, from 2018

Co-creator and co-convenor of ReproducibiliTea Journal Club, Oxford Experimental Psychology, University of Oxford, from 2018

### **Previous**

Workshop Organiser: Implementing open science within Mental health Science - with a specific focus on the UKRI mental health networks ([mentalhealthresearchmatters.org.uk/](https://mentalhealthresearchmatters.org.uk/)). Funded and supported by UKRI Mental Health Networks Coordination team. Virtual event. December 2020

Co-organiser of ECR focused event on research funding and networking for mental health Science. Funded and supported by UKRI Mental Health Networks Coordination team. 2-part Virtual event. November-December 2020

Interview Panellist for the role of Research Assistant, Department of Experimental Psychology, University of Oxford, October 2020

Selection Committee for the role of Postdoctoral Research Associate, Department of Experimental Psychology, University of Oxford, October 2019

Assistant organiser, Oxford Reproducibility Summer School, University of Oxford, 2018

Symposia organiser, Developments in the measurement and modification of Cognitive Bias - two day meeting, University of Oxford, July 2015.

Student representative, Clinical Psychology module for BSc in Psychology, University of Stirling, 2011

## PUBLIC ENGAGEMENT

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**Personal Blog:** [medium.com/@Sam\\_D\\_Parsons/](https://medium.com/@Sam_D_Parsons/)

Here I blog about academic culture, ECR experiences, open science, and psychometrics

**Mental Health Research Matters blog (link)**

*December, 2020*

How do I get funding for my research?: 5 questions to get you started



<b>BBC Oxford news interview</b> "Oxford study to investigate impact of COVID-19 pandemic on school life"	<i>September, 2020</i>
<b>JackFM Oxford radio interview</b> "Oxford study to investigate impact of COVID-19 pandemic on school life"	<i>September, 2020</i>
<b>"I'm a Researcher": Psychology, Summer, and Loneliness zones</b> Live chatroom discussions with secondary school students about research and academia	<i>May-July, 2020</i>
<b>"Go get Mom" podcast interview podcast</b> Invited to talk about early findings from the Oxford ARC study	<i>May, 2020</i>
<b>Mental Health Research Matters blog (link)</b> #WorkingFromHome: Adjusting to my new life as a mental health Early Career Researcher	<i>March, 2020</i>
<b>Psychology Postgraduate Affairs Group (PsyPAG) blog. (link)</b> What advice would you give to yourself at the beginning of your postgraduate studies?	<i>August, 2019</i>
<b>Oxplore</b> Contributed to the Big Question: Are we getting unhappier? (website)	<i>October, 2018</i>
<b>Living library event, Curiosity Carnival</b> Acted as a "living book" to discuss psychological research with the public	<i>September, 2018</i> Oxford
<b>"I'm a Researcher, get me out of here", Curiosity Carnival</b> Chatroom discussions with secondary school students about research	<i>September, 2018</i> Oxford
<b>the Psychologist blog; (link)</b> reflections on BPS postgraduate conference	<i>May, 2017</i>

## ADDITIONAL EDUCATION

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**Improving your statistical questions.** Coursera online: Power analyses, meta-analyses and bias detection, equivalence testing, and NHST. October, 2020.

**R Programming in Data Science: High Volume Data** Online course (Lynda.com): Introduction to visualising and analysing network data. July, 2020

**Social Network Analysis Using R** Online course (Lynda.com): Introduction to visualising and analysing network data. July, 2020

**HPC: A beginner's tour of the command line (Linux)**, and **HPC: Introduction to the Advanced Research Computing (Linux)**. 2 half day workshops: Use of Oxford University's High Performance Computer Cluster. Oxford, UK; January 2020.

**ProjectTIER Faculty development workshop.** Two day workshop: Implementation of the TIER protocol for teaching integrity. Oxford, UK; March 2019.

**Psychological Networks Amsterdam Winter School.** Five day workshop: Theory and implementation of Network models. Amsterdam, The Netherlands; January 2019.

**Advanced Methods in Reproducible Research.** Five day workshop: preregistration, open science, bayesian statistics, version control with git, error detection, and data simulation. Windsor, UK; January 2019.

**Software Carpentry.** Two day workshop: Unix shell, Git for version control, R for reproducible analyses and visualisation. August, 2018

**Preparing for Tutorials in Psychology.** One day workshop: Teaching in tutorials, course structures, developing new assignments. Oxford, UK; June 2018

**Learning the R Tidyverse.** Online course (Lynda.com): data wrangling and R programming. December, 2017

**Improving your statistical inferences.** Coursera online: Interpreting frequentist and bayesian statistics, power, effect sizes, preregistration. 2017.

**Get that Grant.** Half day workshop: Grant Writing, funding structures, costing and FEC. Oxford, UK; June 2016

**Teaching skills.** One day workshop: Small class lecturing, tutorials. Oxford, UK; April 2015.

## PROFESSIONAL AFFILIATIONS

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Society for the Improvement of Psychological Science (SIPS)

Society for Affective Science (SAS)

## STATISTICS, SOFTWARE, AND CODING

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<b>Statistical procedures</b>	Cognitive measure psychometrics, multiverse analyses, network modelling
<b>Statistical software</b>	R, RStudio (advanced), SPSS (intermediate), JASP (intermediate),
<b>Other software</b>	Inquisit Millisecond (Intermediate), MATLAB and ERPLAB (beginner), E-Prime (Intermediate)
<b>Other skills</b>	website development in R and wordpress; shell scripts; $\text{\LaTeX}$ (basic); REDcap, Qualtrics and Limesurvey for online surveys; audio and video editing

## SOFTWARE DEVELOPMENT

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**splithalf: permutation based estimates of split-half reliability**

Documentation: [sdparsons.github.io/splithalf\\_documentation/](https://sdparsons.github.io/splithalf_documentation/)

Video tutorial: [youtu.be/FhqyKxH4kyk](https://youtu.be/FhqyKxH4kyk)

## REVIEWING

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## REFERENCES

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