

Curriculum Vitae

Joshua C. Felver, Ph.D.

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EDUCATION

Postdoctoral Fellowship 2013 – 2015	Alpert Medical School of Brown University School-Based Treatment and Child Psychopathology
Predoctoral Internship 2012 – 2013	Boston Children's Hospital, Harvard Medical School Child Clinical and Pediatric Psychology
Doctor of Philosophy 2007 – 2013	University of Oregon School Psychology
Master of Science 2007 – 2010	University of Oregon, Eugene, OR Special Education
Bachelor of Arts 2001 – 2005	University of Rochester, Rochester, NY Psychology

ACADEMIC APPOINTMENTS

Assistant Professor 2015 – present	Syracuse University Department of Psychology
Research Fellow 2013 – 2015	Alpert Medical School of Brown University Department of Psychiatry and Human Behavior

PAST APPOINTMENT

Clinical Fellow 2012 – 2013	Harvard Medical School Department of Psychiatry
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PROFESSIONAL INTERESTS

My research interests involve the promotion of self-regulation in school and community settings through the development, implementation, and study of targeted interventions, with special focus on mindfulness-based interventions. My teaching interests involve engaging student learning through applied research, practicum, and service learning experiences.

HONORS AND AWARDS

International Association of Yoga Therapists Research Abstract Award for Excellence and Innovation in Yoga Research, 2014

University of Oregon Public Impact Fellowship, 2011 – 2012

University of Oregon Graduate Teaching Fellowship, 2011 – 2012

American Psychological Association Training Institute Travel Award, 2010

NIMH Pre-doctoral Fellowship – National Research Service Award (T32), 2009 – 2011

DIBELS Conference Travel Award, 2008

American Psychological Association of Graduate Students Travel Award, 2008

University of Oregon School Psychology Program Travel Award, 2007

IES Early Intervention Leadership and Training Fellowship, 2007 – 2009

SCHOLARSHIP

PUBLICATIONS (* indicates postbaccalaureate or undergraduate advisee)

Peer Reviewed Publications

9. Singh, N. N., Lancioni, G. E., Karazsia, B. T., **Felver, J. C.**, Winton, A.S. (in press). Effects of Samatha Meditation on active academic engagement and math performance of students with attention deficit/hyperactivity disorder. doi: 10.1007/s12671-015-0424-5
8. **Felver, J. C.**, Tipsord, J. M., *Morris, M. J., Racer, K. H., & Dishion, T. J. (in press). The effects of mindfulness-based intervention on children's attention regulation. *Journal of Attention Disorders*. doi: 10.1177/1087054714548032
7. **Felver, J. C.**, *Celis-DeHoyos, E., *Tezanos, K., & Singh, N. (in press). A systematic review of mindfulness-based interventions for youth in school settings. *Mindfulness*. doi: 10.1007/s12671-015-0389-4
6. **Felver, J. C.**, Butzer, B., *Olson, K., Smith, I., & Khalsa, S. B. (2015). Effects of a school-based yoga curriculum on mood state. *Contemporary School Psychology, 19*, 184-192. doi:10.1007/s40688-014-0031-9
5. **Felver, J. C.**, Frank, J. L., & McEachern, A. D. (2014). Effectiveness, acceptability, and feasibility of the Soles of the Feet mindfulness-based intervention with elementary school students. *Mindfulness, 5*, 589–597. doi:10.1007/s12671-013-0238-2
4. **Felver, J. C.**, Doerner, E., Jones, J., Kaye, N. & Merrell, K. M. (2013). Mindfulness in school psychology: Applications for intervention and research. *Psychology in the Schools, 50*, 531-547. doi:10.1002/pits.21695
3. Racer, K. H., Gilbert, T. T., Luu, P., **Felver-Gant J. C.**, Abdullaev, Y., & Dishion, T. J. (2011) Attention network performance and psychopathic symptoms in early adolescence: An ERP study. *Journal of Abnormal Child Psychology, 39*, 1001-1012. doi: 10.1007/s10802-011-9522-6

2. Merrell, K. H., **Felver-Gant, J. C.**, & Tom, K. M. (2011). Development and Validation of a Parent Report Measure for Assessing Social-Emotional Competencies of Children and Adolescents. *Journal of Child and Family Studies*, 20, 529-540. doi:10.1007/s10826-010-9425-0
1. **Felver-Gant, J. C.**, Bruce, A., Zimmerman, M., Sweet, L., Millman, R., & Aloia, M. (2007). Working memory in obstructive sleep apnea: Construct validity and treatment effects. *Journal of Clinical Sleep Medicine*, 3, 589-594.

Book Chapters, Book Reviews, and Other Publications

7. **Felver, J. C.** (2014). Book Review: Executive Function and Child Development. *Journal of Child and Family Studies*, 23, 945-947. doi:10.1007/s10826-013-9854-7
6. **Felver, J. C.** (2014). Book Review: Mindfulness & Acceptance for Addictive Behaviors: Applying Contextual CBT to Substance Abuse & Behavioral Addictions. *Mindfulness*, 5, 108-110. doi:10.1007/s12671-013-0220-z
5. Dishion, T. J., **Felver-Gant, J. C.**, Abdullaev, Y., & Posner, M. I. (2011). Self-regulation and adolescent drug use: Translating developmental science and neuroscience into prevention practice. In M. Bardo, D. Fishbein, & R. Milich (Eds.), *Inhibitory Control and Drug Abuse Prevention: From Research to Translation*. (pp. 281-301). New York: Springer. doi:10.1007/978-1-4419-1268-8_15
4. **Felver, J. C.** (2011). Book Review: Mindfulness-Based Cognitive Therapy for Anxious Children: A Manual for Treating Childhood Anxiety. *Mindfulness*, 2, 289-291. doi:10.1007/s12671-011-0077-y
3. **Felver-Gant, J. C.** & Levi, S. L. (2011). Book Review: Evidence-Based School Mental Health Services: Affect Education, Emotion Regulation Training, and Cognitive Behavioral Therapy. *Journal of Child and Family Studies*, 20, 884-886. doi: 10.1007/s10826-011-9533-5
2. **Felver-Gant, J. C.** (2010). Book Review: Teaching Mindfulness: A Practical Guide for Clinicians and Educators. *Mindfulness*, 3, 196-198. doi:10.1007/s12671-010-0020-7
1. **Felver-Gant J. C.** & Hefner K. (2005) Being mindful: Facilitating enhanced personal integrity and interpersonal honesty, *Journal of Undergraduate Research*, 3, 26-29.

Works Submitted for Publication or In Preparation

6. **Felver, J. C.**, Tipsord, J. M., & Dishion, T. J. (submitted for publication). Mindful Family Stress Reduction: Results from a randomized pilot study of a mindfulness-based intervention for families.
5. May, L. M., Reinka, M. A., Tipsord, J. M., **Felver, J. C.**, Berkman, E. T. (submitted for publication). Parenting an adolescent: Neural and relationship quality changes of a mindfulness intervention.
4. **Felver, J. C.** & Jennings, P. (in preparation). Applications of mindfulness-based interventions in school settings: An introduction to the Mindfulness special issue.
3. **Felver, J. C.** (in preparation). Book Review: Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom.

2. **Felver, J. C.**, * Killam, M., Jones, R., McIntyre, L. L., & Race, K. (in preparation). Treatment effects of a mindfulness-based intervention in a child psychiatric residential treatment facility: A pilot study.
1. Felver, S. L., McIntyre, L. L., & **Felver, J. C.** (in preparation). Effects of *Strong Start* social-Emotional learning curriculum on pre-k student behavior and emotion knowledge.

CONFERENCE PRESENTATIONS (* indicates undergraduate advisee)

17. **Felver, J. C.** (presentation proposal accepted). Applications of Mindfulness-Based Interventions in School Settings. 2015 National Association of School Psychologists Annual Convention, Orlando, FL.
16. **Felver, J. C.** & Frank, J. L. (workshop proposal accepted). Soles of the Feet: A Mindfulness Intervention for Disruptive Behavior. 2015 National Association of School Psychologists Annual Convention, Orlando, FL.
15. Frank, J. L., Jennings, P. Berrena, E., & **Felver, J. C.** (workshop proposal accepted). Introduction to Learning to Breathe: A Mindfulness-Based Intervention for Adolescents. 2015 National Association of School Psychologists Annual Convention, Orlando, FL.
14. Butzer, B., **Felver, J. C.**, & Khalsa, S. B. S. (2014, September). Acute Effects of School-Based Yoga on Student Mood. Poster presented at the annual International Association of Yoga Therapists Symposium on Yoga Research Conference, Lenox, MA.
13. **Felver, J. C.**, McIntyre, L.L., & Race, K. (2013, July). Effects of a mindfulness-based intervention in a child psychiatric residential treatment facility. Poster presented at the 2013 American Psychological Association annual conference, Honolulu, HI.
12. **Felver, J. C.**, Felver, S. L., *Okray, D. A., Merrell, K. W. (2012, February). A pilot intervention trial of a social-emotional learning curriculum in a pre-kindergarten classroom. Poster presented at the 2012 Graduate Student Research Forum, University of Oregon, Eugene, OR.
11. May, L. M., **Felver, J. C.**, Tipsord, J. M., & Berkman, E. T. (2012, March). Brain-behavior correlations in the context of a parent-child mindfulness-based intervention. Poster presented at the 2012 American Psychosomatic Society's annual conference, Athens, Greece.
10. **Felver-Gant, J. C.**, *Groff, J., *Morris, M., & *Wilson, W. (2011, March) Soles of the Feet: Mindfulness training to improve classroom behavior. Poster presented at the 2011 National Association of School Psychologists Annual Convention, San Francisco, CA.
9. Merrell, K. W., Suldo, S. M., Romer, N., Tom, K., Cohn, B., & **Felver-Gant, J. C.** (2011, March). Innovations in Strength-Based Social-Emotional Assessment in Schools. Symposium presented at the 2011 National Association of School Psychologists Annual Convention, San Francisco, CA.
8. Fosco, G. M., McEachern, A., Tipsord, J., Huang, C., & **Felver-Gant, J. C.** (2010, June). Ethnic Disparities in School Discipline Practices: Can PBIS Guide Reductions? Presentation given at the 2010 Society for Prevention Research Annual Meeting, Denver, CO.

7. **Felver-Gant, J. C.**, Merrell, K., Frank, J., & Roach, A. (2010, March). Mindfulness in School Psychology: Application for Intervention and Research. Workshop presented at the 2010 National Association of School Psychologists Annual Convention, Chicago, IL.
6. **Felver-Gant, J. C.** & Merrell, K. (2010, March). Parent Ratings of Student's Assets and Resilience: SEARS-P Factor Structure. Poster presented at the 2010 National Association of School Psychologists Annual Convention, Chicago, IL.
5. Tom, K., Merrell, K. W., Endrulat, N. R., Cohn, B., & Felver-Gant, J. C. (2009, February). Assessing positive youth characteristics: Development and structure of the SEARS-P. Poster presented at the Meeting of the National Association of School Psychologists, Boston.
4. Cohn, B., Merrell, K. W., **Felver-Gant, J. C.**, Tom, K., & Endrulat, N. R. (2009, February). Strength-based assessment of social and emotional functioning: SEARS-C and SEARS-A. Paper presented at the 2009 National Association of School Psychologists Annual Convention, Boston, MA.
3. **Felver-Gant, J. C.**, Merrell, K., Tom, K., Cohn, B., & Romer, N. (2009, March). Ratings of Student's Assets and Resilience: Development of the SEARS-T. Poster presented at the 2009 National Association of School Psychologists Annual Convention, Boston, MA.
2. **Felver-Gant J. C.** & Merrell, K. W. (2008, August). Mindfulness in Schools: Implications for Intervention and Future Research. Paper presented at the 2008 American Psychological Association Conference's Student Affiliates in School Psychology Annual Mini-Convention, Boston, MA.
1. **Felver-Gant J. C.**, Bruce A., Zimmerman M., Sweet L., Millman R., & Aloia M. (February, 2007). Working Memory in Obstructive Sleep Apnea: Construct Validity and Treatment Effects. Poster presented at the 2007 International Neuropsychological Society Conference, Portland, OR.

GRANT SUPPORT

Project Title: Study of mindfulness-based intervention in a child psychiatric residential treatment facility
Role: Student Primary Investigator (Laura Lee McIntyre Faculty Investigator)
Grant: Hope Baney Fund Award
Amount: \$3,688
Agency: University of Oregon – College of Education
Status: Funded 2012-2013

Project Title: Mindfulness Training for Parents and Children
Role: Co-Investigator (Jessica Tipsord, PI)
Grant: Varela Research Award for Contemplative Science
Amount: \$15,000
Agency: Mind and Life Institute
Status: Funded 2010-2011

Project Title: Development and Psychopathology Research Training Grant
Role: Pre-doctoral Research Fellow (Elizabeth Stormshak, PI)
Grant: Ruth L. Kirschstein National Research Service Awards (NRSA)
Institutional Research Training Grant (T32)
Amount: \$71,511
Agency: National Institute of Mental Health
Status: Funded 2009-2011

TEACHING, SUPERVISION, AND ADVISING

COURSES TAUGHT

Syracuse University

Child Development (2015 – present)

University of Oregon

Service Learning Program in K-12 Schools (six sections, 2011-2012)

Practicum in Mindfulness Meditation (2008 & 2009)

COURSES AS SUPERVISED TEACHING INSTRUCTOR

University of Oregon

Intellectual Assessment (2011)

Statistics in Education I (2010)

Classroom Behavior Management (2009)

GUEST AND INVITED LECTURES

Harvard Medical School

Acceptance and Commitment Therapy (2013)

University of Oregon

Child and Family Therapist Collaboration with Public Schools (2010, 2011, & 2012)

Mindfulness Based Interventions for Children and Adolescents (2009)

Curriculum-Based Assessment in K-12 Schools (2008)

RESEARCH TEAM LED AND SUPERVISED

University of Oregon

Mindfulness-Based Interventions in Public Schools (2010-2012)

SENIOR THESIS ADVISED

University of Oregon

Maxwell Morris Mindfulness-Related Changes in Attentional Control in Kids (2012)

SERVICE

EDITORIAL SERVICE

Associate Editor

Journal of Child and Family Studies, 2013 – current

Editorial Board

Mindfulness, 2013 – current

Special Issue Guest Editor

Mindfulness special issue “Applications of Mindfulness-Based Interventions in School Settings,” 2014 – current (slated for publication in first quarter of 2015)

Ad Hoc Reviewer

Journal of School Psychology, 2015

Contemporary School Psychology, 2014

Behavior Modification, 2013

Mindfulness, 2010 – current

Journal of School Psychology, 2008

Conference Proposal Reviewer

National Association of School Psychologists Annual Convention, 2011 & 2015

CLINICAL POSITIONS

Postdoctoral Fellowship in School-Based Day Treatment and Child/Adolescent Psychopathology (APA-accredited), The Bradley School of Bradley Hospital, Alpert Medical School of Brown University’s Clinical Psychology Training Consortium, Providence, RI, 2013 – current

Clinical activities: Individual therapy, family therapy, group therapy, psychological/psychiatric assessment, classroom consultation, & case management

Predoctoral Intern in Child Clinical and Pediatric Psychology (APA-accredited), Boston Children’s Hospital, Harvard Medical School, Boston, MA, 2012 – 2013

Major rotations: Inpatient psychiatry & psychiatry consultation service

Minor rotations: Emergency department, general assessment, neuropsychological assessment, outpatient psychiatry service, & behavioral medicine clinic

Instructor of Mindfulness-Based Stress Reduction, Sacred Heart Medical Center at River Bend, Springfield, OR, 2012

Individual Therapist, Family Therapist, and Case Manager, Oregon Social Learning Center Community Programs, Eugene, OR, 2011 – 2012

Extern in Neuropsychological and Psychological Assessment, Oregon Health Sciences University, Eugene, OR, 2011

Instructor of Mindfulness-Family Stress Reduction, University of Oregon, Child and Family Center, Eugene, OR, 2010 – 2011

Advanced Practicum in Child and Family Interventions, University of Oregon, Child and Family Center, Eugene, OR, 2008 – 2012

Advanced Practicum in School Psychology Practice, University of Oregon, Springfield School District, Springfield, OR, 2008 – 2009

Co-Facilitator of School-Based Parent Training Initiative, Bethel School District, Bethel, OR, 2008 – 2009

Practicum in School Psychology Practice, University of Oregon, Cottage Grove School District, Cottage Grove, OR, 2007 – 2008

Clinical Interviewer, Alpert Medical School of Brown University, Department of Psychiatry and Human Behavior, Providence, RI, 2005-2007

CLINICAL CERTIFICATIONS AND LICENSURES

Nationally Certified School Psychologist (NCSP), certification #44701

States of Rhode Island and New York Licensed Psychologist – *anticipated Fall 2015*

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Division 16 and Division 53

National Association of School Psychologists