

# CURRICULUM VITAE

**Maureen E. McQuillan**

Indiana University Bloomington  
Psychological and Brain Sciences  
Bates Social Development Lab  
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## EDUCATION

- 2013- present**      *Doctoral training in Clinical Science*  
*Minor: Developmental Psychopathology*  
Indiana University Bloomington  
Department of Psychological and Brain Sciences  
Advisor: John E. Bates, Ph.D.
- 2009-2013**        *B.A. Psychology*  
University of Notre Dame  
Magna Cum Laude  
Advisor: E. Mark Cummings, Ph.D.

## ACADEMIC AWARDS AND ACHIEVEMENTS

- May 2014**      *Provost's Travel Award for Women in Science*  
*Indiana University Bloomington*
- May 2014**      *Society for a Science of Clinical Psychology (SSCP)*  
*Student Poster Competition Winner\**
- May 2014**      *Graduate Student Award, Midwestern Psychological Association\*\**
- Fall 2013-  
Fall 2015**      *Developmental Training Grant, National Institute of Health,*  
*Indiana University Bloomington*  
**T32 Grant #HD 07475**
- Spring 2013**    *Psi Chi Membership, University of Notre Dame*
- Spring 2013**    *Senior Recognition Award in Psychology, University of Notre Dame*

**Spring 2013** *Center for Undergraduate Scholarly Engagement Travel Reimbursement Award, University of Notre Dame*

**Fall 2009, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013**  
*Dean's List, University of Notre Dame*

## **PUBLICATIONS**

Greene, S., & McQuillan, M. (August, 2013). What we can learn about parent involvement from children. In S. Greene, *Creating spaces of hope: African American families and their children in a changing political economy*. New York: NY. Teachers College Press.

McQuillan, M. (in press). Family-wide conflict, parental depressive symptoms, and adolescent depressive and anxious symptoms, as mediated by security in the family system. *Yale Review of Undergraduate Research in Psychology*. 2013.

## **CONFERENCE POSTER PRESENTATIONS**

How Parent Behavior during Infant Object Play Can Support or Disrupt Word Learning  
Internal Conference on Infant Studies  
July 3-5, 2014 in Berlin, Germany

Maternal Responsiveness, Exhibited by Interactive Object Holding, Promotes Sustained Attention and Word Learning in Infants  
World Association for Infant Mental Health 14<sup>th</sup> World Congress  
June 14-18, 2014 in Edinburg, Scotland

Toddlers' Sleep, Sustained Attention, and Adjustment\*  
Association for Psychological Science 26<sup>th</sup> Annual Convention  
May 22-25, 2014 in San Francisco, California

How Parent Behavior during Infant Object Play Can Support Learning\*\*  
Midwestern Psychological Association 2014 Annual Meeting  
May 1-3, 2014 in Chicago, Illinois

Sustained Attention: Antecedents and Consequences for School Readiness  
Society for Research in Child Development 2014 Special Topic Meeting:  
Strengthening Connections Among Child and Family Research, Policy and Practice  
April 3-5, 2014 in Alexandria, Virginia

Family Conflict, Parental Depressive Symptoms, and Adolescent Internalizing Symptoms, as Mediated by Security in the Family System  
Society for Research on Adolescence 2014 Biennial Meeting  
March 20-22, 2014 in Austin, Texas

Family-wide Conflict, Parental Depressive Symptoms, and Adolescent Depressive and Anxious Symptoms, as Mediated by Security in the Family System  
Midwestern Psychological Association 2013 Annual Meeting  
May 2-4, 2013 in Chicago, Illinois

Security in the Family System as a Mediator between Family Conflict and Adolescent Depression and Anxiety  
Society for Research in Child Development 2013 Biennial Meeting  
April 18-20, 2013 in Seattle, Washington

## **RESEARCH EXPERIENCE**

### **Independent Senior Honors Thesis**

**Fall 2012-Spring 2013**

*Family-wide Conflict, Parental Depressive Symptoms, and Adolescent Depressive and Anxious Symptoms, as Mediated by Security in the Family System*, Department of Psychology, University of Notre Dame, IN.  
Independent Senior Honors Thesis.

Developed an independent senior honors thesis comparing the diverse as well as additive, interactive effects of family-wide conflict and parental depressive symptoms on adolescent outcomes of depressive and anxious symptoms. Stemming from the developmental psychopathology perspective, I used multiple methods and informants to study these relationships and how they are mediated by security in the family system. (Mentor: E. Mark Cummings, Ph.D.)

### **Clinical Research Studies**

**Summer 2013-present**

#### ***The Toddler Development Study***

Social Development Lab, Department of Psychological and Brain Sciences, Indiana University, Bloomington, IN. Graduate Student.

I collect data in the laboratory and at home visits. I also conduct data entry, coding, and analysis for various measures of toddlers' home environment, sleep, temperament, and self-regulation.

(Mentors: John Bates, Ph.D., Isaac Peterson, Carly Russell)

**Summer 2013-present**

#### ***Multisensory Project***

Cognitive Development Lab and Computational Cognition and Learning Lab, Department of Psychological and Brain Sciences, Indiana University, Bloomington, IN. Graduate Student.

I am studying the role that mothers play in helping children learn object names at opportune moments of learning. Specifically, head-mounted cameras and eye trackers are used to investigate the interactive pattern of holding objects between mother and child. The aim of my study is to learn how mothers can foster sustained attention and word learning in infants. (Mentors: John Bates, Ph.D., Chen Yu, Ph.D., Linda Smith, Ph.D.)

### **Spring 2012-Spring 2013**

#### ***The Family Mediation Project***

Family Studies Center, Department of Psychology, University of Notre Dame, IN. Research Assistant.

An interdisciplinary study with the Notre Dame Law School; investigating the effectiveness of an intervention for parents involved in child custody disputes, who have been referred by local authorities. Ran observational visits. Received extensive training on and administered the MacArthur Story Stem Battery and the Story Stem Battery for Adolescents for the 4-16 year old children of separated parents in the study. Sorted and entered assessments of parents. (Mentors: E. Mark Cummings, Ph.D., Julie Schatz, Ph. D, Cheryl Lee, Christy Cummings)

### **Summer 2012**

#### ***The Center for the Study of Anxiety Disorders & Depression Lab***

Department of Psychology, University of Toledo, OH. Research Assistant. Helped with data collection, entry, and analysis for a study looking at barriers to diagnosis of anxiety disorders in pediatric settings for children aged two to eighteen years old. Administered surveys to parents in pediatric offices in Toledo, Ohio and Ann Arbor, Michigan, collecting their report on their child's symptoms of anxiety. Administered surveys to pediatricians, collecting their ideas on the occurrence of anxiety in their patients as well as their referral of patients to mental health specialists. Helped perform data analysis with M-plus and Confirmatory Factor Analysis to compare this data and to determine various factors that could explain barriers to diagnosis of anxiety in children, including lack of awareness, social stigma, and obstacles related to health insurance.

(Mentors: Laura Seligman, Ph.D., Erin Swedish)

### **Summer 2012**

#### ***The Post-Traumatic Stress Disorder Lab***

Department of Psychology, University of Toledo, OH. Research Assistant. Worked on a study looking at PTSD's symptom structure and high comorbidity, especially with depression. This study also assessed exposure to traumatic events and development of PTSD symptoms in a community sample. Collected data by administering surveys to patients at a family practitioners' office in Maumee, Ohio.

(Mentors: Jon D. Elhai, Ph.D., Hanna Wutrick)

**Summer 2011**

***The Discrimination and Coping Study***

Family Studies Center, Department of Psychology, University of Notre Dame, IN. Research Assistant.

A project involving Mexican and Mexican American families with one or both parents of Mexican origin and an adolescent born in the United States. Studied perceived discrimination, emotion regulation, family processes, and mental health outcomes for the youth. Helped with the pilot study by performing data collection and entry into SPSS. Administered surveys and interviews with the adolescents (aged 12-18 years old) in both English and Spanish to assess their relationship with their family, their experience of discrimination in daily life, and any internalizing and externalizing symptoms.

(Mentors: Irene Park, Ph.D., May Kim, Rosa Maria Salinas)

**Fall 2011-Spring 2013**

***The Me and My Family Project***

Department of Psychology, University of Notre Dame, IN. Research Assistant.

This is a longitudinal, dual-site study funded by the National Institute of Mental Health with 235 community families from 1999 with kindergarten aged children and 90 more community families from 2006 with seventh grade children, ending in 2010. The study looked at the role of emotional security in the relationship between marital conflict and child adjustment over time. Transcribed tapes of an emotion regulation task for children and their mothers. Also completed data entry and analysis with SPSS.

(Mentors: E. Mark Cummings, Ph.D., Courtney Boise)

**Fall 2010-Spring 2013**

***The No Parent Left Behind Project***

Institute for Educational Initiatives, University of Notre Dame, IN. Research Assistant.

A study concerning the impact of parent involvement on the education of children of poverty in Title 1 Indiana elementary and middle schools. Received thorough training on collection of qualitative data through interview techniques. Helped construct relevant interview questions to assess the children's thoughts on school, homework, teachers, extracurricular activities, their communities, and parental engagement in their education. Administered these semi-structured interviews with third, fourth, and fifth graders over two years. Transcribed, coded, and analyzed the interviews, using the Constant Comparative Method for qualitative analysis. Wrote reports on key case studies of resilience.

(Mentor: Stuart Greene, Ph.D)

**Randomized Controlled Trial Designs**

## **Spring 2011-Summer 2011**

### ***The Single-Parent Adaptation Project***

Family Studies Center, Department of Psychology, University of Notre Dame, IN. Research Assistant.

An intervention program for single-parent families aimed at improving parent-child communication skills and relationships. Served as a communication coach for the single-parent and teen, interactively offering direct advice on how to communicate more constructively and on the importance of constructive communication and conflict resolution in daily life. Entered and scored assessment data. (Mentor: E. Mark Cummings, Ph.D., Julie Schatz, Ph.D., Ashley Carlin)

## **Spring 2011-Spring 2013**

### ***The Family Communication Project***

Family Studies Center, Department of Psychology, University of Notre Dame, IN. Research Assistant.

A community-based intervention project aimed at improving family communication and strengthening relationships in the family system. Clinically based work included serving as a communication coach for the adolescent and the parental dyad individually, as well as coaching the family. Helped facilitate psychoeducational treatment components. Worked visits by running dyadic and triadic observations of family interactions, watching siblings who were not involved in the study, and operating the cameras for video recording of the visits. Lab based work consisted of scoring various assessment packages, questionnaires, and daily diaries. Performed data entry and statistical analyses using SPSS. Analyzed one-year follow-up qualitative data with the Constant Comparative Method. Collected and transcribed three-year follow up qualitative data. Helped collect three-year follow up data by administering semi-structured interviews with individual family members about their family, conflict in their lives, and their evaluation of the program. (Mentor: E. Mark Cummings, Ph.D., Julie Schatz, Ph.D., Ashley Carlin, Cheryl Lee)

## **RESEARCH SKILLS**

Proficient in data analysis using SPSS, R, and SAS; trained in basic usage of M-plus.

Completed statistics courses in Multilevel Modeling, Structural Equation Modeling, and Longitudinal Data Analysis.

## **CLINICAL PRACTICA**

### **Summer 2013-present**

#### **Parent Behavioral Training Practicum**

Department of Psychological and Brain Sciences, Indiana University, Bloomington, IN.

Observing, conducting, and receiving supervision for intervention to families with children aged 2-8 years old who are presenting with various externalizing behaviors. The treatment protocol is based on behaviorism principles focusing on antecedents of behavior, positive interactions, and clear consequences for noncompliance and defiance.  
(Mentor: John Bates, Ph.D.)

## **APPLIED EXPERIENCE**

**Fall 2011-Spring 2013**

*Duties:* **Therapeutic Riding Instructor**, South Bend, IN and Samaria, MI  
Taught at risk children with disabilities and/or exposure to abuse how to ride horses; ages 6-16.