

Lucia Parry (she/her)

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Franklin and Marshall College, Psychology Department
P.O. Box 3003
Lancaster, PA 17604

EDUCATION

University of Rochester

Master of Arts, Developmental Psychology, August 2020
Ph.D., Developmental Psychology (Advisor: Patrick T. Davies, Ph.D.)

Rochester, NY
Sept. 2016 – Aug. 2020
Expected fall 2022

Wilmington University

Masters of Education, Special Education, May 2013

Wilmington, DE
Sept. 2011 – May 2013

Pennsylvania State University

Bachelor of Arts Degree in Psychology with Distinction, May 2011

University Park, PA
Jan. 2009 – May 2011

Franklin and Marshall College

English Major, French Minor

Lancaster, PA
Aug. 2006 – May 2008

ACADEMIC AWARDS AND HONORS

University of Rochester

- Helen and Vincent Nowlis Award for Excellence in Teaching
- Emory L. Cowen Award for the Best First-Authored Publication by a graduate student

Dec. 2021
Dec. 2020

Pennsylvania State University

- College of Liberal Arts – Superior Academic Achievement, Dean's List, Psi Chi – Psychology Honor Society

Jan. 2009 – May 2011

TEACHING EXPERIENCE

Franklin and Marshall College

Visiting Assistant Professor

- Psychology 100: Introductory Psychology
- Psychology 482: Human Behavior Through a Social or Evolutionary Lens, Collaborative Research

Lancaster, PA
Aug. 2022 – present

St. John Fisher College

Adjunct Instructor

- Psychology201: Basic Statistics
- Psychology231: Development Across the Lifespan

Rochester, NY
Jan. 2022 – May 2022

Hobart and Williams Smith Colleges

Co-Instructor with Dr. Elizabeth Belcher

- Psychology100: Introduction to Psychology

Geneva, NY
Jan. 2022 – May

Eastman School of Music at the University of Rochester

Adjunct Instructor

- Psychology111: General Psychology
- Psychology112: Educational Psychology

Rochester, NY
Jan. 2021 – May 2022

Monroe Community College

Adjunct Instructor

- Psychology108: Fundamentals of APA Style

Rochester, NY
Jan. 2021 – May 2021

University of Rochester

Instructor

- Psychology171: Social and Emotional Development
- Psychology101: Introduction to Psychology

Rochester, NY
June – Aug. 2020, 2021

Guest Lecturer

- Psychology 377/378: Exploring Research in Family Psychology
- Psychology 276: Psychology of Parenting
- Psychology 101: Introduction to Psychology
- Psychology 209: Psychology of Human Sexuality
- Psychology 171: Social-Emotional Development
- Psychology 377: Exploring Research in Family Psychology
- Psychology 278: Adolescent Psychology

Aug. 2016 – May 2022

Teaching Assistant, Psy283: Behavioral Medicine with Dr. Marie-Joelle Estrada, PhD

- Attended twice weekly classes; held weekly office hours; read and graded writing component of class (4 essays/student for 20 students); ran review session for final exam Jan. – May 2017
- Teaching Assistant for Psy101: Introduction to Psychology with Dr. Marie-Joelle Estrada, PhD* Aug. – Dec. 2016
- Attended twice weekly classes; held weekly office hours; ran review session for final exam; gave guest lecture on Developmental Psychology portion of class material
- EastSide Charter School** **Wilmington, DE**
- Kindergarten General/Special Education Teacher, Team Leader* June 2014 – Dec. 2015
- Lead team of novice teachers to implement grade-wide changes to reflect an Expeditionary Learning environment with a focus on Responsive Classroom practices; planned rigorous English Language Arts curriculum for Kindergarten team (70 students, 3 teachers); created year-long scope and sequence of units, topics, and relevant learning targets; created and organized standards- and curriculum-aligned literacy and math centers to allow students to further knowledge and skills, as well as ability to work independently; planned and implemented individualized Guided Reading and phonemic awareness lessons to deliver during small group instruction; planned a 12-week Expedition on Black History and Leadership that included plans for ELA, Writing, Social Studies, and Character Learning Targets
 - Designed and implemented Kindergarten reset at mid-year point that promoted school priorities
 - Coached *Girls on the Run* for 20 third-fifth grade girls
- Richardson Park Elementary School** **Wilmington, DE**
- Kindergarten General/Special Education Teacher, Team Leader* Aug. 2011 – Jun. 2014
- Planned rigorous curriculum resulting in students ending year with average of 1.7 years of growth in math and reading (2011-12, 2012-13, 2013-14); created and organized standards-aligned literacy and math centers to allow students to further knowledge and skills, and ability to work independently; participated in after-school tutoring program to prepare group of 3-5th graders for end-of-year state assessment; mentored six students (K-5) outside of class
 - Organized and ran school-wide Fall Festival to foster school spirit and highlight the importance of home-school relationships; created and planned school-wide March Madness behavior incentive program; planned and ran school-wide Literacy Night for students, parents, and families to foster literacy development in the home
 - Coached *Girls on the Run* for 45 fourth and fifth grade girls
- Latin American Community Center** **Wilmington, DE**
- Curriculum Writer, Instructional Coach* Mar. 2012 – Aug. 2015
- Wrote and implemented 8-week long Expeditionary Learning curriculum for students in grades one and two; oversaw day-to-day activities of 8 counselors and 50 students; provided teacher coaching both in and out of the classroom; planned and directed weekly professional development sessions for counselors
- Teach for America Summer Institute** **Philadelphia, PA**
- Teacher* May – Aug. 2011
- Taught summer school in the School District of Philadelphia for second grade class
 - Engaged in six-week intensive professional development around core teacher competencies
- Pennsylvania State University** **University Park, PA**
- Undergraduate Teaching Assistant – Developmental Psychology* Jan. – May 2010
- Attended weekly classes; held weekly office hours; wrote and presented three lectures for 400-student class; wrote and organized review sessions for four exams
- Undergraduate Teaching Assistant – Evolutionary Psychology* Sept. – Dec. 2010
- Attended classes two times weekly; held weekly office hours; wrote and presented three lectures for 60-student class; planned and graded weekly in-class assignments; wrote and organized review sessions for four exams
- Franklin and Marshall College** **Lancaster, PA**
- Teaching Assistant – Freshman Seminar* Aug. – Dec. 2007
- Attended three classes weekly; held weekly office hours; reviewed students' work to preparation for submission
- Teacher – F&M/Lancaster County School District Science Educator Project* Jan. – May 2008
- Wrote and implemented weekly science lessons for first grade class of 30 students
- Global Volunteer Network** **Ghana, West Africa**
- Teacher* Sept. – Dec. 2008
- Taught fourth grade class of 37 students; wrote daily lesson plans for English, Science, French, and Computer Technology classes; wrote and graded final and weekly exams; tutored students outside of school

RESEARCH INTERESTS

My broad area of interest lies in children's socioemotional adaptation within the context of close relationships, particularly those within the family system. More specifically, I am interested in how and why children exposed to family conflict

and adversity exhibit heightened vulnerability to an array of psychological problems. In addition, I am interested in how children exposed to family adversity develop coping skills, specifically grit and resilience, and the impact of these coping skills on their later adjustment or maladjustment. Finally, I am interested in the translational aspect of this research – programs that can be implemented in a home or academic setting that focus on teaching children the crucial coping skills that will allow them to be successful, contributing members of society, both academically and personally; policy development; and the advocacy of using science to inform policy.

RESEARCH EXPERIENCE

University of Rochester – Davies Lab (Dr. Patrick Davies, Ph.D.)

Rochester, NY

Research Assistant in Dr. Patrick Davies Lab on Project THRIVE

May 2018 – May 2022

- Chose and designed measures to be implemented at each of three waves of three-year longitudinal study; recruited 250 families (mom, partner, four-year-old child) to participate in lab visits; participated in lab visits in two experimenter roles (experimenter working with child, experimenter in charge of audiovisual equipment)
- Led four teams of coders to become reliable using data from Project THRIVE; learned and implemented four separate observational behavior and semi-structured interview coding systems in order to lead teams – coding systems assessed both family and child functioning; organized and led weekly coding meetings with each team; trained RAs and graduate students to become reliable with one another

Research Assistant in Dr. Patrick Davies' Lab on Project STEP

Aug. 2016 – May 2018

- Developed and implemented an observational coding system (i.e., *Coparenting in the Family Interaction Task Coding System*) designed to capture coparenting behavior in a task involving mom, partner, and child; implemented *Temperament Coding Scheme for the Gift Delay Task: Preschool Period*, a system designed to capture child temperament characteristics; organized and led weekly coding meetings with three teams of undergraduate RAs; led teams of coders to become reliable using data from Project STEP
- Learned and implemented several observational coding systems (i.e., *Caregiving Around Discipline System (CADS)*, *Temperament Task Coding System: Lock Box*) designed to assess child temperament dimensions in a reward delay task; organized and led weekly two-hour coding meetings with two teams of undergraduate RAs and Dr. Davies; led teams of coders to become reliable over the course of the summer semester using data from Project STEP and Project PACE
- Learned and implemented *Children's Reactions to Interparental Disagreements (CRID) Coding System*, a system designed to capture children's behavioral reactivity to parental conflict; coded behavior of two waves of 243 children using data from Project STEP; worked with a second RA to become reliable
- Learned and implemented *Interparental Conflict and Emotion (ICE) Coding System*, a system designed to capture conflict between parents in a disagreement task, while coding behavior of mothers, fathers, and couples in two waves of 243 families using data from Project STEP; worked with a second RA to become reliable

Pennsylvania State University – Emotion Development Lab (Dr. Kristin Buss, Ph.D.)

University Park, PA

Lab Coordinator for Project TIKES

Dec. 2015 – Aug. 2016

- Hired and supervised 12 undergraduate research assistants and their ongoing research projects; coordinated data entry and collection of several research projects; organized and led weekly lab meetings with PI, graduate students, and undergraduate students; attended joint lab meetings and coordinated project lab meetings

Research Assistant in TIKES Emotion Development Lab – Dr. Kristin Buss, Ph.D.

Sept. 2010 – May 2011

- Conducted behavior and emotion coding for children participating in lab experiments; ran lab visits with toddlers to kindergarteners; interacted with children and families in different environments in the lab setting

RESEARCH TRAINING

Best Practices for Junior Investigators when Writing an NIH Research Grant Application, Mar. 2021

Rochester, NY

- Attended webinar hosted by National Research Mentoring Network focused on outlining different grant mechanisms, best practices for effective grantsmanship, approaches for completing competitive applications, common mistakes made by junior scientists, and tips for increasing chances at grant success

CITI Training, Jan. 2020

Rochester, NY

- Up to date foundational training in human subjects research

MindWare physiological data cleaning training, Aug. 2019

Auburn, AL

- Attended one-week workshop with Dr. Mona El-Sheikh; learned clean and code RSA and PEP physiological data

Curran & Bauer statistics workshop: Multilevel Modeling, June 2019

Chapel Hill, NC

- Attended five-day workshop focused on application and interpretation of multilevel models for the analysis of nested data structures; workshop provided comprehensive exploration of multilevel models with topics ranging from basic multilevel models to the analysis of two- and three-level data

MindWare physiological data collection training, July 2018

Rochester, NY

- Attended two-day workshop on MindWare suite of physiological analysis applications that allows researchers to analyze autonomic and central nervous system function; learned to collect data on child physiological functioning during several stress tasks administered within Project THRIVE

Tobii Eye-Tracking, July 2018

Rochester, NY

- Attended two-day workshop on Tobii Eye Tracker Pro that allows researchers to study the visual attention of individuals; learned to collect and clean eye-tracking data collected during each visit of Project THRIVE

Meta-analysis workshop, June 2018

Rochester, NY

- Attended three-part workshop on meta-analyses; topics covered the following: identifying a research question, search strategies, study coding, effect size coding and extraction, and statistical overview software overview

Grant writing workshop, May 2018

Rochester, NY

- Attended two-day workshop on grant writing; topics covered the following: extramural funding, structure of NIH, identifying funding institutes, types of grant mechanisms, the grant proposal process, and the peer review process

RESEARCH GRANTS

Contributions to Ongoing Funded Research

Aug. 2017 – present

- Title: Constructive Interparental Conflict Resolution and Child Adjustment
- Funding Agency: National Institute of Child Health and Human Development
- Mechanism: R01 HD094829
- PI: Dr. Patrick Davies, Co-I: Dr. Mona El-Sheikh
- Funded: \$2,960,899
- Funding Period: 2016-2021
- Role: Trainee/Graduate Research Assistantship (\$128,000)
- Contributions: Assisted in study conceptualization (i.e., measurement selection, protocol management), collection of multi-method (i.e., interview, questionnaire, observation) and multi-level (i.e., behavioral, physiological) data, coding interview narrative assessments of interparental conflict tactics, and cleaning of physiological data (i.e., RSA, PEP).

Contributions to Prior Funded Research

Aug. 2016 – May 2018

- Title: An Ethological Analysis of Children's Emotional Security
- Funding Agency: National Institute of Child Health and Human Development
- Mechanism: R01 HD065425
- PI: Dr. Patrick Davies, MPI: Dr. Melissa Sturge-Apple
- Funded: \$3,109,653
- Funding Period: 2010-2016
- Role: Trainee/Graduate Research Assistant
- Contributions: Developed and implemented a behavior coding system to examine coparenting interactions in a family (i.e., mother, mother's partner, child) play task.

MANUSCRIPTS

- **Parry, L. Q.,** Davies, P. T., & Sturge-Apple, M. L. (under review). Child temperament as an antecedent of coparenting quality. *Journal of Child and Family Studies*.
- Davies, P. T., Hentges, R. F., Coe, J. L., **Parry, L. Q.,** & Sturge-Apple, M. L. (2021). Children's dove temperament as a differential susceptibility factor in child rearing contexts. *Developmental Psychology*, 57(8), 1274.
- Davies, P. T., Thompson, M. J., Hentges, R. F., **Parry, L. Q.,** & Sturge-Apple, M. L. (2021). Interparental conflict as a quadratic predictor of children's reactivity to interparental conflict and school adjustment: Stealing effects or risk saturation?. *Child Development*.
- **Parry, L. Q.,** Davies, P. T., Sturge-Apple, M. L., & Coe, J. L. (2020). Coparental discord and children's behavior problems: Children's negative family representations as an explanatory mechanism. *Journal of Family Psychology*, 34(5), 523–533. <https://doi.org/10.1037/fam0000638>
- van Eldik, W. M., de Haan, A. D., **Parry, L. Q.,** Davies, P. T., Luijk, M. P. C. M., Arends, L. R., & Prinzie, P. (2020). The interparental relationship: Meta-analytic associations with children's maladjustment and responses to interparental conflict. *Psychological Bulletin*, 146(7), 553–594. <https://doi.org/10.1037/bul0000233>
- Thompson, M. J., Davies, P. T., Hentges, R. F., Sturge-Apple, M. L., & **Parry, L. Q.** (2020). Understanding how and why effortful control moderates children's vulnerability to interparental conflict. *Developmental Psychology*, 56(5), 937–950. <https://doi.org/10.1037/dev0000909>

- Davies, P. T., **Parry, L. Q.**, Bascoe, S. M., Cicchetti, D., & Cummings, E. M. (2020). Interparental conflict as a curvilinear risk factor of youth emotional and cortisol reactivity. *Developmental Psychology*, 56(9), 1787–1802. <https://doi.org/10.1037/dev0001037>
- Davies, P. T., **Parry, L. Q.**, Bascoe, S. M., Martin, M. J., & Cummings, E. M. (2019). Children's vulnerability to interparental conflict: The protective role of sibling relationship quality. *Child development*, 90(6), 2118–2134. <https://doi.org/10.1111/cdev.13078>

CONFERENCE PRESENTATIONS

- **Parry, L. Q.**, Davies, P. D. (2021). *Child Temperament as an Antecedent of Coparenting Quality*. Poster presented at Society for Research in Child Development, Virtually, March 2021.
- **Parry, L. Q.**, Davies, P. D., Sturge-Apple, M. L., & Coe., J. L. (2019). *Coparental Discord and Children's Behavior Problems: Children's Negative Representations as an Explanatory Mechanism*. Poster presented at Society for Research in Child Development, Baltimore, MD, March 2019.
- Yang, X., Risley, S., Buss, K., Pérez-Edgar, K., Destafney, C., Ram, N., **Parry, L.** (2017). *No Relation between Attention Bias and Behavioral Inhibition: Findings from 6 studies across 6 metrics of Attention Bias*. Poster presented at Society for Research in Child Development, Baltimore, MD, March 2019.
- Brooker, R. J., Buss, K. A. & **Parry, L. Q.** (2011). The Emergence of Neural Components of Performance Monitoring During Childhood. *Psychophysiology*, 48, (Suppl. 1), S119.

MENTORING EXPERIENCE

Franklin and Marshall College

Lancaster, PA

Advisor of Independent Study Projects

Jun. 2022 – present

- Working with three upper-level students on two research projects; guiding students on conducting literature reviews, narrowing down a research topic, forming a research project and design, collecting data, and preparing a manuscript and presentation for the end-of-semester Psychology Department Research Symposium

University of Rochester

Rochester, NY

Mentor of Undergraduate Student Honors Thesis Project

Jan. 2020 – present

- Trained student on: choosing an area of research for an unstudied topic in the field, conducting a literature review, conducting a research study, gathering and analyzing data; supported and edited thesis preparation and presentation
- Supported student on completing both an Honors Thesis manuscript and presentation, and Fellowship project and presentation
- Worked with student to prepare Honors Thesis manuscript for publication in a peer-reviewed journal

Mentor of a McNair scholar

May – Aug. 2017

- Trained student on temperament coding system; met weekly to discuss coding work and ongoing project; supported and edited final project and presentation

PROFESSIONAL DEVELOPMENT

University of Rochester

Rochester, NY

Safe Space Training

- Part 1: LGBTQ+ Advancing the Conversation Jan. 2021
- Part 2: Inclusive Practices for Allies Sept. 2021
- Instructor: Scott Fearing, Organization Development Specialist, HR Specialist, University of Rochester

Getting Stated with Online College Teaching, Center for Excellence in Teaching and Learning,

Apr. 2020

- Instructor: Dr. Eric Fredericksen, Associate Director, Center for Learning in the Digital Age, Warner School of Education

Two-Part Antiracism Workshop, David T. Kearns Center and the Paul J. Burgett Intercultural Center

Mar. 2021

- Part 1: Opening the Door: Foundations
- Part 2: Fostering an Anti-Racist Campus
- Instructors: Liz Daniele, Assistant Director for Graduate Diversity, Kearns Center; Col Raimon, LGBTQ Coordinator and AS&E Staff Ombudsperson, University of Rochester; Jessica Guzman-Rea, Director, Paul J. Burgett Intercultural Center

Future Faculty Workshop Series, Offices of the Provost

Sept. 2019 – May 2020

- Instructors: Adele Coelho and others, University of Rochester

COMMITTEE MEMBERSHIP

University of Rochester

Rochester, NY

YMCA of Greater Rochester: Carlson Metrocenter Youth Development Committee

Aug. 2018 – Aug. 2022

- Participated in classroom enrichment activities and parent/child events; supported educational initiatives in collaboration with the UofR partnership to foster youth development; initiated community outreach activities

Department of Psychology Graduate Liaison Committee, *Chair*

Aug. 2017 – Aug. 2020

- Created committee vision and mission statement; planned and led monthly meetings to discuss issues brought in the department; planned and organized Interview Weekends (2018, 2019, 2020) for applicants to the graduate program; met with faculty to discuss issues brought to the Graduate Liaison Committee

Department of Psychology Climate Committee, *Chair*

Aug. 2017 – Aug. 2021

- Created committee vision and mission statement; planned and led monthly meetings to discuss department culture/climate issues; created a survey for the department regarding culture issues; gathered and interpreted data on survey; planned follow-up steps post-survey

Developmental Psychopathology Brown Bag Committee, *Chair*

Aug. 2017 – May 2019

- Planned and scheduled monthly Brown Bag Discussions at Mt. Hope Family Center for Mt. Hope, University of Rochester, and community members; invited researchers from institutions across New York to present roundtable discussions, presentations, and informational sessions