

**Ensuring High Quality
Research Outcomes
at the PFSC
A Procedural Guide**

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**Parenting and Family Support Centre
School of Psychology**



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OF QUEENSLAND**

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Welcome from the Director

Welcome and thank you for choosing to conduct your research at the Parenting and Family Support Centre at the School of Psychology of the University of Queensland. The Parenting and Family Support Centre is a dynamic and active research centre and has a wide range of areas of research that we continue to maintain and expand upon.

This quality assurance manual provides some basic information about the key responsibilities and expectations of PFSC researchers, as well as providing information regarding resources available to PFSC researchers as well as the procedures for gaining access to them. As this quality assurance manual is focused on providing a basic introduction towards PFSC procedures, if you require additional information about the PFSC please ensure you follow-up with me, your supervisor, PFSC reception, or with the Deputy Director of Research (see page 9 for staff listings).

The aim of your time here at the PFSC is to ensure you are completing your research at the highest possible standard. As a result we have many activities at the PFSC that enables this, such as:

- The Triple P Seminar Series
- PFSC Research Meetings
- PFSC Staff Meetings
- The Helping Families Change Conference (HFCC)

All of these activities are aimed at keeping you updated about rigorous scientific methodologies and standards necessary to complete high quality research. Although these activities will be helpful for you, ultimately your own initiative and drive will be what facilitates your successful research career.

Our **mission statement** regarding research is:

“To protect and assist families and children by safeguarding their mental and emotional health. We achieve this through conducting high quality research evaluating the Triple P-Positive Parenting Program. That research is conducted to best practice standards set out by organizational bodies such as PRISMA, CONSORT, and the APS.”

The core activities of Parenting and Family Support Centre outlined above aim at fulfilling this mission statement.

On behalf of the Parenting and Family Support Centre I welcome you and wish you every success with your postgraduate studies.



Matthew R. Sanders
Professor of Clinical Psychology
Director of the Parenting and Family Support Centre

Parenting and Family Support Centre

The PFSC aims to promote the health and wellbeing of families and children by conducting research and training, and by providing clinical services based on scientifically validated methods of family intervention.

About the Centre

The Parenting and Family Support Centre (PFSC) was established in April 1996 as a specialist family intervention research and training facility within the School of Psychology at The University of Queensland. The PFSC conducts a wide variety of research projects designed to assist parents with the day-to-day demands of raising children. The primary aim of the PFSC is to prevent behavioural and emotional problems in children by enhancing the skills and confidence of parents and by addressing the family risk factors known to contribute to adverse developmental outcomes in children. The PFSC's primary research and clinical activities revolve around its Positive Parenting Program (Triple P).

Activities of the Centre

The major activities of the PFSC can be described as follows.

Research

The PFSC conducts research to establish the scientific basis of all aspects of Triple P. This includes conducting evaluations of all program development activities using appropriate research methodologies. The PFSC aims to promote research activity in the area of family support and intervention, particularly the wellbeing and skills of parents and children and the prevention of behaviour disorders in children. This is accomplished by developing a list of priority areas and by encouraging Honours, Masters and PhD students to undertake research in the areas of family functioning and family intervention. The PFSC aims to evaluate new program initiatives in areas of identified need and continues to seek additional funding for research activities.

Service Provision

The PFSC runs a Child and Family Psychology Clinic as a demonstration community service and training facility for practitioners and postgraduate students. This clinic offers both individual and group programs at the centre as well as community-based programs run in kindergartens and childcare centres.

The Child and Family Psychology Clinic (CFPC)

The Child and Family Psychology Clinic functions as a joint training, research and community practice clinic in the Parenting and Family Support Centre. It provides clinical psychology training for psychologists provisionally registered with the Queensland Registration Board, and for psychologists undertaking postgraduate (Masters, DCP and PhD) degree courses within the School of Psychology at The University of Queensland.

The Clinic emphasises the importance of early detection and prevention of children's behavioural and emotional problems. It currently offers group and individual programs based on Triple P-Positive Parenting Program. Staff and interns at the Clinic provide clinical services to families with children who are experiencing behavioural and/or emotional problems. The Clinic primarily conducts programs for parents who are concerned about their child's disruptive, aggressive or destructive behaviour. However, referrals are also accepted for

children showing signs of other disorders such as anxiety disorders, feeding disorders and recurrent pain syndromes, where empirically supported family interventions are available. Generally, the Clinic receives self-referrals. However, referrals are received from a variety of sources including health, welfare and education professionals, such as general practitioners, nurses, paediatricians, family case workers, child care staff and teachers.

Professional Support

The PFSC (through TPI) provides support for practitioners, government bodies and Triple P providers, in the implementation and adaptation of the program to local conditions. The PFSC has established a Triple P Practitioner Network with a regular newsletter and national conference. The conference includes a scientific program with updates on the latest research, as well as professional skills development workshops for practitioners. The Network also includes clinical resources and a Q&A forum accessible online.

International Collaboration

The PFSC collaborates with other similar research groups throughout the world. Through this process, the PFSC is able to remain informed of new research developments elsewhere, and to disseminate the research findings from current PFSC projects to international research groups. This process ensures that Triple P continues to evolve, responds to data about the impact of the intervention and incorporates new knowledge about how to best assist families. Current international collaboration is with researchers and clinicians in North America, Europe, New Zealand, and South East Asia.

Family Policy

The PFSC seeks to influence policy development that may affect the family. This is achieved by consultation with policy officers in relevant government departments, and by dissemination of research findings.

Consultancy and Media Liaison

PFSC staff provide a number of community service activities that aim to increase the accessibility of psychological knowledge to the public. These contributions include speaking to community organisations on topics of general community interest (e.g. parenting). PFSC staff are also very active in national and state professional associations, serving on editorial boards for journals, grant review committees and policy forming bodies. The PFSC receives many requests from the media for commentary on psychological and social issues. Staff members frequently comment on topics of general community interest, and the activities of the centre have been the subject of many current affairs programs, newspaper and magazine articles. This media liaison helps to inform the public about psychological issues. In a consultative role, the PFSC also designs new programs, including educational materials for practitioners and families.

What is Triple P?

The Positive Parenting Program (Triple P) is a multi-level system of family intervention for parents of children who have or are at risk of developing behaviour problems. It is a preventively oriented program that aims to promote positive, caring relationships between parents and their children and to help parents develop effective management strategies for dealing with a variety of childhood behaviour problems and common developmental issues. While positive parenting methods are relevant to all parents, parents of difficult to manage children who are demanding, disobedient, defiant, aggressive or generally disruptive are particularly likely to benefit.

Triple P has evolved from a program of clinical research (Sanders & Dadds, 1993; Sanders, 1996). The parent training methods employed in Triple P have been shown to be effective in reducing children's disruptive behaviour in a variety of populations, including children from maritally discordant homes (Dadds, Schwartz & Sanders, 1987), children of depressed parents (McFarland & Sanders, 1993), children in step-families (Lawton & Sanders, 1994), children with persistent feeding difficulties (Turner, Sanders & Wall, 1994), and children with behaviour problems in rural and remote areas (Connell, Sanders & Markie-Dadds, 1997). These parent-training methods have been evaluated independently in other countries with mildly and moderately intellectually disabled children (e.g. Harrold, Lutzker, Campbell, & Touchette, 1992). An overview of the conceptual and empirical basis of the program can be found in Sanders and Markie-Dadds (1996).

Levels of Intervention

As research into family intervention methods has shown that no single intervention is successful with all children (Sanders, 1995), the strength of intervention needs to be tailored to the assessed needs and preferences of individual families. For example, many parents want simple practical advice about how to tackle a specific developmental issue or problem behaviour (e.g. disobedience, tantrums, sleeping or feeding problems). Other parents, with multiple difficulties across both child and adult domains (e.g. severe child aggression in the context of parental depression and relationship conflict), require more intensive intervention. Parents also vary in their degree of knowledge, motivation, prior experience, access to support, and family stresses (e.g. unemployment, single parent status, low socioeconomic status). Potentially effective programs vary in complexity, including the strength, intensity and scope of intervention, the setting in which it takes place, the target population, who delivers the intervention and the cost of delivery. The aim is to offer the most cost-effective program that can access the largest number of "at risk" families.

Triple P has five levels of intervention strength designed to cater for the differing levels of support parents require. The program's multi-level framework aims to tailor information, advice and professional support to the needs of individual families.

Level 1 is a universal parenting information strategy. It involves a coordinated information campaign using print and electronic media and other health promotion strategies to promote awareness of parenting issues and normalise participation in parenting programs such as Triple P. It may include some contact with professional staff (e.g. via telephone).

Level 2 is a selected strategy involving the provision of specific advice on how to solve common child developmental issues (e.g. toilet training) and minor child behaviour problems (e.g. bedtime problems). It may involve face-to-face or telephone contact with a practitioner (about 20 minutes over 2 sessions) or (60–90 minute) seminars.

Level 3 is a primary care strategy that involves a series of brief professional consultations (about 80 minutes over four sessions). Advice is combined with rehearsal and self-evaluation to help parents manage a discrete child problem behaviour (e.g. tantrums, fighting with siblings) or developmental issue.

Level 4 is a broad focus program (up to 12 one-hour sessions) for parents requiring intensive training in positive parenting skills. It involves application of parenting skills to a range of target behaviours, settings and children. Program variants include individual, group or self-directed (with or without telephone assistance) options.

Level 5 is an intensive individually tailored program (up to 11 one hour sessions) for families with child behaviour problems and family dysfunction. The program modules include home practice to enhance parenting skills, mood management and stress coping skills, and partner support skills.

Program Objectives

The aim of Triple P is to increase parental competence and confidence in raising children by:

- Increasing parents' competence in managing common behavioural and developmental problems;
- Reducing parents' use of coercive and punitive methods of disciplining children;
- Improving parents' communication about parenting issues; and
- Reducing parenting stress associated with raising children.

These outcomes are achieved by creating a supportive learning environment for parents. Parents can discuss and share ideas about parenting and receive practical information about parenting skills which they can incorporate into everyday interactions with their children.

Parenting and Family Support Centre Staff



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PFSC Website

The PFSC website houses a number of key PFSC News and Event items, as well as cataloguing the Triple P research evidence-base. If you are looking for important information related to:

- PFSC Staff
- PFSC Research
- The Triple P Seminar Series
- Triple P News
- Triple P Events
- Current Triple P Research Promotional Information
- Information about the Child and Family Psychology Clinic
- Frequently Asked Questions

Please visit the PFSC website: www.pfsc.uq.edu.au

When navigating your way through the website, there is an easy to use drop-down menu on the right of screen. This will help you find the items you are looking for on the website. If you ever wish to update the website with news of your research or if you wish to advertise your research on the website please contact James Kirby on j.kirby@psy.uq.edu.au

PFSC Research Requirements and Expectations

Ethical Review of Research Projects

All PFSC research projects must undergo the appropriate ethical review process and receive clearance prior to the initiation of data collection.

Students may apply for ethical review through the Psychology Ethics Review Officers, Jolanda Jetten (j.jetten@psy.uq.edu.au), Melissa Johnston (melissaj@psy.uq.edu.au) or Jeanie Sheffield (jeanie@psy.uq.edu.au). Students must complete and sign, along with their advisor, the School's "Student Research Ethical Review Application Form", which is available on the School web page (<http://www.psy.uq.edu.au/formsandpolicies/index.php?page=610>). Forms should be submitted to Ann Lee in Room 206 or in the "Ethics Applications" submission box, adjacent to Room 206.

Research which very clearly falls within the guidelines set by the University of Queensland (see <http://www.uq.edu.au/research/rtrd/human-ethics>), the National Health and Medical Research Council (see http://www.nhmrc.gov.au/health_ethics/human/index.htm), and the Australian Psychological Society (see <http://www.psychology.org.au>) will be promptly reviewed and cleared (generally within two - three weeks of submission). Research which touches on areas of ethical difficulty or ambiguity must be reviewed outside of the School, generally by Behavioural & Social Sciences Ethical Review Committee (BSSERC).

Please note that student research involving active deception, therapies, genetics, pregnant women, people highly dependent on medical care, people with a cognitive impairment, intellectual disability or mental illness, people who may be involved in illegal activities, and research focused on Aboriginal and Torres Strait Islander peoples should be reviewed through the university (BSSERC) process rather than this School-based review unless a supervisor has

current BSSERC clearance for the protocol used in the student research. If a supervisor has such clearance then the student research should be reviewed through this School-based process rather than BSSERC, with the supervisor providing a current ethics clearance number and signature on Question 13 of the School student research ethics review application form.

Research advisors should be able to provide guidance with respect to the ethical review process, as with any other aspect of a research project. This guidance is likely to be especially useful if BSSERC review is required.

If your research includes testing/working with children, you may need to apply for a blue card/working with children check through the Commission for Children and Young People and Child Guardian. Please refer to the Commission's website (<http://www.ccydpcg.qld.gov.au/employment/>) for details and an application form. Note: processing of applications can take 4-6 weeks (longer during peak periods) and you must have received your blue card prior to commencing testing with children. Forms (along with appropriate identification) should be submitted to Dot Bathgate, room 308.

Research involving animals will need to be cleared by the appropriate UQ Animal Ethics Committee. Please check with your advisor.

The Triple P Seminar Series

The Triple P Seminar Series is one of the key features of the PFSC activities. There are monthly Triple P Seminars that are held in the PFSC Training Room s227. The exact details of the Triple P Seminar Series can be found on the following page.

Although anyone may attend and/or present a talk, **postgraduate PhD students and research masters students are required to present a seminar once every three semesters for a fulltime student, and once every four semesters for a part-time student.** The first seminar would normally consist of a presentation of a research design and preliminary data leading up to submission of the confirmation document. **It is the student's responsibility to ensure that they are assigned an appropriate seminar time.** The second (and last if the degree is completed within three years) would consist of a summing-up of the research programme.

The PFSC views its seminars as an important educational resource for postgraduate students, and regular attendance is expected. Full-time postgraduate PhD students and research masters students are expected to attend these seminars.

PFSC staff are also expected to present as part of the Triple P Seminar Series updating PFSC members regarding their research area.

The Triple P Seminar Series can be found on the PFSC website (<http://www.pfsc.uq.edu.au/activity/events.html?tag=Seminar+Series>). Alternatively you can find the schedule on p drive under the Seminar Series folder. James Kirby the Triple P Seminar Series co-ordinator will notify PFSC staff and students of upcoming seminars through email.

The Triple P Seminar Series

Third Tuesday of every month from 12-1:00pm

Guidelines for presenters

Time

The sessions run from 12-1:00pm. The seminar presentation itself is aimed to last between 20-40 minutes. Please arrive 10 minutes early so we can set up your talk and familiarise you with the equipment. We try to start as close to 12:00pm as we can, and leave 10-15 minutes for questions at the end of the presentation. We aim to finish at approximately 12:50pm allowing people to attend 1:00pm appointments.

Audience

The potential audience for the Triple P Seminar Series includes academics, interns, consultants, practitioners, and extended multi-disciplinary teams. **Please be aware we also Skype the Triple P Seminar Series presentation to the Triple P Research Group at The University of Auckland.**

Content

The aim of the Triple P Seminar Series is to inform and update on the range of different research projects Triple P is currently involved with. This will include postgraduate PhD projects, post-doctorial work, grant research, and national and international collaborations. The content of these presentations can vary from an update on the progression of the research project, presentation of results, or a presentation regarding the aim of the intended research area.

Format

The usual format is a PowerPoint presentation however the format for these sessions is flexible. Please let us know if you have any specific requests or ideas. The Parenting and Family Support Centre (PFSC) equipment permits both audio and video footage to be presented.

Equipment

Please bring your presentation on a USB flash drive or Laptop. We have a Laptop with PowerPoint, projector, speakers, and white board.

Session recordings

We may record your presentation so that those unable to attend the Triple P Seminar Series can view the talk at a later time. **If you do not wish your talk to be recorded please let us know.**

Location

See next page.

Questions

If you have any questions please contact the PFSC Seminar Series Co-ordinator:

Mr James Kirby

Personal Research Assistant to Professor Matthew Sanders

Parenting and Family Support Centre

School of Psychology

The University of Queensland

Phone: +61 7 3365 8870

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PFSC Research Meetings

The PFSC Research Meetings are held once a month in the Training Room (s227). Dr Alina Morawska (Deputy Director – Research) facilitates the meetings. The aim of the PFSC Research Meetings is for postgraduate students and other key research members of the PFSC to come together and brainstorm any difficulties or problems that could be arising during the course of research. It also provides a backdrop to provide professional development to learn new statistical skills or methodology to apply to current research.

Typically each monthly PFSC meeting has a set agenda that is focused on a specific area. For example some of the topics discussed at PFSC Research Meetings include:

- Trouble shooting with statistical analysis
- How to follow-up missing data
- Introduction to CONSORT guidelines
- Process issues regarding participants
- How to make the most of your data base
- Registering your trial on a domestic or international database

The PFSC Research Meetings are dynamic and involve discussion amongst postgraduate students and staff members. They also provide an opportunity of seeking additional support beyond your supervisory team. It is expected all postgraduate students attend these important PFSC Research Meetings.

PFSC Staff Meetings

The PFSC Staff Meetings are facilitated by the Director of the PFSC – Professor Matthew Sanders and are held monthly in the PFSC Training Room (s227). They aim to be focused on the discussion of new areas of Triple P research, project updates, professional development, and sharing of the International reach and activities of Triple P. These meetings provide a great opportunity for postgraduate students to gain insight into the breadth of Triple P research that is occurring internationally.

It is expected that all postgraduate students attend and participate in the PFSC Staff Meetings. An agenda for the Staff Meetings is sent out in advance and it is expected that you send your apologies to the Assistant to the Director (John Pickering – j.pickering@psy.uq.edu.au) if you are unable to attend. The Assistant to the Director takes minutes of the staff meeting and circulates them via email at the conclusion of each meeting.

Helping Families Change Conference - HFCC

The Helping Families Change Conference is an annual event that occurs in the early part of February. The aim of the HFCC Conferences is to bring together the Triple P international research community and update researchers and practitioners about key developments regarding Triple P. The HFCC is typically attended by approximately 300-500 delegates from around 20 countries each year. The HFCC Conference spans over 3 days and there are a series of Key Note presentations, paper presentations, poster presentations, and symposium. Each year the HFCC Conference is hosted by an international research institute. Over the last 5 years the HFCC has been held in Canada, Germany, Australia, Antwerp, and Glasgow.

To find out more about the HFCC Conference please visit the PFSC website. It is expected that every postgraduate student at some point across their tenure will submit an abstract to the HFCC Conference to present their research. As being a PhD student, the School of Psychology does fund for one international trip across the course of your studies. To find out more about conference funding please see the Financial Support section of this orientation manual.

Application for Funding

The PFSC aims at conducting high quality research and as such research projects will often need funding. It is expected that postdoctoral staff, PFSC staff, and postgraduate students will seek funding for their project.

Funding bodies the PFSC commonly submit applications for include: The Australian Research Council (ARC: <http://www.arc.gov.au/>); and the National Health and Medical Research Council (NHMRC: <http://www.nhmrc.gov.au/>). However, we also aim to conduct international research with fellow collaborators. As such the following international funding bodies are also of importance Centre for Disease Control, National (CDC: <http://www.cdc.gov/>) and the National Institute of Mental Health (NIMH: <http://www.nimh.nih.gov/>)

If you are a PhD postgraduate student seeking postgraduate funding the Australian Postgraduate Award in a scholarship you are eligible to receive. Please consult the UQ graduate school webpage in order to submit your application (<http://www.uq.edu.au/grad-school/apa>).

Useful Research Information

Finally, here is some useful research information that might help you across your time researching at the PFSC.

Key Research to Familiarise Yourself With

The list below highlights some of the key research articles to familiarise yourself with whilst you are researching at the PFSC. This list of articles includes helpful Triple P-Positive Parenting Program research papers, behaviour family intervention papers, CONSORT guidelines, PRISMA guidelines, and qualitative guidelines.

Triple P Papers:

Sanders, M. R. (2012). Development, Evaluation, and Multinational Dissemination of the Triple P-Positive Parenting Program. *Annual Review of Clinical Psychology*, 8, 1-35. doi: 10.1146/annurev-clinpsy-032511-143104

Nowak, C., & Heinrichs, N. (2008). A comprehensive meta-analysis of Triple P-Positive Parenting Program using hierarchical linear modeling: Effectiveness and moderating variables. *Clinical Child & Family Psychology Review*, 11, 114-144. doi: 10.1007/s10567-008-0033-0

General Behavior Family Intervention Papers:

Taylor, T. K., & Biglan, A. (1998). Behavioral family interventions for improving child-rearing: A review of the literature for clinicians and policy makers. *Clinical Child and Family Psychology Review*, 1, 41-60

Biglan, A., Flay, B. R., Embry, D. D., & Sandler, I. N. (2012). The Critical Role of Nurturing Environments for Promoting Human Well-Being. *American Psychologist*, 67(4), 257-271. doi: 10.1037/a0026796

CONSORT Guidelines:

Altman, D.G., Schulz, K.F., Moher, D., Egger, M., Davidoff, F., Elbourne, D., et al. (2001). The revised CONSORT statement for reporting randomized trials: Explanation and elaboration. *Annals of Internal Medicine*, 134(8), 663-694.

PRISMA Guidelines:

Liberati A, Altman DG, Tetzlaff J, Mulrow C, Götzsche PC, Ioannidis JPA, Clarke M, Devereaux P J, Kleijnen J, Moher D: The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate healthcare interventions: explanation and elaboration. *BMJ* 2009, 339: b2700. doi: 10.1136/bmj.b2700.

Qualitative papers:

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101.

P Drive

P Drive is shared network the PFSC Staff and Students utilise. The network is backed up at the end of every day by the IT department. It is a safe house to protect your data if in the awful event your computer crashes. It is the responsibility for each postgraduate student to ensure that their research database is backed up and saved. On P Drive there is room to house a staff or student folder. It is expected you save your most important work on this network.

In addition, P Drive also houses other useful information regarding assessment measures, project updates, Triple P Endnote Libraries, amongst other important files. Often when you are needing information important to your research, navigating yourself around P Drive can be helpful in shedding light on your problems. In order to gain access to P Drive you will need to email IT Support (duty@psy.uq.edu.au).

The Triple P Evidence-Base Website

The Triple P Evidence-Base website aims to contain the most comprehensive listing of all research associated with the Triple P. It will continue to be updated as new research becomes available. Please visit it on the following website: www.pfsc.uq.edu.au/research/evidence or you can find it through the PFSC website.

What papers are included on the website?

The evidence base includes scientific papers that have contributed to the theory and development of essential procedures involved in forming part of the Triple P system of parenting interventions. This includes research related to the efficacy, effectiveness and dissemination of intervention programs, epidemiological studies, correlation studies, service-based research, evaluations of professional training, large-scale population trials, and meta-analyses. It also includes observational studies of family interaction and independent program evaluations.

The studies included have made a contribution to the evaluation and continuing evolution of the Triple P system. If you become aware of Triple P-related research—published in any language—that we have not included on this website, please contact us on pfscdirector@pfsc.uq.edu.au

Registering a Clinical Trial

If you are conducting a randomised controlled trial as part of your research at the PFSC it has now become common practice to register your trial with a registration body. We recommend registering with The Australian New Zealand Clinical Trials Registry (<http://www.anzctr.org.au/>). The Australian New Zealand Clinical Trials Registry (ANZCTR) is an online register of clinical trials being undertaken in Australia, New Zealand and elsewhere. The ANZCTR includes trials from the full spectrum of therapeutic areas of pharmaceuticals, surgical procedures, preventive measures, lifestyle, devices, treatment and rehabilitation strategies and complementary therapies.

In 2007 the ANZCTR was one of the first three trial registries to be recognised by the World Health Organisation International Clinical Trials Registry Platform (WHO ICTRP) as a Primary Registry. WHO recognises registries as Primary Registries if they fulfil certain criteria with respect to data content, quality and validity, accessibility, unique identification, technical capacity and administration. The ANZCTR contributes data to the WHO ICTRP, which was developed in 2007.

Your trial should be registered prospectively (i.e., before the first participant is recruited), however, you can register retrospectively as well. In order to register you need to follow the steps on the website and you will also need ethical approval for your study. Talk to your supervisor more if you need further information about the registration process.

Intellectual Property

It is a requirement for all students conducting research on Triple P related project or with the PFSC to complete a Student Intellectual Property Assignment and Confidentiality Deed (Deed). The purpose of the Deed is for students to assign their intellectual property (IP) to UQ, except your thesis. UQ has exclusively licensed Triple P programs to Triple P International and to allow UQ to meet its obligations under this license agreement we need to ensure that UQ has clear legal title to any IP for any new program materials created.

Whilst the agreement will result in UQ owning the IP created during the course of your PhD candidature it will not include the copyright in your thesis. Also under UQ policy (see HUPP 4.15.1) with an assignment to UQ students will be treated in a same manner as staff when it comes to sharing any commercialisation revenue.

If you have any questions or would like further explanation regarding UQ's policy on IP or commercialisation revenue sharing, please contact Sharon York, Commercialisation Associate – SBS, by email at s.york@uniquet.com.au and cc Tricia Hill t.hill@psy.uq.edu.au into the email.

Conflict of Interest Statements for Submitted Manuscripts

It is a requirement for all manuscripts submitted for publication to include a conflict of interest statement. The International Committee of Medical Journal Editors (ICMJE) details policies and procedures to declare conflict of interests for studies (please see JAMA 2012 report). It is necessary for all authors to state whether there is any conflict of interest or not in the submitted manuscript, as such please follow up with each author on your manuscript.

Please speak to the Director of the PFSC or the Deputy Director of Research of the PFSC for any questions or guidance you might require when including Conflict of Interest Statements.

Statistical advisor

Dr Ania Filus is the postdoctoral researcher at the PFSC who specialises in epidemiology and statistics. If you have any statistically related questions please consult Dr Filus. Dr Filus has recommended a set of guidelines to follow for managing missing data and this is available on p drive.

Thank you

Thank you again for choosing to conduct your research at the Parenting and Family Support Centre. If you ever need any additional information or support please feel free to ask any of our staff or students at the PFSC to help guide you to the correct person or contact.