

Research Role Profile

Job Title:	Research Fellow B
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Responsible to:	Head of research group, or principal investigator
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Responsible for:	Responsibility for staff within own research group
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Job Summary and Purpose
To plan and deliver research in accordance with the specified research project. To contribute to securing funding for own research projects and for projects for those staff under their direct supervision.

Main Responsibilities/Activities
<p>To contribute to the development of the research of the Faculty, by planning and carrying out research activity within a specified area, often in collaboration with colleagues.</p> <p>To take a significant role in planning, co-ordinating and implementing research programmes and, where appropriate, commercial and consultancy activities. To take lead responsibility for a small research project or identified parts of a large project. This may include planning fieldwork, data analysis and evaluation and laboratory experimentation. To make decisions about research programmes and methodologies, often in collaboration with colleagues, and to resolve the problems of meeting research objectives and deadlines.</p> <p>To develop new concepts and ideas to extend intellectual understanding. Assess, interpret and evaluate the outcomes of research, and develop ideas for the application of research outcomes. To take a role in the regular publication of results in appropriate journals, in giving presentations at national and/or international conferences, and in other outputs as required and/or appropriate.</p> <p>To develop innovative research proposals (as a self-contained item or as part of a broader programme), identifying sources of funding, submitting funding bids, and gaining positive reviews for these. Promoting own area of research.</p> <p>Continually to update knowledge and develop skills. To extend, transform and apply knowledge acquired from scholarship to research and appropriate external activities.</p> <p>To carry out management and administrative tasks associated with specified research funding, including managing and developing staff within their projects; risk assessment of project activities; organisation of project meetings and documentation; management of resources, preparation of annual reports, and management or monitoring of research budgets. To oversee and implement procedures required to ensure accurate and timely formal reporting and financial control.</p> <p>To undertake liaison with external organisations including equipment manufacturers, steering committees, associated academic facilities and commercial users.</p>

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To contribute to teaching within the Faculty by carrying out student supervision, demonstrating or lecturing duties within the post holder's area of expertise. May be required to contribute to the supervision of research students.

Person Specification

The post holder must have:

Normally a doctoral degree in a relevant discipline, together with appropriate experience of working in a similar area of work.

The post holder will need to demonstrate a high level of competence and independent standing in research by being nationally recognised within their area of discipline, publishing regularly in recognised appropriate journals and attracting research funding for their own work or for other staff within the research group.

Relationships and Contacts

The post holder may have a key responsibility to the principal investigator, with prime responsibility for reporting and liaison with external funding bodies or sponsors. As a senior member of the project team, the post holder will also supervise the activities of research and technician staff within the particular research group

Special Requirements

To be available to participate in fieldwork as required by the specified research project.

All staff are expected to:

- Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities policy.
- Help maintain a safe working environment by:
 - Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand
 - Following local codes of safe working practices and the University of Surrey Health and Safety Policy
- Undertake such other duties within the scope of the post as may be requested by your Manager.

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Addendum to role profile

Job Title: Research Fellow B in Psychology

The project

Anxiety is the most common childhood psychological disorder. It can impact negatively on children's social and academic functioning and lead to problems in later life. Treatment is often not sought for decades, if at all, and anxiety disorders have an enormous economic effect via absenteeism and costs to the health service. Anxiety runs in families, with children of anxious parents more likely to also have an anxiety disorder. However, the reasons for this intergenerational transmission are not clear. Recent research with twins suggests that rather than being something we inherit through our genes, anxiety is most likely passed on via non-genetic environmental factors. A form of learning called vicarious learning (learning from watching others) and parenting style appears to be especially important in this parent to child transmission. A wealth of experimental evidence looking at vicarious learning of fear of animals shows that children's cognitive fear (thinking animals are scary), behavioural fear (wanting to avoid the animals) and physiological fear (having increased heart rate) can increase if they observe a parent or stranger acting frightened of the animal. But crucially, research in this area also shows that children differ greatly in how much they learn to fear during a vicarious fear learning experience. Some children show very large increases in fear, while others have much greater resilience to vicarious fear learning.

The first main aim of the proposed research is to identify the combination of parenting style, parent temperament and child temperament factors that work together to increase or decrease children's (aged 7-10) vicarious learning of fear from a parent. We will investigate which elements of parenting style and child and parent temperament are particularly important for increasing resilience or susceptibility to fear learning within the family. The research findings are expected to increase our understanding of how fear is intergenerationally transmitted within families and identify the factors that increase children's resilience or susceptibility to fear development.

As with fear learning, large individual differences between children's responsiveness to fear reduction procedures are found in experimental research, as well as in clinical practice. Therefore, the second main research aim is to identify the parenting style, parent temperament and child temperament factors that interact to increase the success or failure of treatment. This will help us understand why some children are more receptive than others to modelling-based fear interventions in which they observe someone interacting positively with their feared animal or object. The overarching aim of the research is to create a new evidence base that will help inform the development of future fear interventions, preventions and treatments for children by improving our understanding of the main influences on fear development and treatment responsiveness.

The research will be of interest to psychologists, parents and organisations working with children. It will offer guidance on how to build resilience in young children and how families and those working with children can intervene following a negative event that might lead to harmful emotional learning. In this way it is expected to aid the development of fear prevention programmes and form the basis of a psychological toolkit (or 'first-aid kit'), suggesting ways to intervene quickly when it is recognised that a child may have been involved in a vicarious fear learning event. The findings are also expected to be of interest to those involved in developing

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treatments for fear and anxiety by suggesting factors that should be targeted to make treatment more successful.

The role

To carry out tasks and planning related directly to the successful delivery of the research, including recruiting families to take part (parents/caregivers and children aged 7-10 years), preparing study equipment and materials, data collection, preparation of manuscripts for publication, organisation of project meetings and documentation.

To collect data using a range of research methods, including self-report questionnaire, behavioural observation, heart rate measurement and eye tracking.

To be responsible for data coding and preparation, and initial data analysis.

To communicate with participants and stakeholders to ensure effective dissemination of the work, maintain a project-related website, and help disseminate findings via journal articles, presenting at conferences, etc.

To liaise with the project team, including the principal investigator, co-investigators and other researchers working on the project.

To assist in the supervision of part-time research assistants working on the project.

The role will require the research fellow to collect data outside of normal school hours (evenings, weekends and school holidays) in the lab at the University of Surrey in Guildford. This is because participants are parents and school-age children who need to come into the university to take part.

Person Specification

	Essential/Desirable
Achieved at least a 2.1 degree in Psychology or closely related discipline.	Essential
A PhD or equivalent qualification in Psychology or a related subject	Essential
Several years postdoctoral experience in conducting cognitive behavioural studies and preparing data for analysis.	Essential
Extensive experience in using standardised assessments and other cognitive and behavioural measures.	Essential
Researched anxiety or another clinically-related area.	Desirable
Experience recruiting participants and conducting research with children and families.	Desirable
Familiarity with experiment-generation software; in particular, E-Prime.	Desirable
A background in eye tracking methods.	Desirable

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Availability and willingness to conduct research primarily during school holidays, evenings and weekends.	Essential
Experience of conducting statistical analysis using SPSS	Essential
Experience of conducting advanced statistical analysis using R	Desirable
The ability to write clearly and concisely with a good publication record commensurate with the level of your career.	Essential
Experience of reporting findings of assessments to user communities.	Desirable
The ability to work independently, as well as proven ability to work collaboratively as part of a research team.	Essential
Eligibility to work with vulnerable populations (a DBS will be required).	Essential

Key Responsibilities

1. The day-to-day management of the research project, in line with the agreed objectives to ensure that goals are achieved.
2. Recruitment of study participants and appropriate communication to arrange testing sessions and ensure informed consent.
3. Administer experimental and standardised measures with parents/caregivers and children to collect high quality research data.
4. Prepare, process and input data for analysis and conduct preliminary statistical analyses.
5. Communicate and work collaboratively with the principal investigator and co-investigators, as well as alongside other researchers and students involved in the project in order to achieve common research objectives. Supervise part-time research assistants involved in the project.
6. Comply with ethical procedures and data protection requirements.
7. Write up drafts of the research for publication and assist generally with dissemination via presentations, publications and dissemination materials aimed at parents and caregivers.
8. Undertake other duties as may be reasonably requested and that are commensurate with the nature and grade of the post.

N.B. The above list is not exhaustive.