

Curriculum Vitae
Joshua C. Felver, Ph.D.
Licensed Psychologist

Syracuse University
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EDUCATION

| | |
|---|---|
| Postdoctoral Fellowship 2013 – 2015 | Alpert Medical School of Brown University School-Based Treatment and Child Psychopathology |
| Predocutorial Internship 2012 – 2013 | 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 Special Education |
| Bachelor of Arts 2001 – 2005 | University of Rochester Psychology |

ACADEMIC APPOINTMENT

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| Assistant Professor 2015 – present | Syracuse University Department of Psychology |
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PAST APPOINTMENTS

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| Research Fellow 2013 – 2015 | Alpert Medical School of Brown University Department of Psychiatry and Human Behavior |
| Clinical Fellow 2012 – 2013 | Harvard Medical School – Boston Children’s Hospital Department of Psychiatry |

PROFESSIONAL INTERESTS

My research interests involve the development, implementation, and study of mindfulness-based interventions in school and community settings. My teaching interests involve engaging student learning through applied research, practicum, and service learning experiences.

HONORS AND AWARDS

NIH Pediatric Loan Repayment Program (NCCIH), 2017 – 2019
Senior Investigator, Mind & Life Summer Research Institute, 2017
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 advisee)

Peer Reviewed Publications

16. **Felver, J. C.**, *Clawson, A. J., *Bodo, M. L., Brier-Kennedy, E., Janack, P., & DiFlorio, R. (in press). School-based mindfulness intervention supports adolescent resiliency: A randomized control pilot study. *International Journal of School and Educational Psychology*.
15. **Felver, J. C.**, *Morton, M. L., & *Clawson, A. J. (in press). Mindfulness-Based Stress Reduction reduces psychological distress in college students. *College Student Journal*.
14. **Felver, J. C.**, Felver, S. L., Margolis, K. L., Ravitch, N. K., Romer, N., & Horner, R. H. (2017) Effectiveness and social validity of the Soles of the Feet mindfulness-based intervention with special education students. *Contemporary School Psychology, 21*, 358-368. doi: 10.1007/s40688-017-0133-2
13. **Felver, J. C.**, Jones, R., *Killam, M. A., Kryger, C., Race, K., & McIntyre, L. L. (2017). Contemplative intervention reduces physical interventions for children in residential psychiatric treatment. *Prevention Science, 18*, 164-173. doi: 10.1007/s11121-016-0720-x
12. **Felver, J. C.**, Tipsord, J. M., *Morris, M. J., Racer, K. H., & Dishion, T. J. (2017). The effects of mindfulness-based intervention on children's attention regulation. *Journal of Attention Disorders, 21*, 872-881. doi: 10.1177/1087054714548032
11. **Felver, J. C.**, *Celis-DeHoyos, E., *Tezanos, K., & Singh, N. (2016). A systematic review of mindfulness-based interventions for youth in school settings. *Mindfulness, 7*, 34-45. doi: 10.1007/s12671-015-0389-4
10. **Felver, J. C.** & Jennings, P. A. (2016) Applications of mindfulness-based interventions in school settings: An introduction. *Mindfulness, 7*, 1-4. doi:10.1007/s12671-015-0478-4.

9. May, L. M., Reinka, M. A., Tipsord, J. M., **Felver, J. C.**, & Berkman, E. T. (2016). Parenting an early adolescent: a pilot study examining neural and relationship quality changes of a mindfulness intervention. *Mindfulness, 7*, 1203-1213. doi: 10.1007/s12671-016-0563-3.
8. Singh, N. N., Lancioni, G. E., Karazsia, B. T., **Felver, J. C.**, & Winton, A.S. (2016). Effects of Samatha Meditation on active academic engagement and math performance of students with attention deficit/hyperactivity disorder. *Mindfulness, 7*, 68-75. doi: 10.1007/s12671-015-0424-5.
7. **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
6. **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
5. **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
4. 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
3. 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
2. **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.
1. **Felver-Gant J. C.** & Hefner K. (2005). Being mindful: Facilitating enhanced personal integrity and interpersonal honesty. *Journal of Undergraduate Research, 3*, 26-29.

Books

1. **Felver, J. C.** & Singh, N. N. (under contract, anticipated 2020). *Soles of the Feet for Students: A Brief Mindfulness-Based Intervention for Disruptive Behavior in the Classroom*. Oakland, CA: New Harbinger Publications.

Book Chapters

3. **Felver, J. C.**, *Clawson, A. J., *Helminen, E. C., *Koelmel, E. L., *Morton, M. L., & *Sinagar, S. E. (forthcoming). Reconceptualizing the Measurement of Mindfulness. In Grimes, D., Lin, H., & Wang, Q. (Eds.), *Empirical Studies of Contemplative Practices*. New York: Nova Science Publishers.
2. **Felver, J. C.** (in press). Education. In N. N. Singh & S. D. S. Joy (Eds.), *Mindfulness-based interventions with children and adolescents: Research and practice*. New York: Springer.

1. 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

Book Reviews

8. **Felver, J. C.** (in press). Catherine P. Cook-Cottone: Mindfulness and yoga in schools: A guide for teachers and practitioners. *Canadian Journal of School Psychology*. doi: 10.1177/0829573517720553
7. **Felver, J. C.** (2016). Kimberly A. Schonert-Reichl and Robert W. Roeser: Handbook of mindfulness in education: Integrating theory and research into practice. *Mindfulness*, 7, 1445-1447. doi:10.1007/s12671-016-0622-9.
6. **Felver, J. C.** (2016). Patricia A. Jennings: Mindfulness for teachers: Simple skills for peace and productivity in the classroom. *Mindfulness*, 7, 286-288.
doi:10.1007/s12671-015-0470-z
5. **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
4. **Felver, J. C.** (2014). Book review: Mindfulness and acceptance for addictive behaviors: Applying contextual CBT to substance abuse and behavioral addictions. *Mindfulness*, 5, 108-110. doi:10.1007/s12671-013-0220-z
3. **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
2. **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
1. **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

Works Submitted for Publication

2. **Felver, J. C.** (submitted). Brief Mindfulness Interventions: Soles of the Feet for Students and Daily Guided Audio Practice. In Renshaw, T. L. & Jimerson, S. R. (Eds.) *Using Mindfulness to Promote Mental Health in Schools*. New York: Oxford University Press.
1. **Felver, J. C.**, Razza, R., *Morton, M. L., *Clawson, A. J., & Schaeffer, R. (submitted). School-based yoga intervention supports youth social-emotional well-being.

CONFERENCE PRESENTATIONS (*indicates advisee)

20. **Felver, J. C.**, *Clawson, A. J., & *Koelmel, E. (2018, February). *School-based mindfulness intervention supports adolescent resiliency*. Paper to be presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
19. **Felver, J. C.**, *Morton, M. L., & *Sinegar, S. (2018, February). *School-based yoga intervention increases adolescent resiliency*. Paper to be presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
18. **Felver, J. C.** (2017, June). *Standardizing mindfulness breathing practice: A proposed methodology*. Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
17. **Felver, J. C.** (2015, February). *Applications of mindfulness-based interventions in school settings*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
16. **Felver, J. C.** & Frank, J. L. (2015, February). *Soles of the Feet: A mindfulness intervention for disruptive behavior*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
15. Frank, J. L., Jennings, P. Berrena, E., & **Felver, J. C.** (2015, February). *Introduction to Learning to Breathe: A mindfulness-based intervention for adolescents*. Paper presented at the 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 American Psychological Association annual conference, Honolulu, HI.
12. **Felver, J. C.**, Felver, S. L., *Okroy, 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 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 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 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 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 dDisparities in school discipline practices: Can PBIS guide reductions?* Presentation given at the 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 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 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 National Association of School Psychologists Annual Convention, Boston, MA.
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 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 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 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 International Neuropsychological Society Conference, Portland, OR.

GRANT SUPPORT

Project Title: Effects and Feasibility of a Brief Mindfulness-Based Intervention for Student Test Anxiety

Role: Primary Investigator

Grant: Collaboration for Unprecedented Success and Excellence (CUSE) Grant Program

Amount: \$29,991

Agency: Syracuse University Office of Sponsored Programs

Status: Funded 2018-2020

Project Title: Evaluation of School-Based Mindfulness Curriculum “Learning to BREATHE”
Role: Primary Investigator
Grant: 1440 Award
Amount: \$15,000
Agency: Mind & Life Institute
Status: Funded 2016-2018

Project Title: Study of mindfulness-based intervention in a child psychiatric residential treatment facility
Role: Student 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 – Graduate

Child and Family Interventions (2016 – present)
Child and Adolescent Therapy (2017 – present)
School-Based Mental Health (2017 – present)
Internship in School Psychology (2017 – present)

Syracuse University – Undergraduate

Psychology of Childhood (2015 – present)

University of Oregon - Undergraduate

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 – Graduate

Intellectual Assessment (2011)

Statistics in Education I (2010)

University of Oregon – Undergraduate

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 TEAMS DIRECTED

Syracuse University

Mind Body Laboratory (2015 – present)

University of Oregon

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

DOCTORAL DISSERTATION COMMITTEE MEMBER

Syracuse University

Kimberly Raymond

Allison Womack (2017)

William Sullivan (2015 – 2017)

Rigby Malandrino (2016 – 2017)

Nicole Shea (2016)

Michael Mullane (2016 – 2017)

MASTERS THESIS COMMITTEE MEMBER

Syracuse University

Natalie Williams (2017)

Lea Taylor (2016)

Kayla Wagner (2016)

Narmene Hansho (2015 – 2016)

Samantha Sallade (2016)

UNDERGRADUATE 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
Mindfulness, 2016 – current

Editorial Board

Mindfulness, 2013 – 2015, 2018 – current

Guest Editor

Mindfulness special issue “Applications of Mindfulness-Based Interventions in School Settings,” 2016

Ad Hoc Reviewer

British Journal of Educational Psychology, 2017
Journal of School Psychology, 2008, 2015, 2016
Contemporary School Psychology, 2014, 2016, 2017
Behavior Modification, 2013

Grant Reviewer

Israel Science Foundation, 2016, 2017
Mind and Life Institute, 2017

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 – 2015

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

State of New York Licensed Psychologist #021949

National Register Health Service Psychologist # 55992

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Division 16 (School Psychology) #89180223