

# Andy Field: Publications

## Journal Articles

1. Price-Evans, K. & Field, A. P. (in press). The Behavioral Inhibition System Moderates the Effect of the Verbal Threat Information Pathway On Children's Heart Rate Responses to Novel Animals. *Behaviour Research and Therapy*.
2. Miles, J. M. V. & Field, A. P. (in press). Perspectives on significance testing. *Irish Journal of Psychology*.
3. Field, A. P., Lawson, J., & Banerjee, R. (2008). The verbal threat information pathway to fear in children: The longitudinal effects on fear cognitions and the immediate effects on avoidance behavior. *Journal of Abnormal Psychology, 117* (1), 214-224.
4. Field, A. P. & Cartwright-Hatton, S. (2008). Shared and Unique Cognitive Factors in Social Anxiety. *International Journal of Cognitive Therapy, 1*(3), 206-222.
5. Field, A. P., Cartwright-Hatton, S., Reynolds, S. & Creswell, C. (2008). Future Directions for Child Anxiety Theory and Treatment. *Cognition and Emotion, 22* (3), 385-394.
6. Field, A. P. & Lawson, J. (2008). The Verbal Information Pathway to Fear and Subsequent Causal Learning in Children. *Cognition and Emotion, 22* (3), 459-479.
7. Field, A. P., Lascelles, K. R. R., Lester, K. J., Askew, C. & Davey, G. C. L. (2008). Evaluative conditioning: missing, presumed dead. *Netherlands Journal of Psychology, 64* (2), 46-64.
8. Askew, C. & Field, A. P. (2008). The vicarious learning pathway to fear 40 years on. *Clinical Psychology Review, 28*, 1249-1265.
9. Askew, C., Kessock-Philip, H. & Field, A. P. (2008). Interactions between the indirect pathways to fear in children: what happens when verbal threat information and vicarious learning combine? *Behavioural and Cognitive Psychotherapy, 36* (4), 491-505.
10. Cartwright-Hatton, S., Field, A. P., Reynolds, S., & Creswell, C. (2008). Research into anxiety of childhood: playing catch-up (to Olympic standard) *Behavioural and Cognitive Psychotherapy, 36* (4), 377-378.
11. Price-Evans, K. & Field, A. P. (2008). A Neglectful Parenting Style Mediates the Effect of the Verbal Threat Information Pathway On Children's Heart Rate Responses to Novel Animals. *Behavioural and Cognitive Psychotherapy, 36* (4), 473-482.
12. Muris, P. & Field, A. P. (2008). Distorted cognition and pathological anxiety in children and adolescents. *Cognition and Emotion, 22* (3), 395 - 421.
13. Field, A. P. & Storksen-Coulson (2007). The Interaction of Pathways To Fear in Childhood Anxiety: A Preliminary Study. *Behaviour Research and Therapy, 45*, 3051-3059.
14. Field, A. P. & Schorah, H. (2007). The Negative Information Pathway to Fear and Heart Rate Changes in Children. *Journal of Child Psychology and Psychiatry, 48* (11), 1088-1093.
15. Brewin, C. R., Kleiner, J. S., Vasterling, J. J., & Field, A. P. (2007). Memory Impairment in Posttraumatic Stress Disorder: A meta-analytic investigation. *Journal of Abnormal Psychology, 116* (3), 448-463.
16. Field, A. P., Ball, J. E., Kawycz, N. J. & Moore, H. (2007). Parent-Child Relationships and the Verbal Information Pathway to Fear in Children: Two Preliminary Experiments. *Behavioural and Cognitive Psychotherapy, 35*, 473-486.
17. Askew, C. & Field, A. P. (2007). Vicarious learning and the development of fears in childhood. *Behaviour Research and Therapy, 45*, 2616-2627.
18. Lawson, J., Banerjee, R. & Field, A. P. (2007). The effects of verbal information on children's fear beliefs about social situations. *Behaviour Research and Therapy, 45*, 21-37.
19. Pincus, T., Burton, K., Vogel, S., & Field, A. P. (2006) Fear avoidance and prognosis in back pain: a systematic review and synthesis of current evidence. *Arthritis and Rheumatism, 54* (12), 3999-4010.

20. Field, A. P. (2006). The Behavioral Inhibition System and the Verbal Information Pathway to Children's Fears. *Journal of Abnormal Psychology, 115* (4), 742-752.
21. Field, A. P. (2006). Is conditioning a useful framework for understanding the development and treatment of phobias? *Clinical Psychology Review, 26*, 857-875.
22. Field, A. P. (2006). Watch out for the beast: Fear information and attentional bias in children. *Journal of Clinical Child and Adolescent Psychology, 35* (3), 431-439.
23. Field, A. P. (2006). I don't like it because it eats Brussels sprouts: conditioning preferences in children. *Behaviour Research & Therapy, 44*, 439-455.
24. Field, A. P. (2005). Is the meta-analysis of correlation coefficients accurate when population effect sizes vary? *Psychological Methods, 10* (4), 444-467.
25. Field, A. P., & Moore, A. C. (2005). Dissociating the effects of Attention and contingency awareness on evaluative conditioning effects in the visual paradigm. *Cognition & Emotion, 19* (2), 217-243.
26. De Houwer, J., Baeyens, F., & Field, A. P. (2005). Associative learning of likes and dislikes: Some current controversies and possible ways forward. *Cognition & Emotion, 19* (2), 161-174.
27. Andrea, H., Beurskens, A. J. H. M., Kant, I. J., Davey, G. C. L., Field, A. P., & van Schayck, C. P. (2004). The relation between pathological worry and fatigue in a working population. *Journal of Psychosomatic Research, 57*, 399-407.
28. Field, A. P. & Morgan, J. (2004). Post-event processing and the retrieval of autobiographical memories in socially anxious individuals. *Journal of Anxiety Disorders, 18*, 647-663.
29. Pincus, T., Williams, A. C., Vogel, S., & Field, A. P. (2004). The development and testing of the Depression, Anxiety, and Positive Outlook Scale (DAPOS). *Pain, 109*, 181-188.
30. Field, A. P. (2003). Can meta-analysis be trusted? *The Psychologist, 16*, 642-645.
31. Field, A. P., & Lawson, J. (2003). Fear information and the development of fears during childhood: effects on implicit fear responses and behavioural avoidance. *Behaviour Research and Therapy, 41*, 1277-1293.
32. Davey, G. C. L., Startup, H. M, Zara, A., MacDonald, C. B., & Field, A. P. (2003). Perseveration of checking thoughts and mood-as-input hypothesis. *Journal of Behavior Therapy & Experimental Psychiatry, 34*, 141-160.
33. Field, A. P. (2003). The problems in using Fixed-effects models of meta-analysis on real-world data. *Understanding Statistics, 2*, 77-96.
34. Lascelles, K. R. R., Field, A. P., & Davey, G. C. L. (2003). Using food CSs and body shapes as UCSs: a putative role for associative learning in the development of eating disorders. *Behavior Therapy, 34*, 213-235.
35. Field, A. P., Hamilton, S. J., Knowles, K. A., & Plews, E. L. (2003). Fear information and social phobic beliefs in children: a prospective paradigm and preliminary results. *Behaviour Research and Therapy, 41*, 113-123.
36. Pincus, T., Burton, K., Vogel, S., & Field, A. P. (2002). A systematic review of psychological factors as predictors of chronicity/disability in prospective cohorts of low back pain. *Spine, 27* (5), E109-E120.
37. Field, A. P. (2001). When all is still concealed: are we closer to understanding the mechanisms underlying evaluative conditioning? *Consciousness and Cognition, 10*, 559-566.
38. Field, A. P., Argyris, N. G., & Knowles, K. A. (2001). Who's afraid of the big bad wolf: a prospective paradigm to test Rachman's indirect pathways in children. *Behaviour Research and Therapy, 39*, 1259-1276.
39. Field, A. P. (2001). Meta-analysis of correlation coefficients: a Monte Carlo comparison of fixed- and random-effects methods. *Psychological Methods, 6* (2), 161-180.
40. Field, A. P. (2000) I like it, but I'm not sure why: can evaluative conditioning occur without conscious awareness? *Consciousness and Cognition, 9* (1), 13-36.

41. Field, A. P. (2000). Evaluative conditioning is Pavlovian conditioning: issues of definition, measurement and the theoretical importance of contingency awareness. *Consciousness and Cognition*, 9 (1), 41-49.
42. Davey, G. C. L., & Field, A. P. (2000). The 'Benefit' of Pavlovian Conditioning—Performance Models, Hidden costs and Innovation. *Behavioural and Brain Sciences*, 23 (2), 253-254.
43. Field, A. P. & Davey, G. C. L. (1999). Reevaluating evaluative conditioning: A nonassociative explanation of conditioning effects in the visual evaluative conditioning paradigm. *Journal of Experimental Psychology: Animal Behavior Processes*, 25(2), 211-224.
44. Field, A. P. & Davey, G. C. L. (1998). Evaluative Conditioning: Arte-fact or -fiction? A reply to Baeyens, De Houwer, Vansteenwegen & Eelen 1998. *Learning and Motivation*, 29, 475-491.
45. Field, A. P., & Davey, G. C. L. (1997). Conceptual conditioning: Evidence for an artifactual account of evaluative learning. *Learning and Motivation*, 28, 446-464.

## Books

1. Field, A. P. (in press). *Discovering statistics using SPSS* (3<sup>rd</sup> edition). London: Sage.
2. Field, A. P., Cartwright-Hatton, S., Reynolds, S. & Creswell, C. (2008). *Child anxiety: Theory and treatment*. Hove: Psychology Press.
3. Davey, G. C. L., Albery, I. P., Chandler, C., Field, A. P., Jones, D., Messer, D., Moore, S., Stirling, C. (2008). *Complete Psychology* (2<sup>nd</sup> edition). London: Arnold.
4. Field, A. P. (2005). *Discovering statistics using SPSS* (2<sup>nd</sup> edition). London: Sage.
5. De Houwer, J., Baeyens, F., & Field, A. P. (Eds.) (2005). *Associative learning of likes and dislikes*. Hove: Psychology Press.
6. Davey, G. C. L. (ed.) (2005). *Encyclopaedic Dictionary of Psychology* (Editor of the Research Methods section and author of 206 entries). London: Arnold Books.
7. Davey, G. C. L., Albery, I. P., Chandler, C., Field, A. P., Jones, D., Messer, D., Moore, S., Stirling, C. (2004). *Complete Psychology*. London: Arnold.
8. Field, A. P. (2003). *Clinical Psychology*. Exeter: Crucial.
9. Field, A. P., & Hole, G. (2003). *How to design and report experiments*. London: Sage.
10. Field, A. P. (2000). *Discovering statistics using SPSS for Windows: advanced techniques for the beginner*. London: Sage.

## Book Chapters

1. Field, A. P. & Davey, G. C. L. (in prep). Learning of childhood anxiety. In W. K. Silverman, & A. P. Field (Eds.) *Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention* (2<sup>nd</sup> Edition). Cambridge: Cambridge University Press.
2. Hadwin, J. & Field, A. P. (in prep). Cognitive processes and the development and maintenance of anxiety and its disorders. In W. K. Silverman, & A. P. Field (Eds.) *Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention* (2<sup>nd</sup> Edition). Cambridge: Cambridge University Press.
3. Muris, P. & Field, A. P. (in prep). The normal development of fear in children and adolescents. In W. K. Silverman, & A. P. Field (Eds.) *Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention* (2<sup>nd</sup> Edition). Cambridge: Cambridge University Press.
4. Field, A. P. & Hadwin, J. (in prep). Information processing biases in anxious children and adolescents: The Future. To appear in J. Hadwin and A. P. Field (Eds.), *Information processing biases and anxiety: a developmental perspective*. Chichester: Wiley.
5. Field, A. P. & Lester, K. J. (in prep). Learning of Information processing biases in anxious children and adolescents. To appear in J. Hadwin and A. P. Field (Eds.), *Information processing biases and anxiety: a developmental perspective*. Chichester: Wiley.

6. Hadwin, J., & Field, A. P. (in prep). Theoretical and methodological issues in researching information processing biases in anxious children and adolescents. To appear in J. Hadwin and A. P. Field (Eds.), *Information processing biases and anxiety: a developmental perspective*. Chichester: Wiley.
7. Garner, M., & Field, A. P. (in prep). Assessment of attentional bias using the dot-probe task in anxious children and adolescents. To appear in J. Hadwin and A. P. Field (Eds.), *Information processing biases and anxiety: a developmental perspective*. Chichester: Wiley.
8. Huijding, J., Wiers, R. W., & Field, A. P. (in press). The assessment of fear-related automatic associations in children. In J. Hadwin and A. P. Field (Eds.), *Information processing biases and anxiety: a developmental perspective*. Chichester: Wiley.
9. Field, A. P. & Cartwright-Hatton, S. (in press). Phobias. In Sander, D. & Scherer, K. (Eds.), *Oxford Companion to the Affective Sciences*. Oxford: Oxford University Press.
10. Field, A. P. (2007). Homogeneity of Variance. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, volume 2* (pp. 442-444). Thousand Oaks, CA: Sage.
11. Field, A. P. (2007). Kurtosis. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, volume 2* (pp. 522-523). Thousand Oaks, CA: Sage.
12. Field, A. P. (2007). Analysis of Variance. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, Volume 1* (pp. 32-35). Thousand Oaks, CA: Sage.
13. Field, A. P. (2007). One-Way Analysis of Variance. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, volume 2* (pp. 713-716). Thousand Oaks, CA: Sage.
14. Field, A. P. (2005). Eta and eta-squared. In B. S. Everitt & D. C. Howell (Eds.), *Encyclopedia of Statistics in Behavioral Science* (Volume 2, pp. 553-554). Chichester: Wiley.
15. Field, A. P. (2005). Sir Ronald Aylmer Fisher. In B. S. Everitt & D. C. Howell (Eds.), *Encyclopedia of Statistics in Behavioral Science* (Volume 2, pp. 658-659). Chichester: Wiley.
16. Field, A. P. (2005). Intraclass Correlation. In B. S. Everitt & D. C. Howell (Eds.), *Encyclopedia of Statistics in Behavioral Science* (Volume 2, pp. 948-954). Chichester: Wiley.
17. Field, A. P. (2005). Kendall's Coefficient of Concordance. In B. S. Everitt & D. C. Howell (Eds.), *Encyclopedia of Statistics in Behavioral Science* (Volume 2, pp. 1010-1011). Chichester: Wiley.
18. Field, A. P. (2005). Learning to Like (and dislike): Associative Learning of Preferences. In A. J. Wills (ed.), *New Directions in Human Associative Learning* (pp 221-252). Mahwah, New Jersey: LEA.
19. Field, A. P. (2005). Meta-analysis. In J. Miles & P. Gilbert (eds.) *A handbook of research methods in clinical and health psychology* (pp. 295-308). Oxford: Oxford University Press.
20. Field, A. P., & Davey, G. C. L. (2005). Experimental Methods in Clinical Research. In J. Miles & P. Gilbert (eds.) *A handbook of research methods in clinical and health psychology* (pp. 175-184). Oxford: Oxford University Press.
21. Davey, G. C. L., Field, A. P., & Startup, H. M. (2003). Repetitive and Iterative Thinking in Psychopathology: Anxiety-Inducing Consequences and a Mood-As-Input Mechanism. In R. Menzies, & P. De Silva, (Eds.), *Obsessive Compulsive Disorders: Theory, Research and Treatment* (pp. 79-99). Chichester: John Wiley & Sons.
22. Field, A. P. & Davey, G. C. L. (2001). Conditioning models of childhood anxiety. In W. K. Silverman, & P. A. Treffers (Eds.) *Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention* (pp 187-211). Cambridge: Cambridge University Press.
23. Dadds, M. R., Davey, G. C. L. & Field, A. P. (2001). Developmental aspects of conditioning processes in anxiety disorders. In M. W. Vasey & M. R. Dadds, (Eds.) *The developmental psychopathology of anxiety* (pp 205-230). New York: Oxford University Press.