

William Ellery Samuels, Ph.D.

Curriculum Vitæ

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William Ellery Samuels, Ph.D.
Curriculum Vitæ

Assistant Professor

School of Nursing
Hunter College
City University of New York
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ORCID: [0000-0002-4048-7007](https://orcid.org/0000-0002-4048-7007)

Ph.D. Program in Nursing Science
The Graduate Center
City University of New York
365 Fifth Avenue
New York, New York 10016

Education

2004, Ph.D. in Psychometrics & Experimental Psychology, the University of Texas
Dissertation: *Development of a non-intellective measure of academic success:
Toward the quantification of resilience.*
Supervising Professor: Ira H. Bernstein

2000, M.S. in Experimental Psychology, the University of Texas

1992, B.S. in Biopsychology, Juniata College.

Appointments & Positions

Assistant Professor of Research & Statistics
School of Nursing
Hunter College
City University of New York
Jan., 2021 – present

Appointed to the doctoral faculty of the Ph.D. Program in Nursing Science
Graduate School and University Center
City University of New York
Feb., 2020 – Dec., 2023

Doctoral Lecturer (2017 – 2020)

Director of Assessment and Accreditation (2007 – 2017)

School of Education
College of Staten Island
City University of New York

Director of Humane Education

American Society for the Prevention of Cruelty to Animals
New York, New York

2002 – 2007

Peer-Reviewed Articles

	Primary Research	Quantitative	Student Coauthor(s)	Senior Author
40. Baumann, S. & Samuels, W. E. (accepted August 14, 2024). Comparing comorbidities of older adults with opiate use disorder by race and ethnicity. <i>Journal of Addictions Nursing</i> .	X	X		
39. Samuels , W. E. (accepted July 26, 2024). Commonalities among dog bite prevention programs in the United States and Canada. <i>Educational Practice and Theory</i> .	X			
38. Samuels , W. E. (2024). A model program improves children's knowledge of how to stay safe around dogs. <i>International Journal of Arts and Social Science</i> . [This is an open-access article.]	X	X		
37. Walsh, E. A., Meers, L. L., Samuels , W. E., Contalbrigo, L., Duarte, C., & Stevens, V., Boonen, D., Claus, A., Duarte-Gan, C., Stevens, V. A., Contalbrigo, L., & Normando, S. (accepted February 18, 2024). Human-dog communication: How body language and non-verbal cues are key to clarity in dog directed play, petting and hugging behaviour by humans. <i>Applied Animal Behaviour Science</i> .	X	X	X	
36. Nokes, K. M., Sokhela, D. G., Orton, P. M., Samuels , W. E., Phillips, J. C., Tufts, K. A., Perazzo, J. D., Chaiphibalsarisdi, P., Portillo, C., Schnall, R., Hamilton, M. J., Dawson-Rose, C., and Webel, A. R. (2024). Exploring the interrelationships between physical function, functional exercise capacity, and exercise self-efficacy in persons living with HIV. <i>Clinical Nursing Research</i> . doi: 10.1177/10547738241231626.	X	X		

	Primary Research	Quantitative	Student Coauthor(s)	Senior Author
35. Aponte, J., Figueroa, K., Brennan, N. B., Diaz, L., Samuels , W. E. (2024). Health and racial disparities: Importance of accurate and reliable ethnicity, race, and language data. <i>Hispanic Health Care International</i> , 1 – 12. doi: 10.1177/15404153241229687	X	X		
34. Tan, A. K. Jr, Capezuti, E., Samuels , W. E., Backhaus, R., & Wagner, L. M. (2024). Intent to stay, moral distress, and nurse practice environment among long-term care nurses: A cross-sectional questionnaire survey study. <i>Journal of Nursing Scholarship</i> , 00, 1–12. https://doi-org.proxy.wexler.hunter.cuny.edu/10.1111/jnu.12953	X	X	X	
33. Heagele, T., Samuels , W. E., Wholeben, M., Nurse-Clarke, N., Adams, L. M., & McNeill, C. (2024). Nurses Taking on Readiness Measures (N-TORM): A nurse-facilitated household emergency preparedness intervention feasibility study. <i>Health Emergency and Disaster Nursing</i> , 11(1), 53 – 64. doi: 10.24298/hedn.2022-0009 .	X	X		
32. Samuels , W. E. & Onuoha-Jackson, N. (accepted Oct 3, 2023). An in-school humane education program improves affective and cognitive empathy among lower-elementary students. <i>International Journal of Educational Research Open</i> , 5, 9 pp. doi: 10.1016/j.ijedro.2023.100292 [This is an open-access article.]	X	X	X	X
31. Sokhela, D. G., Orton, P. M., Nokes, K. M., Samuels , W. E. (2023). Exploring intersectionality and HIV stigma in persons receiving HIV care in nurse-led public clinics in Durban, South Africa. <i>International Journal of Africa Nursing Sciences.</i> , 19, 9 pp. doi: 10.1016/j.ijans.2023.100596	X	X		

	Primary Research	Quantitative	Student Coauthor(s)	Senior Author
30. Samuels , W. E., Tournaki, N., Sacks, S., Blackman, S., Peterford, T., Sacks, J., & Byalin, K. (2023). Executive functioning and adolescents' academic performance on standardized exams. <i>Journal of Educational and Developmental Psychology</i> , 13(2), 10 – 62. doi: 10.5539/jedp.v13n2p10. [This is an open-access article.]	X	X	X	X
29. Tan, A., Capezuti, E., Samuels , W. E., & Backhaus, R. (2023). Moral distress in long-term care questionnaire modification and psychometric evaluation. <i>Nursing Ethics</i> , 30(6), 789 – 802. doi: 10.1177/09697330231151349	X	X	X	
28. Samuels , W. E., Tournaki, N., Sacks, S., Blackman, S., Sacks, J., Byalin, K., Peterford, T. (2023). The effects of teacher–student (dis)similarities on disciplinary incidents. <i>Education and Society</i> , 41(1), 55 – 65.	X	X	X	X
27. Plavskin, A., Samuels , W. E., & Calzone, K. (2023). Construct validity analysis of the genetics and genomics in nursing practice survey: Overcoming challenges in variable response instrument. <i>Journal of Nursing Measurement</i> , 31(2), 259 – 272. doi: 10.1891/JNM-2021-0007		X		
26. Baumann, S. L., Samuels , W. E. (2022). Comorbidities in older adults with opioid use disorders. <i>Journal of the American Association of Nurse Practitioners</i> , 34(12), 1280 – 1288. doi: 10.1097/JXX.0000000000000801.		X		

	Primary Research	Quantitative	Student Coauthor(s)	Senior Author
25. Meers, L. L., Contalbrigo, L., Samuels , W. E., Duarte-Gan, C., Berckmans, D., Laufer, S. J., Stevens, V. A., Walsh, E. A., & Normando, S. R. (2022). Canine-assisted interventions and the relevance of welfare assessments for human health, and the transmission of zoonosis: A literature review. <i>Frontiers in Veterinary Science: Animal Behavior and Welfare</i> , 9, 9 pp. doi: 10.3389/fvets.2022.899889	X	X		
24. Meers, L. L., Contalbrigo, L., Stevens, V. A., Ulitina, O. M., Lauger, S. J., & Samuels , W. E. (2021). The state of animal-assisted intervention: COVID-19 safety protocols and ethical considerations. <i>Journal of Applied Animal Ethics Research</i> , 1 – 23. doi: 10.1163/25889567-bja10019	X	X		
23. O'Connor, J. & Samuels , W. E. (2021). Humane education's effect on middle school student motivation and standards-based reading assessment. <i>Social Sciences</i> , 10(376), 14 pp. doi: 10.3390/socsci10100376.	X	X	X	X
22. Samuels , W. E. (2020). A world of good: A humane education program's effects on lower-elementary students' environmental behaviors. <i>International Journal of Humane Education</i> , 1(1), 32 – 66.	X	X		
21. Gigliotti, E. & Samuels , W. E. (2020). Tests of revisions to the Norbeck Social Support Questionnaire (NSSQ). <i>SAGE Open Medicine</i> , 8, 1 – 12. doi: 10.1177/2050312120911293	X	X		

	Primary Research	Quantitative	Student Coauthor(s)	Senior Author
20. Plavskin, A., Samuels , W., & Calzone, K. (2019). <u>Validity evaluation of the Genetics and Genomics in Nursing Practice Survey</u> . <i>Nursing Open</i> . doi: 10.1002/nop2.346		X	X	
19. Samuels , W. E., Tournaki, N., Sacks, S., Blackman, S., Sacks, J., Byalin, K., & Zilinski, C. (2019). Predicting GPAs with executive functioning assessed by teachers and by the students themselves. <i>The European Educational Researcher</i> , 2(3), 173 – 194. doi: 10.31757/euer.232	X	X		
18. Samuels , W. E. (2018). Nurturing kindness naturally: A humane education program’s effect on the prosocial behavior of first and second graders across China. <i>International Journal of Educational Research</i> , 91, 49 – 64. doi: 10.1016/j.ijer.2018.08.001	X	X		
17. Hagerty, T. A., Samuels , W., Norcini-Pala, A., & Gigliotti, E. (2017). Peplau’s theory of interpersonal relations: An alternate factor structure for patient experience data? <i>Nursing Science Quarterly</i> , 30(2), 160 – 167. doi: 10.1177/0894318417693286		X	X	
16. Tournaki, N. & Samuels , W. E. (2016). Do graduate teacher education programs change teachers’ attitudes towards inclusion and efficacy beliefs? <i>Action in Teacher Education</i> , 38(4), 384 – 398. doi: 10.1080/01626620.2016.1226200 .	X	X		

	Primary Research	Quantitative	Student Coauthor(s)	Senior Author
15. Samuels , W. E., Tournaki, N., Blackman, S., & Zilinski, C. (2016). <u>Executive functioning predicts academic achievement in middle school: A 4-year longitudinal study</u> . <i>The Journal of Educational Research</i> , 109(5), 478 – 490. doi: 10.1080/00220671.2014.979913 .	X	X	X	
14. Samuels , W. E., Meers, L., & Normando, S. (2016). <u>Improving upper elementary students' humane attitudes and prosocial behaviors through an in-class humane education program</u> . <i>Anthrozoös</i> , 29(4), 597 – 610. doi: 10.1080/08927936.2016.1228751	X	X	X	
13. Gigliotti, E., Samuels , W. E., Cuomo, J., Gamidova, T., Gordon, B., & Acerios, P. (2014). Identifying and addressing sources of error in the Norbeck Social Support Questionnaire. <i>Journal of Nursing Measurement</i> , 22(3), 61E – 76E. doi: 10.1891/1061-3749.22.3.E61 .	X	X		
12. Bernstein, I., Samuels , E., Woo, A., & Hagge, S. (2013). Assessing DIF among small samples with separate calibration <i>t</i> and Mantel-Haenszel χ^2 statistics in the Rasch model. <i>Journal of Applied Measurement</i> , 14(4), 389 – 399. PMID: 24064579.			X	
11. Meers, L., Martin, S., Samuels , W. E., Ödberg, F. O. & Normando, S. (2013). A survey of equine-assisted intervention programs and welfare implications in the Veneto region (Italy). <i>Journal of Veterinary Behavior: Clinical Applications and Research</i> , 8(2), e1 – e25. doi: 10.1016/j.jveb.2012.12.036 .	X	X		

	Primary Research	Quantitative	Student Coauthor(s)	Senior Author
10. Gigliotti, E. & Samuels , W. E. (2011). Use of averaged Norbeck Social Support Questionnaire scores. <i>International Scholarly Research Network: Nursing</i> , Article ID 567280, 6 pages, 2011. doi: 10.5402/2011/567280 .	X	X		
9. Normando, S., Meers, L., Samuels , W. E., Faustini, M., & Ödberg, F. O. (2011). Variables affecting the prevalence of behavioural problems in horses: Can riding style and other management factors be significant? <i>Applied Animal Behaviour Science</i> , 133, 186 – 196. doi: 10.1016/j.applanim.2011.06.012	X	X		
8. Meers, L., Colman, I., Stefanini, C., Haverbeke, A., Normando, S., Samuels , W. E., & Ödberg, F. (2011). Dog regulation in East-Flanders, Belgium. <i>Journal of Veterinary Behavior: Clinical Applications and Research</i> , 6(1), 92 – 93. doi: 10.1016/j.jveb.2010.08.022	X	X		
7. Normando, S., Meers, L., Salvadorette, M., Trevisan, C., Samuels , W. E. & Ödberg, F. O. (2010). Equine-assisted intervention programs in Veneto (Italy). <i>Journal of Veterinary Behavior: Clinical Applications and Research</i> , 5(1), 47 – 48. doi: 10.1016/j.jveb.2009.09.030	X	X		
6. Moons, C., Meers, L., Stefanini, C., Normando, S., Van de Leest, L., Samuels , W. E., & Ödberg, F. O. (2009). Review: Relevance of stimuli used in canine behavioural testing with regards to proximal causality of dog bites. <i>Journal of Veterinary Behavior: Clinical Applications and Research</i> , 5(1), 61. doi: 10.1016/j.jveb.2009.09.004	X	X		

	Primary Research	Quantitative	Student Coauthor(s)	Senior Author
5. Meers, L., Stefanini, C., D'hanens, S., Normando, S., Samuels , W. E., Kalmar, I., & Ödberg, F. O. (2009). Is it wise to involve animals in prisons and rehabilitation programs? A study conducted in Flanders, Belgium. <i>Journal of Veterinary Behavior: Clinical Applications and Research</i> , 5(1), 50. doi: 10.1016/j.jveb.2009.09.023	X	X		
4. Pira, T., Stefanini, C., Meers, L., Normando, S., Samuels , W. E., & Ödberg, F. O. (2009). A conceptual study about animal-assisted interventions (AAI) in Antwerp, Belgium. <i>Journal of Veterinary Behavior: Clinical Applications and Research</i> , 5(1), 49 – 50. doi: 10.1016/j.jveb.2009.09.024	X	X		
3. Nicoll, K., Trifone, C., & Samuels , W. E. (2008). An in-class, humane education program can improve young students' attitudes towards animals. <i>Society and Animals</i> , 16, 45 – 60. doi: 10.1163/156853008X269881.	X	X	X	X
2. Reinhartz, J. & Samuels , W. E. (2001). Mining Texas style: A seamless transition—or is it? <i>Forum of the Association for Arid Lands Studies</i> , 17(1), 28 – 35.	X			
1. Samuels , W. E. & Reinhartz, J. (2000). Teen voices: Insight for fostering prosocial behaviors in school. <i>Teacher Educators' Journal</i> , 10(1), 11 – 27.				X

Books

7. Meers, L., **Samuels**, W. E., Ödberg, F. O., & Normando, S. (2019). *Animal-Assisted Interventions. Volume 6: Methods and Materials*. University Press, Zelzate, 150 pp. ISBN pending.
6. Meers, L., **Samuels**, W. E., Ödberg, F. O., & Normando, S. (2019). *Animal-Assisted Interventions. Volume 5: How Do I Get Started?* University Press, Zelzate, 155 pp. ISBN pending.
5. Meers, L., **Samuels**, W. E., Ödberg, F. O., & Normando, S. (2015). *Animal-Assisted Interventions. Volume 4: Animal Selection and Training*. University Press, Zelzate, 149 pp. ISBN-13: 978-9461970589
4. Meers, L., **Samuels**, W. E., Ödberg, F. O., & Normando, S. (2013). *Animal-Assisted Interventions. Volume 3: Animal Management, Housing and Handling*. University Press, Zelzate, 155 pp. ISBN-13: 978-9461970572
3. Meers, L., **Samuels**, W. E., Ödberg, F. O., & Normando, S. (2012). *Animal-Assisted Interventions. Volume 2: Ethology*. University Press, Zelzate, 151 pp. ISBN-13: 978-9461970237
2. Meers, L., **Samuels**, W. E., Ödberg, F. O., & Normando, S. (2011). *Animal-Assisted Interventions. Volume 1: An Early History and Theoretical Framework*. University Press, Zelzate, 145 pp. ISBN-13: 978-9461970046
1. **Samuels**, W. E. (2006). *Living science: Humane, student-inquiry science projects for middle and high schools*. New York: The ASPCA.

Book Chapters / Encyclopædia Articles / Booklets

9. Meers, L., Normando, S., **Samuels**, W. E., & Ödberg, F. O. (2013). Caged animals. In Y. Jing (Ed.), *Prisons and Prison Systems: Practices, Types and Challenges*. Hauppauge, New York: Nova Science Publishers.
8. **Samuels**, W. E. , Meers, L., Coultis, D., & Normando, S. (2009). Blood sports and animals. *Encyclopædia of Human-Animal Relationships: A Global Exploration of Our Connections with Animals, 2nd Ed*, M. Bekoff and J. Nystrom (Eds.), Santa Barbara, CA: ABC-CLIO.

7. Meers, L., **Samuels**, W. E., Normando, S., Degeest, S., & Ödberg, F. O. (2007). *Dolphin-assisted interventions & animal-assisted interventions: Possibilities and caveats*. Ghent, Belgium: Ghent University Press. Booklet created in conjunction with the Mundomar Conference on Ethology and Animal Behaviour, Benidorm, Spain, May 18, 2007.
6. **Samuels**, W. E., Meers, L., & Coultis, D. (2007). Animals in Space. *Encyclopædia of Human-Animal Relationships: A Global Exploration of Our Connections with Animals*, M. Bekoff and J. Nystrom (Eds.), Westport, CT: Greenwood Publishing Group.
5. **Samuels**, W. E., Coultis, D., & Meers, L. (2007). Biophilia. *Encyclopædia of Human-Animal Relationships: A Global Exploration of Our Connections with Animals* (pp. 121 – 123), M. Bekoff and J. Nystrom (Eds.), Westport, CT: Greenwood Publishing Group.
4. Meers, L., Coultis, D., & **Samuels**, W. E. (2007). History of animal-assisted therapy. *Encyclopædia of Human-Animal Relationships: A Global Exploration of Our Connections with Animals* (pp. 1 – 3), M. Bekoff and J. Nystrom (Eds.), Westport, CT: Greenwood Publishing Group.
3. **Samuels**, W. E. (2007). Humane education: How to nurture empathy in children. *Encyclopædia of Human-Animal Relationships: A Global Exploration of Our Connections with Animals* (pp. 680 – 683), M. Bekoff and J. Nystrom (Eds.), Westport, CT: Greenwood Publishing Group.
2. **Samuels**, W. E. , Meers, L., & Coultis, D. (2007). Blood sports and animals. *Encyclopædia of Human-Animal Relationships: A Global Exploration of Our Connections with Animals* (pp. 1317 – 1322), M. Bekoff and J. Nystrom (Eds.), Westport, CT: Greenwood Publishing Group.
1. **Samuels**, W. E. & Frey, S. (2007). Animal conservationists. *Encyclopædia of Human-Animal Relationships: A Global Exploration of Our Connections with Animals* (pp. 263 – 266), M. Bekoff and J. Nystrom (Eds.), Westport, CT: Greenwood Publishing Group.

Other Publications

20. Normando S., Pitteri, E., Stefanini C., Meers L., **Samuels** W. E., & Barnard S. (2010). Differences in dogs' behavioural response of to a standardized situation due to setting. *Proceedings of the 2010 European Veterinary Behaviour Meeting*, Hamburg: European College of Veterinary Behavioural Medicine—Companion Animals, pp. 218 – 219.
19. Lambrecht, L., Meers, L., & **Samuels**, W. E. (2010). Researchers and practitioners work together to assess the welfare of horses involved in wheelchair-buggy driving in Belgium. *The Latham Letter*, 31(1), 8 – 11.
18. Meers, L., Thierens, M., **Samuels**, W. E., & Ödberg, F. O. (2008). Practitioners, researchers, and educators in Flanders, Belgium, cooperate to establish new developments in animal-assisted interventions (AAIs). *The Latham Letter*, 29(2), 14 – 17.
17. **Samuels**, W. E. (2006). Teaching older people new tricks: Thoughts on effective dog bite prevention. *International Society of Anthrozoology Newsletter*, 8(31), 11 – 14.
16. Meers, L., **Samuels**, W. E., & Coultis, D. (2006). PAN encourages international cooperation between practitioners and researchers in applied investigations of the human animal bond. *People, Animals, Nature Newsletter*, 2, 1 – 3.
15. **Samuels**, W. E., Coultis, D., Meers, L., Normando, S., & Ödberg, F. O. (2006). Can an AAI programme improve animal welfare? *Proceedings of the VDWE International Congress on Companion Animal Behaviour and Welfare*, 119 - 128.
14. **Samuels**, W. E. (2006). Some ways to help prevent dog bites. *People, Animals, Nature Newsletter*, 2, 5 – 7.
13. **Samuels**, W. E. (2005). *Dog bite prevention: A pediatrician's role*. New York: The ASPCA.
12. United Federation of Teachers Humane Education Committee, American Society for the Prevention of Cruelty to Animals, & Humane Education Advocates Reaching Teachers (2006). *Humane education resource guide*. Retrieved May 9, 2011, from United Federation of Teachers Web site: <http://www.uft.org/committees/humane-education-committee>

11. **Samuels**, W. E. (2005). Effective dog bite prevention programs. *The Packrat*, 75, 1 – 2.
10. **Samuels**, W. E. (2004). Learning to care, love and learn. *The Latham Letter*, 3, 1 – 2. First published as **Samuels**, W. E. (2004). Learning to care: Why we need humane education. *Animal Watch*, 24 (2), 45.
9. **Samuels**, W. E. (2004). ASPCA share drive: One big teaching machine. *Animal Watch*, 24(3), 38.
8. **Samuels**, W. E. (2004). Hooked on books: Fostering a lifelong love of books. *Animal Watch*, 24(1), 40.
7. **Samuels**, W. E. (2003). Curiosity breeds kindness: Teaching techniques for a humane science class. *Animal Watch*, 23(4), 19.
6. **Samuels**, W. E. (2003). Dangerous games: When “entertainment” teaches the wrong message. *Animal Watch*, 23(3), 47.
5. **Samuels**, W. E. (2003). Walking the walk: How to model compassion to the children in your care. *Animal Watch*, 23(2), 47.
4. **Samuels**, W. E. (2003). The inquisitive mind: Teaching children to question their world. *Animal Watch*, 23(1) 47.
3. Various articles, activities, and lessons for www.animaland.org, www.animalessons.org, www.aspca.org, and www.petfinder.com (2002 – 2006).
2. Sobsey, D., Montgomery, C., Wilkins, D., & Hingsburger, D. (2001). *Four sight: The disability community contemplates fate, future, and fear*. (W. E. **Samuels**, Illustrator; S. Chambers, Cartoonist). Eastman, Quebec: Diverse City Press.
1. Hingsburger, D. (1998). *Four feet tall* (W. E. **Samuels**, Illustrator). Eastman, Quebec: Diverse City Press.

Presentations and Workshops

Refereed

63. Walsh, E. A., Davini, C., **Samuels**, W. E., Meers, L., Contalbrigo, L., Picella, M., Zanetti, R., Stefanini, C., Faccin, S., Normando, S. (Oct. 4, 2024). Factors Affecting Attitudes to Training Methods Used in the Training of Horses and Dogs.

Poster presented at the 6th Annual European Veterinary Congress of Behavioural Medicine and Animal Welfare, Paris, France.

62. Whaley, S., Safford, J., George, A., Davis, S., Ramer, S., Au, E., Li, A., **Samuels**, W., & Seo, J. (2024, September). *Factors Influencing Exclusive Breastfeeding up to 6 Month*. 2nd Annual Maimonides Health Maternal & Neonatal Morbidity Reduction symposium. Brooklyn, NY.
61. Jorissen, L., Meers, L. L., Walsh, E. A., Pierard, M., Duarte-Gan, C., Contalbrigo, L., **Samuels**, W. E., Stevens, V. A., Berckmans, D., Normando, S. (October 20, 2024). A systematic literature review on training criteria for dogs involved in canine-assisted therapy. Presentation made at the Society for Companion Animal Studies Annual Conference, online.
60. Meers, L. L., Walsh, E. A., Jorissen, L., Duarte-Gan, C., Contalbrigo, L., **Samuels**, W. E., Stevens, V. A., Berckmans, D., Normando, S. R. (June 28, 2024). Therapy dog training: Crucial basic foundations. Presentation given at the 2024 conference of the International Society for Anthrozoology, Hartpury University, Gloucestershire, UK.
59. **Samuels**, W. E. & Vlastou, K. (May 16, 2024). Effectiveness of caring-for-life education among migrant versus non-migrant children in China. Paper presented at the Scientific Association for Promoting Educational Innovation's 10th Annual International Scientific Conference, Heraklion, Greece.
58. **Samuels**, W. E. (April 14, 2024). Empowering children to care: the various effects of the caring for life education program on child development. Paper presented at the 2024 Earth Charter Conference, Rollins College, Orlando, FL.
57. Safford, J., Whaley, S., George, A., Davis, S., Ramer, S., Li, A., Au, E., **Samuels**, W., & Seo, J. (2024, April). *Effects of Education on Exclusive Breastfeeding Rates Among Underserved Populations in New York City Over 6 Months*. Eastern Nursing Research Society. Boston, MA.
56. Meers, L. L., Walsh, E. A., Jorissen, L., Duarte-Gan, C., Contalbrigo, L., **Samuels**, W. E., Stevens, V. A., Berckmans, D., Normando, S. (June 29, 2024). Therapy dog training: Crucial basic foundations. Paper presented at the 33rd International Society for Anthrozoology Conference, Hartpury University, UK.

55. Duarte-Gan, C, Meers, L. L., Walsh, E. A., Contalbrigo, L., **Samuels**, W. E., Normando, S., Martos-Montes, R. (June 30, 2024). Unveiling joint attention dynamics in autism: Analyzing first fixation latency and transition patterns to human and animal social cues. Poster presented at the 33rd International Society for Anthrozoology Conference, Hartpury University, UK.
54. Meers, L. L., Walsh, E. A., **Samuels**, W. E., Claus, A., Duarte-Gan, C., Contalbrigo, L., Stevens, V. A., Laufer, S. J., Dekeyrel, C., Berckmans, D., Normando, S. R. (Oct. 10, 2023). A One Welfare approach to tick bite prevention: The impact of the environment on human and animal health. Peer-reviewed presentation given at the One Welfare World's 4th Annual Conference, Burgos, Spain.
53. **Samuels**, W. E. (Aug. 16, 2023). Growing year by year: Report on year 1 of our 3-year study of the Caring for Life Curriculum. Invited presentation made to teachers and administrators at schools in Zhangzhou, China.
52. Meers, L. L., Walsh, E. A., Duarte-Gan, C., Contalbrigo, L., Stevens, V. A., **Samuels**, W. E., Berckmans, D., Normando, S. R. (June 17, 2023). Canine-assisted interventions: Considerations regarding suitability and selection criteria-matching suitable candidate dogs to the appropriate CAI. Emerging Topic Oral Presentation made at the 2023 conference of the International Society for Anthrozoology, Edinburgh, Scotland.
51. Baumann, S. & **Samuels**, W. E. (March 24, 2023). Comparing comorbidities of older adults with opiate use disorder by race and ethnicity. Poster presented at the ENRS 35th Annual Scientific Sessions, Philadelphia, Pa.
50. Heagele, T., Adams, L., McNeil, C., Nurse, N., & **Samuels**, W. E. (March 24, 2023). A nurse-facilitated household emergency preparedness intervention for elderly and medically frail community members. Poster presented at the ENRS 35th Annual Scientific Sessions, Philadelphia, Pa.
49. Meers, L., Sturlese, M., Duarte-Gan, C., Walsh, E., Contalbrigo, L., **Samuels**, W. E., Stevens, V., Laufer, S. J., & Normando, S. (2022). Impact of COVID-19 safety protocols on the well-being of dogs involved in animal-assisted interventions: Comparisons between Flanders (Belgium), Italy, and Spain. Poster presented at the 55th Congress of the International Society for Applied Ehtology, Ohrid, Macedonia.

48. Baumann, S. & **Samuels**, W. E. (October 20, 2022). Helping older adults with opioid use disorders stay healthy and in recovery. Presentation made at the American Psychiatric Nurses Association's (APNA's) 36th Annual Conference, Long Beach, CA.
47. **Samuels**, W. E. (May 23, 2022). Preliminary findings from a longitudinal study on the development of prosociality and empathy among lower elementary students in China. Poster presented at the 2022 Annual Meeting of the American Psychiatric Association.
46. **Samuels**, W. E. (August 4 – 6, 2022). An in-class intervention can improve elementary students' prosociality and reduce disruptiveness. Poster presented at the Division 48: Society for the Study of Peace, Conflict, and Violence session of the 2022 annual convention of the American Psychological Association, Minneapolis, MN.
45. Sasa, R., **Samuels**, W. E., & Nirenberg, A. (April 28, 2022). Prevalence of gender role conflict and related factors among undergraduate male nursing students. Poster presented at the New York Academy of Medicine's F.I.R.E. Conference.
44. Sasa, R., **Samuels**, W. E., & Nirenberg, A. (April 27, 2022). Gender role conflict in undergraduate male nursing students: Preliminary findings. Poster presented at Hunter College's 16th Annual Evidence-Based Practice Poster Day & Spring Forum.
43. Baumann, S. and **Samuels**, W. E. (April 27, 2022). Helping older adults with opioid use disorders stay healthy and in recovery. Poster presented at Hunter College's 16th Annual Evidence-Based Practice Poster Day & Spring Forum.
42. Meers, L. L., Capens, T., **Samuels**, W. E., Ulitina, O., Stevens, V., & Normando, S. (2021). A behavioural study on dolphins involved in dolphin-assisted sessions for children (6–12) with Autism. Poster presented at Convegno Nazionale della Ricerca nei Parchi: Conoscere per proteggere, an online conference.
41. Meers, L. L., Contalbrigo, L. , Stevens, V. A., Ulitina, O., Laufer, S. J., **Samuels**, W. E., Duarte-Gan, C., Normando, S. (September 16, 2021). Impact of COVID-19 safety protocols on the well-being of 15 dogs involved in animal-assisted interven-

- tions (Flanders, Belgium). Presentation made at the One Welfare World Conference, Madrid, Spain.
40. **Samuels**, W. E. (September 26, 2019). Windows into our hearts: Sharing Caring for Life's effect on the world. Presentation made at the Health & Well-Being: Science & Humanity Are One conference commemorating the centenary year of William Osler's death and his lasting influence. Green-Templeton College, University of Oxford, Oxford, England.
 39. Abdelqader, S. & **Samuels**, W. E. (October 19, 2018). Improving first-graders' empathy and environmental concern across eastern China. Roundtable presentation made at the Northeastern Educational Research Association's 49th Annual Conference in Trumbull, Connecticut.
 38. **Samuels**, W. E. (June 9, 2018). Nurturing kindness naturally: Why expansive kindness matters and how the Caring for Life program does it. Presentation made at the 2018 International Caring for Life Education Innovation Forum at Suzhou University of Science and Technology, Suzhou, People's Republic of China.
 37. **Samuels**, W. E., Blackman, S., Sacks, S., Sacks, J., Tournaki, N., & Byalin, K. (May 4, 2018). Predicting GPAs with executive functioning assessed by adolescent students themselves and by their teachers. Paper presented at the 2018 Annual Conference of the New England Educational Research Organization (NEERO) in Portsmouth, New Hampshire.
 36. **Samuels**, W. E. (May 3, 2018). Improving empathy and environmental concern in lower elementary classes in China through humane education. Paper presented at the 2018 Annual Conference of NEERO in Portsmouth, New Hampshire.
 35. **Samuels**, W. E. (April 16, 2018). Addressing prosociality in lower elementary classes in China through humane education. Roundtable presentation made at the 2018 AERA Annual Meeting in New York, NY.
 34. Ferrante, L., **Samuels**, W. E., Normando, S., Florio, D., Bordignon, F., Meers, L, & de Mori, B. (March 16, 2017). What do Italian visitors think about zoos? Poster presented at European Zoo Educators Conference in Paris.

33. Meers, L., Duarte-Gan, C., **Samuels**, W. E., & Normando, S. (July 13, 2016). A review of educational programs about equine-assisted interventions. Poster presented at the 14th triennial conference of the International Association of Human-Animal Interaction Organizations (IAHAIO) in Paris.
32. Meers, L., Van der Klooster, B., **Samuels**, W. E., C. Duarte, C., & Normando, S. (July 13, 2016). Evaluation of a pet program in a prison health service wing (The Netherlands). Poster presented at the 14th triennial conference of the International Association of Human-Animal Interaction Organizations in Paris.
31. Pei, S.-F. & **Samuels**, W. E. (May 22, 2016). Helping left-behind children get ahead: A in-class humane education improves the prosociality of lower elementary students in several regions of China. Green-Templeton Human Welfare Conference: Inequalities and Human Welfare. University of Oxford, Oxford, England.
30. Winter, H., Pei, S.-F., & **Samuels**, W. E. (May 2, 2015). Managing conflict through the process of humane education in schools. Green-Templeton Human Welfare Conference: Human Welfare in Conflict. University of Oxford, Oxford, England.
29. **Samuels**, W. E., Tournaki, N., Blackman, S., & Zilinski, C. (May 1, 2014). Executive functioning ratings by paraprofessionals predict academic success in a middle school. Poster presented at 46th annual conference of the New England Educational Research Organization (NEERO), West Dover, Vermont.
28. **Samuels**, W. E., Blackman, S., Tournaki, N., & Zilinski, C. (March 15, 2014). BRIEF and BRIEF-SR scores as predictors of academic success in a middle school: Initial findings. Presentation given to the 85th annual meeting of the Eastern Psychological Association (EPA), Boston, Massachusetts.
27. Gigliotti, E., Como, J., Gamidova, T., & **Samuels**, E. (March 28, 2012). Revising the Norbeck Social Support Questionnaire. Presentation made to the 24th Annual Scientific Sessions of the Eastern Nursing Research Society, New Haven, Connecticut.
26. Martin, S., Meers, L., Normando, S., **Samuels**, W. E., & Ödberg, F. O. (Oct. 28, 2011). A survey of “equine-assisted intervention (EAI)” programmes and welfare implications in the Veneto Region of Italy. Poster presented at the 7th International

Equitation Science Conference of the International Society for Equitation Science, Academy Bartels, Hooge Mierde, Netherlands.

25. Desloovere, A., Meers, L., **Samuels**, W. E., Normando, S., & Ödberg, F. O. (Sept. 3, 2011). Animals in psychiatric care: Important or imprudent? Poster presented at the AAIZOO Foundation's 2nd Annual Animal-Assisted Interventions Conference on Practice, Theory, and Policy, Rhoon, Netherlands.
24. Normando, S., Meers, L., **Samuels**, W. E., & Ödberg, F. O. (Nov. 27, 2011). Animals behind bars: A study of rehabilitation programs involving animals in Italian prisons. Paper presented at the 1st Annual Meeting of the European College of Animal Welfare and Behavioural Medicine (ECAWBM), Avignon, France.
23. **Samuels**, W. E. (November 16, 2010). Getting by one day at a time: Insight into the mechanisms of short-term resilience. Presentation made at the annual International Conference of Education, Research, and Innovation, Madrid, Spain.
22. **Samuels**, W. E. (Sept. 26, 2010). Support for a Wernerian model of resilience is found in the relationship between academic resilience and life barriers. Presentation made at the 2nd International Conference on Education Research, New Orleans, Louisiana.
21. Meers, L., Van Landuyt, H., Normando, S., **Samuels**, W. E., Dekeyrel, C., & Ödberg, F. (Oct. 2, 2010). Techniques to improve animal welfare during human-animal contact. Presentation made to the 1st International Conference on Animal Welfare Education of the European Commission's Directorate of General Health and Consumers, Brussels, Belgium.
20. Meers, L., Van Landuyt, H., Normando, S., **Samuels**, W. E., Dekeyrel, C., & Ödberg, F. (Oct. 2, 2010). Astral, the home-made-horse: A technique to improve animal welfare during human-animal contact. Poster presented at the 16th Annual Meeting of the European Society of Veterinary Clinical Ethology, Hamburg, Germany.
19. Pira, T., Stefanini, C., Meers, L., Normando, S., **Samuels**, W. E., & Ödberg, F. O. (October 29, 2009). A conceptual study about animal-assisted interventions (AAI) in Antwerp, Belgium. Poster presented at the 7th Annual International Veterinary

Behaviour Meeting of the European Society of Veterinary Clinical Ethology, Edinburgh, UK.

18. Moons, C., Meers, L., Stefanini, C., Normando, S., Van de Leest, L., **Samuels**, W. E., & Ödberg, F. O. (October 29, 2009). Review: Relevance of stimuli used in canine behavioural testing with regards to proximal causality of dog bites. Poster presented at the 7th Annual International Veterinary Behaviour Meeting (IVBM) of the European Society of Veterinary Clinical Ethology, Edinburgh, UK.
17. Meers, L., Stefanini, C., D'hanens, S., Normando, S., **Samuels**, W. E., Kalmar, I., & Ödberg, F. O. (October 29, 2009). Is it wise to involve animals in prisons and rehabilitation programs? A study conducted in Flanders, Belgium. Poster presented at the 7th Annual International Veterinary Behaviour Meeting of the European Society of Veterinary Clinical Ethology, Edinburgh, UK.
16. Normando, S., Meers, L., Salvadorette, M., Trevisan, C., **Samuels**, W. E. & Ödberg, F. O. (October 29, 2009). Equine-assisted intervention programs in Veneto, Italy. Poster presented at the 7th Annual International Veterinary Behaviour Meeting of the European Society of Veterinary Clinical Ethology, Edinburgh, UK.
15. **Samuels**, W. E. & Woo, A. (April 13, 2009). Validation studies of a measure of academic resilience and the Big Five Personality Inventory. Paper discussion (formerly known as Roundtables) held for the Test Validity Research & Evaluation SIG at the 2009 AERA Annual Meeting, San Diego.
14. **Samuels**, W. E. (May, 2009). A non-intellective measure of academic success among college students. Presentation made to the 41st annual conference of the New England Educational Research Organization, Portsmouth, New Hampshire.
13. Meers, L., **Samuels**, W. E., Normando, S., Degeest, S., & Ödberg, F. O. (May 18, 2007). Dolphin-assisted interventions: Possibilities and caveats. Paper presented at the Mundomar Conference on Ethology and Animal Behaviour, Benidorm, Spain.
12. **Samuels**, W. E., Coultis, D., Meers, L., Ödberg, F. O., & Normando, S. (September 23, 2006). Can an AAI educational programme improve animal welfare? Poster presented at Vlaamse Diergeneeskundige Werkgroep Ethologie's Animal Welfare and Behaviour Conference, Ghent, Belgium.

11. Nicoll, K, Trifone, C., & **Samuels**, W. E. (September 25, 2004). Relative efficacies of components of the We Love Animals! in-class humane education curriculum. Presentation made at the Michigan State University's Fourth Annual Human-Animal Bond Initiative Conference, Lansing, MI.
10. **Samuels**, W. E. (June 20, 2004). Measuring kindness. Presentation made at the First Annual Youth Pet Conference, Tallahassee, Florida.
9. Reinhartz, J. & **Samuels**, W. E. (April 22, 2003). Teachers as leaders: The success of the physical science institute. Paper presented to the 84th Annual Meeting of the American Educational Research Association in Chicago.
8. Reinhartz, J. & **Samuels**, W. E. (February 15, 2003). The Teacher Researcher Academy: Promoting instructional effectiveness through action research inquiry training. Paper presented at the 83rd annual meeting of the Association of Teacher Educators Meeting in Jacksonville, Florida.
7. Bernstein, I. H. & **Samuels**, W. E., (April, 2002) Cross-national differences in SPQ self-presentation bias of salespeople. Paper presented to the Annual Convention of the Society for Applied Multivariate Research.
6. Reinhartz, J. & **Samuels**, W. E. (April 20, 2001). Land reclamation: Texas style. Paper presented to the Western Social Science Association and the Association of Arid Lands Studies, 43rd Annual Conference, Reno, Nevada.
5. **Samuels**, W. E. & Reinhartz, J. (April 13, 2001). Advocating teen safety: New perspectives on best practices. Paper presented to the American Educational Research Association, 82nd Annual Meeting, Seattle, Washington.
4. **Samuels**, W. E. & Reinhartz, J. (March 2, 2001). Listening to teens' voices for fostering prosocial behaviors. Paper presented to the American Association of Colleges for Teacher Education, 2001 Annual Meeting, Dallas, Texas.
3. **Samuels**, W. E. & Reinhartz, J. (February 20, 2001). Fostering teen safety through self-efficacy training. Paper presented to the Association of Teacher Educators, 81st Annual Meeting, New Orleans, Louisiana.

2. Reinhartz, J. & **Samuels**, W. E. (January 29, 2001). Perceived safety and exposure to violence are related to academic success. Poster presented at the Administrator's Midwinter Conference on Education, Austin, Texas.
1. Jackson, R. L., **Samuels**, W. E., & Rutledge, M. (1998). Expression of conditioned taste aversion depends on the retention interval. Paper presented to the Southwestern Psychological Association, 44th Annual Convention, New Orleans, Louisiana.

Invited

22. **Samuels**, W. E. (Oct. 20, 2022). Overview of research on the Caring for Life curriculum and its implications and applications for teaching children. Invited presentation made for >200 teachers in Crete, Greece at an event hosted by OMÚ, of which I am a board member.
21. **Samuels**, W. E. (October 14, 2022). Evidence-based strategies to nurture empathy and kindness through early elementary education. Invited keynote speaker, the Scientific Association for Promoting Educational Innovation's 8th International Conference for the Promotion of Educational Innovation, Larissa, Greece.
20. **Samuels**, W. E. (January 19, 2021). Differential development of prosociality among migrant and non-migrant children in Shanghai. Presentation given to teachers, administrators, and governmental officers in southeastern China.
19. **Samuels**, W. E. (September 26, 2019). Windows into our hearts: Sharing Caring for Life's effect on the world. Presentation made at the Health & Well-Being: Science & Humanity Are One conference commemorating the centenary year of William Osler's death and his lasting influence. Green-Templeton College, University of Oxford, Oxford, England.
18. **Samuels**, W. E. (October 10, 2018). One of four members of a Mental Health and Homelessness Awareness Panel Discussion hosted by the New York Public Interest Research Group at the College of Staten Island.
17. **Samuels**, W. E. (June 9, 2018). Member of question-and-answer panel of experts at the 2018 International Caring for Life Education Innovation Forum at Suzhou University of Science and Technology, Suzhou, People's Republic of China.

16. **Samuels, W. E.** (October 7, 2015). Report on multi-city evaluation of caring-for-life education and recommendations for future practice. Presentation made to Ministry of Education officials and school district superintendents in Dalian, People's Republic of China.
15. **Samuels, W. E.** (October 10, 2015). Recommendations for developing prosocial behavior through pedagogy. Panel discussion conducted with the Ministry of Education, Heping, People's Republic of China.
14. **Samuels, W. E.** (November 24, 2014). Pedagogical strategies for improving character and humane education: Recommendations and results from the 2013 – 2014 program evaluation. Presentation made to Ministry of Education officials, school administrators, school teachers, and non-profit organization leaders in Xiamen, People's Republic of China.
13. **Samuels, W. E.** (November 21, 2014). Humane Education: What? How? Why? Presentation made to city government officials, school administrators, and school teachers in Dalian, People's Republic of China.
12. **Samuels, W. E.** (Dec. 1, 2010). Lessons learned: Experience piloting NCATE's continuous improvement option. Invited presentation made to Brooklyn College's School of Education, Brooklyn, New York.
11. **Samuels, W. E.** (Sept. 12, 2010). Research and assessment in animal-assisted interventions: Guidance and implementation. Invited presentation and workshop series made to the People, Animals, Natures' Human-Animal Conference, Naperville, Illinois.
10. **Samuels, W. E.** (Aug. 16, 2010). A smooth(er) continuous improvement visit: Using technology and common sense to our advantage. Invited webinar conducted with Tk20. Webinar attracted (and kept throughout presentation) the largest audience to date of any of the many webinars the company organized.
9. **Samuels, W. E. & Carolan, B. V.** (May 19, 2010). A smooth(er) NCATE visit. Invited presentation to the School of Education, Manhattanville College, Purchase, New York.

8. **Samuels**, W. E., Yamamoto, N., & Coultis, D. (August 2, 2009). Nurturing empathy throughout childhood. Featured guest at 8th Annual Animal-Assisted Education Conference, Azabu University, Sagamihara, Japan.
7. **Samuels**, W. E., Matoba, M., Izawa, M., Arai, S., & Yamamoto, N. (August 2, 2009). Humane education lesson module demonstration and discussion. The feature event of the 8th Annual Animal-Assisted Education Conference, Azabu University, Sagamihara, Japan.
6. **Samuels**, W. E., Yamamoto, N., Meers L., Normando S., & Ödberg F. O. (July 29, 2009). The history and current status of animal welfare in the West. Featured guest speaker at Shujitsu Women's University, Sendai, Japan.
5. **Samuels**, W. E., Yamamoto, N., & Coultis, D. (July 27, 2009). Loyal companions, troubled families: Animal-assisted therapy in family contexts. Invited speaker at the Idear Human Support Service Center, Tokyo, Japan.
4. **Samuels**, W. E., Ogawa, N., & Coultis, D. (July 26, 2009). Pet solves international dispute: Humane education across cultures. Featured guest speaker at the 8th Annual Symposium on the Human-Animal Bond, Anabuki College, Takamatsu, Japan.
3. Maurer, M., Meers, L., Normando, S., **Samuels**, W. E., Delfour, F., & Ödberg, F. O. (October 2, 2007). Dolphin-assisted interventions: A scientific point of view. Presentation given to the European Parliament, Luxembourg.
2. **Samuels**, W. E. (September 29, 2006). All children great and small: Helping foster kindness in schools and communities. Invited speaker at the American Humane Association's Annual Conference, Schaumburg, Illinois.
1. **Samuels**, W. E. (March 5, 2005). How we learn to care. Keynote presentation made at the Seventh Annual Humane Education Seminar at the University of Illinois, Urbana-Champaign.

Non-Refereed & Workshops

19. **Samuels, W. E.** (February 27 – 28, 2020). Workshops and presentations with representatives of the Sindh Education Foundation on conducting research in 50 elementary schools across the Sindh province. Karachi, Pakistan.

18. **Samuels**, W. E. (September 25, 2019). Workshop on successfully conducting field-based randomized control trials in developing countries. Green-Templeton College, University of Oxford, Oxford, England.
17. **Samuels**, W. E. (June 9, 2018). Teacher professional development workshop on designing and conducting inquiry-based learning with elementary students at the 2018 International Caring for Life Education Innovation Forum at Suzhou University of Science and Technology, Suzhou, People's Republic of China.
16. **Samuels**, W. E. (October 8, 2015). Designing student-centered, research-based lessons, management strategies, and service learning activities with elementary school students to promote prosociality and empathy. Teacher professional development workshop conducted with ~30 lead teachers in Dalian, People's Republic of China.
15. **Samuels**, W. E. (October 9, 2015). The science of caring. Teacher professional development presentation conducted with ~30 lead teachers in Dalian, People's Republic of China.
14. Chiriboga, L., Korona, K., Parrucci, C., & **Samuels**, W. E. (September 21, 2013). Humane education in elementary schools. Presentation and break-out session conducted at the Educating for a Just, Peaceful, & Sustainable Future conference, New York: New York University School of Law.
13. **Samuels**, W. E. & Carolan, B. V. (April 24, 2009). Streamlining data collection within and across departments for SPA reports. Presentation made to the third annual CSI/CUNY Day of Assessment, Staten Island, New York.
12. Nicoll, K. & **Samuels**, W. E. (December 7, 2007). The impact of animal visitation in an in-class humane education program. Presentation made to the Humane Society of the United States' National Technology Assessment Workshop on Animal Assisted Programs for Youth at Risk, Baltimore, Maryland.
11. Meers, L., Normando, S., & **Samuels**, W. E. (October 15 – 17, 2007). Equine-assisted interventions. Professional development course given at the University of Bologna, Italy.

10. Meers, L., **Samuels**, W. E., Coultis, D., Moons, C., & Ödberg, F. O. (April 16, 2006). Attitudes about death in children, students, and elderly. Presentation made at the Second Annual Human-Animal Conference, Naperville, Illinois. (This is at a conference series I helped create.)
- 9 **Samuels**, W. E. (2005 – 2006). Dog bite prevention: A pediatrician's role. A series of presentations/workshops for New York City pediatricians.
8. **Samuels**, W. E. (July 16, 2005). Community partnerships that work. Presentation made at the First Annual Human-Animal Conference at the Animal Medical Center, New York, New York. (This is at a conference series I helped create.)
7. **Samuels**, W. E. (April 18, 2005). Teaching kindness in schools and the community: What works and what doesn't. Guest lecture made at Saint John's University, Staten Island, New York.
6. **Samuels**, W. E. (February 7, 2005). Animals in violent homes: What they experience and what it means. Presentation made at Sarah Lawrence College, Bronxville, New York.
5. **Samuels**, W. E. and Robertson, K (June 11, 2004). Integrating humane education into K – 3 elementary science curricula. Professional development workshop presented in partnership with the Dallas Animal Control to Dallas Independent School District teachers.
4. **Samuels**, W. E. (July 19, 2003). Assessing, monitoring, and evaluating humane education programs. Presentation made to the first annual humane education conference at Green Chimneys, Brewster, New York. (This is at a conference I helped create.)
3. **Samuels**, W. E. (April 30, 2003). Studying humane education. Presentation made at the first quarterly meeting of the Greater DelMarPa Society in Bensalem, Penn.
2. **Samuels**, W. E. (April 5, 2003). Implementing humane education. Presentation made at the SUNY Delhi Animal Shelter and Humane Society Workshops.
1. Reinhartz, J. & **Samuels**, W. E. (November 20, 1999). Predictors of violence and anti-social behaviors in after-school programs in the Dallas/Fort Worth Metroplex:

An empirical study. Paper presented to the School of Education, The University of Texas.

Teaching & Creation of Educational Materials

Higher Education

30. **Philosophy of Science** (NURS 91700). “The focus of this course is the philosophy of science and its relation to both the practice and the scholarly discipline of nursing. In it, [classes] investigate questions such as: What is Science? How can we tell the difference between science and pseudo-science? What is distinctive about scientific reasoning and explanation? How are we to understand scientific revolutions and contemporary approaches to research through the lens of different disciplines” (2 students, Hunter School of Nursing, fall 2024).
29. **Foundations of Biostatistics for Nursing Research and Evidence-Based Practice** (NURS 60N00). “This course provides graduate nursing & public health students foundational knowledge and skills to understand, conduct, and report on statistics commonly used in health and social science research. Emphasis is placed on using statistical knowledge to evaluate and synthesize results from primary sources for evidence-based practice. Students also gain familiarity using and interpreting output produced by statistical and related software (e.g., Excel/Calc and SPSS)” (4 students, Hunter School of Nursing, fall 2023).
28. **Applied Statistics 2** (NURS 91600). This course introduces the student to the use of statistical techniques to answer clinically relevant questions, within the discipline of nursing. The focus of this second course in the two-semester statistics sequence is on developing a conceptual applied understanding of the uses and interpretation of statistics testing relationships between and among variables including correlation and linear models and their extensions to regression including multiple and hierarchical regression. Drawing on current nursing research, the case study method will be used to enhance the students’ conceptual understanding by illustrating actual applications of particular statistical techniques (2 – 4 students, Hunter School of Nursing, fall 2022 – present).

27. **Applied Statistics 1** (NURS 91500). The focus of this first course in the two-semester statistics sequence will be on developing a conceptual understanding of the uses and interpretation of statistics involving the differences between and among populations (groups) including t-tests, one-way ANOVA, multifactorial ANOVA, analysis of covariance (ANCOVA) and repeated measures ANOVA. Drawing on current nursing research, the case study method will be used to enhance the students' conceptual understanding by illustrating actual applications of particular statistical techniques (3 students, Hunter School of Nursing, summer 2022 – present).
26. **Dissertation Advisement** (NURS 90000). Chair dissertation committee for Ph.D. student (1 student, CUNY Graduate Center, spring 2023).
25. **Nursing Research and Theory** (NURS 38000). This course provides an “[i]ntroduction to theory development and research in nursing.” Students learn about tenets of science, the relationship between scientific theory and practice, and all phases of research including design, ethics, data collection, analysis, critique/synthesis, and application to nursing practice. (109 – 117 students, Hunter School of Nursing, fall 2021 – 2022).
24. **Analytic Methods for Evidence-Based Practice** (NURS 80200). Through discussions of “the importance of evidence-based and cost-effective practice in nursing,” this course prepares nurses with DNPs to critically assess clinical-, laboratory-, and field-based research that relates to nursing practice “to inform best practices in advanced practice nursing care.” (10 students, Hunter School of Nursing, spring spring 2021 – present).
23. **Advanced Nursing Research** (NURS 70200). Prepares Master’s nursing students to understand and be able to conduct research methods most pertinent to evidence-based advanced practice. (43 students, Hunter School of Nursing, spring 2021 – present).
22. **Quantitative Research Methods** (NURS 80000). Prepares students to evaluate and design quantitative studies within nursing practice and with sensitive patient outcomes. Methods covered include “true experimental, quasi-experimental, and non-experimental designs such as comparative, correlational, exploratory, descriptive, and epidemiological” designs while also thoroughly

covering ethical issues including guidelines for conducting research with human subjects. The course also covers strategies “to control for external and intrinsic factors, collect data, develop sampling plans, analyze data, and write research reports.” (2 students, CUNY Graduate Center, fall 2020).

21. **Applied Statistics II** (NURS 71200). “[I]ntroduces the student to the use of statistical techniques to answer clinically relevant questions, within the discipline of nursing.” The course focuses on helping students to develop “a conceptual applied understanding of the uses and interpretation of statistics testing relationships between and amongst variables including correlation and linear models and their extensions to regression including multiple and hierarchical regression. Drawing on current nursing research, the case study method will be used to enhance the students’ conceptual understanding by illustrating actual applications of particular statistical techniques” (11 students, CUNY Graduate Center, 2020).
20. **Measurement in Nursing Research** (NURS 71000). A terminal course in the Doctoral Program in Nursing, this course focuses on “the development of essential competencies required to locate, select, evaluate, and utilize instruments to operationalize study variables; ... [m]easurement theory ... in relation to criterion-referenced measures; ... population-health data sets available on federal, state and local levels that explore how variables are assessed in these large surveys; ... [and] ethical considerations in nursing research and research issues in diverse populations... Specific attention is given to the process of moving from concept to construct, measurement theory, validity/reliability issues, and measurement issues in diverse populations including literacy, stamina during illness/crisis, social desirability bias, sensitive data, translations, and cultural norms” (6 – 11 students, CUNY Graduate Center, fall 2019 – 2020).
19. **Undergraduate Psychology Honors Thesis Adviser** (2 students, spring – fall, 2019).
18. **Verrazano School Honors Program Thesis Adviser**. The Verrazano School offers diverse and enriched opportunities for exceptional students that helps them grow to become exemplary students, community leaders, and professionals (1 student, spring 2018 – fall 2020).

17. **Psychological Foundations of (Elementary) Education** (EDE 260). “An examination of the developing child from preschool until adolescence. Major theories of development and the interaction among cognitive, social, and other aspects of development are emphasized. Children with different abilities are discussed, as are cultural, gender and socioeconomic factors. Ten hours of field-work in varied educational settings will increase awareness of individual differences and their implications for classroom learning” (36 students, College of Staten Island, fall 2019).
16. **Advanced Educational Psychology** (EDD 611), “examines the major factors that contribute to development of students’ ability to learn. The study materials include research texts and examples of educational practices in the areas of language, literacy, mathematics, science and social studies. The main focus is on how teachers can implement psychological knowledge for enhancing students’ potential to succeed academically” (32 students, College of Staten Island, fall 2019).
15. **Research Project in Special Education** (EDP 642), in which students “complete the research projects they began in EDP 640, students review and synthesize the literature, collect data, apply statistical methods for data analysis where appropriate, and discuss the implications of their findings” (11 – 15 students, College of Staten Island, spring 2019 – 2020).
14. **Independent Study in Special Education** (EDP 893), with students to pursue research and research implementation with advanced issues in special education teaching and theory (2 students, College of Staten Island, spring 2020).
13. **Fundamentals of Research in Special Education** (EDP 640), “introduces students to various methods of inquiry that include principles of empirical research, basic statistical and measurement concepts, and criteria for evaluating published educational research studies. [In this course, students develop proposals] that [are] the basis for the culminating research project[s] that students complete in EDP 642” (10 – 15 students, College of Staten Island, fall 2019 – spring 2020).

12. **Psychological Foundations of Secondary Education** (EDS 202), “examines major theories of pre-adolescent and adolescent development, with emphasis on implications for education. Major theories of development and the interaction between cognitive, emotional, and physical development are emphasized. Adolescents [are] considered in the context of the larger community, with attention to language, culture, gender, and socioeconomic factors.” Includes 15 hours of fieldwork “in diverse and inclusive secondary educational settings [to] increase the student’s awareness of children with special needs and the implications for classroom learning” (15 – 21 students, College of Staten Island, fall 2018 – 2020).
11. **Independent Study in Psychology** (PSY 594), one-on-one mentorship and assistance with topics and research in experimental psychology (2 students, College of Staten Island, fall 2018 – spring 2019).
10. **Experimental Psychology: Child Development** (PSY 335), “introduces [students to] basic findings and techniques in the study of developmental psychology.. [Reviews] all phases of research including research design, ethics, data collection, analysis, and presentation, with a specific focus on current methods used to study the psychological development of children. In the laboratory, students .. design and complete group research projects illustrative of the major topics covered, culminating in APA-style research papers” (22 students, College of Staten Island, spring 2018 – 2019).
9. **History and Systems of Psychology** (PSY 352), in-depth coverage of major historical developments in psychology and a review of the contemporary fields they inform—including structuralism, functionalism, psychoanalysis, behaviorism, and Gestalt psychology—and future directions for the fields (35 - 36 students, College of Staten Island, fall 2017 – fall 2020).
8. **[Introduction to] Psychology** (PSY 100), a “study of the important facts and theories concerning human behavior and its motivation.” Covering various topics in psychology “related to major trends in recent cultural history and to current social and moral issues” (49 students, College of Staten Island, fall 2017).
7. **Educational Research** (EDD 630 and EDD 631), a two-semester graduate course sequence. The sequence prepares graduate education students (both those seeking initial and professional teaching certification) with the basics of

conducting, understanding, and applying research to classroom and education-related practice. Taught in both hybrid (at least half online) and traditional formats (16 – 22 students, College of Staten Island, spring 2008 – 2020).

6. **Animal and Environmental Stewardship**, co-instructor of a two-semester, advanced, online graduate research course addressing animal behavior & management and environmental conservation. Taught online. (20 students, The University of Ghent, fall 2012 – spring 2013).
5. **Behavior and Motivation** (PSYC 3320), covering “[t]heory and research involving the relationships between motivation and emotion to learning theory, social behavior, personality, and development” (50 – 63 students, The University of Texas, spring 2001 – 2002).
4. **Elementary Statistical Analysis** (MATH 1308/PSYC 1310), covering the important foundation of descriptive statistics, relationships between variables, interpretation of data and graphs, rudiments of probability, elementary statistical models, hypothesis testing, inference, and estimation (57 – 90 students, The University of Texas, fall 2001 – 2002).
3. **Experimental Design** (PSYC 2442), addressing “theoretical and practical approaches to research methodology, statistical analyses and techniques of report research.” Co-designed lectures and content for lecture and laboratory sections, oversaw laboratory sections, and taught lecture section for undergraduate course (18 – 33 students, The University of Texas, spring 1999 – fall 2001).
2. **Introductory Psychology** (PSYC 1315), an undergraduate course (5 – 89 students, The University of Texas, spring 1998 – fall 2001).
1. **Experimental Analysis of Behavior** (PSYC 2310): Assistant-taught and tended animals for laboratory (23 – 27 students, The University of Texas, fall 1996 – 1997).

Professionals and the General Public

5. Co-designer and co-teacher of a hybrid, animal-assisted intervention course conducted in affiliation with DePaul University. Students included occupational and physical therapists, mental health counselors, nurses, doctors, social

workers, educators, and other service practitioners. Topics included implementing community-based programs, scientific evaluation of programs, best practices, development of empathy and compassion, professional ethics, safety, and animal behavior (People, Animals, and Nature, 2005 – 2011).

4. Designer and teacher of dog bite prevention curriculum for pediatricians in New York City. Companion text is the highly-acclaimed *Dog bite prevention: A pediatrician's role* (ASPCA, 2005).
3. Co-designer of *ASPCA Kids* series of national workshop modules and companion materials for teachers, parents, educators, and community-based leaders to nurture compassion and pro-social behavior in children and young adults (ASPCA, 2005).
2. Co-designer of approximately 120 lessons and activities (and teacher of about 40 of these) integrating animals and nature into social studies, math, science, language arts, and arts instruction for students aged 5 – 16 in public schools in Chicago, Dallas, New York City, and Philadelphia; most subsequently published and/or made available online (ASPCA, 2002 – 2006).
1. Co-designer of project-based upper-elementary curriculum for humane education in partnership with the Staten Island Children's Museum (ASPCA, 2004 – 2005).

Kindergarten Through Twelfth Grade

12. Project leader for partnership with Scholastic on Clifford the Big Red Dog lessons and related DVD and poster (2005 – 2006).
11. Lead designer for Strawberry Shortcake pet care PSA and related poster and online games (previously available online at <http://www.animaland.org/asp/games/shortcake/index.asp>; 2005).
10. Designer and teacher of in-service, professional development workshop for New York City School District; conducted with about 300 elementary teachers in total (ASPCA, 2004 – 2005).

9. Designer and co-teacher of 15-unit, in-service, professional development curriculum integrating humane education into elementary science curricula. Presented for entire Dallas Independent School District (ASPCA, 2004).
8. Co-designer of project-based curriculum for Girl Scout Scholars programs in New York City (ASPCA, 2003 – 2005).
7. Designed and implemented student-centered, service-learning program to nurture prosocial behavior using self-efficacy- and resilience-based practices with groups of at-risk teens through Dallas Boys & Girls Clubs (Arlington, Texas, 2001 – 2002).
6. Prepared young adults for the General Equivalency Degree; my students obtained the center's highest pass rates (YMCA, Arlington, Texas, 2000 – 2002).
5. Summer Science Institute: Experimental Psychology; Chosen among all psychology graduate students to design and teach this high-profile program to expose exceptional middle and high school students to psychology in general and at UTA in particular. The program focused on hands-on learning (The University of Texas, 2001).
4. Taught SAT and PSAT preparation in various high schools to 9th to 12th grade classes (2000 – 2001, between 5 and 44 students per class); tutored pre-algebra, algebra, and geometry to various high school students (2000 – 2001, between 1 and 4 per group), the Teaching Company, Arlington, Texas.
3. Tutored literacy one-on-one (Harrisburg, Penn., May, 1993 – August 1993).
2. Tutored preparation for the General Equivalency Degree (Harrisburg, Penn., June 1992 – November 1994).
1. Assistant teacher of English as a Second Language: Instructed classes of beginner to intermediate levels (Catholic Charities, Harrisburg, Penn., June 1991 – November 1991).

Grants and Funding

6. Mentor, *All of Us* Research Program's 2022 Minority Student Research Symposium. Pyxis Partners, 12/2021 – 04/2022, \$500.

5. Principal Investigator, *A Three-Year Randomized Control Trial Study Investigating the Development of Prosociality, Empathy, and Concern about Environmental Issues among Lower Elementary Students in China*. Research Foundation CUNY, 12/2021 – 08/2022, **\$17,064**.
4. Co-PI, *The Further Assessment of a Research-Based Program to Support Undergraduate Student Development*. College of Staten Island, Writing Across the Curriculum. 08/2012 – 06/2013, **\$35,000**.
3. Co-PI, *Creation and Initial Assessment of a Research-Based Program to Support Undergraduate Student Development*. College of Staten Island, Writing Across the Curriculum. 08/2011 – 06/2012, **\$35,000**.
2. Author, *Inside an Animal Shelter Education Program*. Peter Jay Sharp Foundation, 02/2005 – 1½2005, **\$50,000**.
1. Author, *Living science: Humane, student-inquiry science projects for middle and high schools*. Kenneth A. Scott Charitable Trust, 10/2002 – 10/2003, **\$60,000** (see Books, above).

Research Projects

Current Research Projects

10. Statistician, research on attitudes about canine and equine training protocols and their outcomes on animal welfare (2023 – present).
9. Statistician, investigation of predictors of disease control and quality of life among people living with HIV (2023 – 2025).
8. Statistician, investigation of disaster preparedness among various vulnerable and under-served populations (2022 – present).
7. Statistician, ethnic/racial differences in diabetic and metabolic outcomes in community-dwelling adults (2022 – present).
6. Statistician, effectiveness of a disaster-preparedness program and psychometric analyses of a measure of that preparedness (2021 – present).

5. Statistician, investigation into the differential effects of the Covid-19 pandemic & resultant quarantine on elderly patients with opioid use disorders based on ethnicity/race, gender, and co-morbidities (2021 – present).
4. Lead investigator, a 3-year longitudinal study on the development of prosociality, empathy, and concern for both animals and the environment conducted with Join Hands and the Sindh Education Foundation and with 25 urban and 25 rural schools throughout the Sindh Province, Pakistan (2018 – present).
3. Lead investigator, creation and validation of an instrument to measure children’s attitudes toward animals (2018 – present).
2. Lead investigator, evaluation of humane education program conducted with over 1,000 students of migrant families and “left-behind” children in rural China (2017 – present).
1. Lead investigator, role of executive functioning on academic success and social / emotional functioning among adolescents (2011 – present).

Completed Research Projects

19. Co-investigator, modern and traditional psychometric properties of instruments and efficiency of Item Response Theory statistics (2008 – 2017).
18. Lead investigator, evaluation of humane education program conducted with over 2,000 students in Dalian, Xiamen, Guang Dong, and Xin Jiang Province, People’s Republic of China (2014 – 2017).
17. Statistician, longitudinal study of the factors influencing the development of self- and teacher-efficacy among special education graduate students (2012 – 2014).
16. Lead investigator and statistician, pilot evaluation of humane education program conducted at seven primary schools (34 classes) in Dalian and Xiamen, People’s Republic of China (2012 – 2014).
15. Lead investigator, efficacy of humane education programs implemented in a small group of New York City public elementary schools (2011 – 2013).
14. Lead statistician (overseeing a Ph.D. and an M.D. statistician), prevalence and demographics predictors of metabolic syndrome, in collaboration with the Richmond University Medical Center (2011 – 2012).

13. Co-investigator, revision of the Norbeck Social Support Questionnaire (2010 – 2015).
12. Co-designed, supervised, and evaluated all aspects of school-based technology program in all sixth grades classes in 22 New York City middle schools; assessed program for scalability to all grades in all New York City middle schools; project included integrating data from online, self-report surveys and naturalistic observations (Jan. – Sept., 2006).
11. Co-investigator, effects of animal-assisted interventions on the stress of animals (2005 – 2012).
10. Co-investigator, best practices in animal-assisted interventions (2004 – 2016).
9. Lead investigator, longitudinal study of development of morals, attitudes, compassion, and pro-social behavior in elementary and middle school children (2003 – 2007).
8. Evaluated the efficacy of the New York City Pet Care Outreach Program in eight classes at Title 1 and private elementary schools in New York City (Jan. 8 and 16, 2003).
7. Lead investigator, measurement and development of resilience among adolescents and adults (2002 – 2012).
6. Consultation and evaluation of violence prevention programs at Dallas-Fort Worth-area YMCAs, YWCAs, and Boys & Girls Clubs (2000 – 2002).
5. Case studies of resilient teachers in collaboration with Prof. Judy Reinhartz (1999 – 2001).
4. Graduate Research Assistant, the University of Texas, the laboratory of Prof. Ira Bernstein (2001 – 2002). Assisted with advanced psychometric analyses, such as item response theory and differential item functioning.
3. Investigated effectiveness and best practices of in-service professional development course which taught environmental science through project-based activities.
2. Assistant, the University of Texas. Assisted Judith Reinhartz in the design, implementation, analysis, and reporting of funded course research (June to

August, 2001). Course engaged in-service teachers in learner-centered course which taught action research and the basic tenets of constructivism.

1. Graduate Research Assistant, the University of Texas, the laboratory of Prof. Raymond Jackson (August 1995 – 2000). Through various procedures, investigated mechanisms of learning and memory established over long CS-UCS intervals in an animal model.

Public Service

16. Member, Board of Directors, ACTAsia USA (2022 – present).
15. Member, Board of Directors, *Inside Animal Ag* (2022 – present).
14. Member, International Board of Academic Advisers, the Institute of Caring for Life Academic Research and Education (2019 – present).
13. Consultant, research of humane education among all middle school students in a New Jersey school district (2019 – 2022).
12. Consultant, research and evaluation of educational practices conducted by The Global Schoolhouse Initiative, an international non-profit organization (2019 – present).
11. Member, Advisory Board for OMÚ, an internationally-active philanthropic non-profit organization headquartered in Greece (2019 – present).
10. Member, Scientific Committee, *Journal of Applied Animal Ethics Research* (2018 – 2021).
9. Editorial Advisory Board, *International Journal of Humane Education* (2018 – present).
8. Adviser on research, program implementation, and evaluation related to the Caring for Life Education Program into hundreds of high-priority schools in Pakistan's Sindh province, being conducted jointly by the Sindh School Education and Literacy Department, ACTAsia, and Join Hands (2018).
7. Member, Humane Education Coalition Advisory Council (2017 – present).

6. Elected to the Board of Directors of People, Animals, Nature (December, 2007 – 2017); elected President (January, 2004 – January, 2007); appointed as Director of Research and Evaluation (January, 2007 – 2017).
5. Project leader for *The Compassionate Curriculum* which integrates humane education into grades K – 8 through learner-centered classroom, out-of-class, and service learning projects (2006 – 2008).
4. Elected to the Harmony Institute Campus Advisory Board (2005 – 2007).
3. Judge, New York City Science Expo (2004 & 2005).
2. Elected to the Board of Directors and Treasurer of the Friends of New York Humane Education Academy (April 15, 2004 – 2014).
1. Elected to the Academic Review Board of the Harmony Community School (June, 2003 – August, 2006).

Consultancies, Committees, Reviews, & Service Appointments

Consultancies

18. Consultant, statistical analyses for dissertation on the effects of team nursing on medical-surgical patient satisfaction (2023).
17. Consultant, statistical analyses including multilevel linear models, psychometrics, and exploratory & confirmatory factor analyses (2020).
16. Consultant, statistical analyses including secondary analysis of field-based health & nursing data and logistic regression (2019).
15. Consultant, statistical analyses including nested models to test longitudinal changes, power analyses, etc. in infants' neurological development for a National Science Foundation grant proposal (2019).
14. Consultant, statistical analyses using linear and nested models to test longitudinal changes in language use during and after college students' participation in cross-culture service-learning programs (2018 – 2020).
13. Consultant, statistical analyses (primarily ANOVAs, ANCOVAs, and multilevel models of change) for research investigating the effects of community-based

- learning experiences on college students' perceptions of academic self-efficacy (2018 – 2019).
12. Consultant, statistical analyses (finite mixture models/structural equation modeling) for research evaluating the construct, content, predictive aspects of the validity of the Genetics and Genomics in Nursing Practice Survey (2015 – 2017).
 11. Contracted to evaluate “EAGER: Participatory Cyber Security Learning through Dramatic Role Playing,” a cyber-security education program for college students (2014 – 2015).
 10. Evaluation consultant, “30,000 Degrees,” a joint program conducted by St. John’s University, Wagner College, and the College of Staten Island with area P – 12 schools to increase number of college degrees earned by Staten Island residents (2014 – 2017).
 9. Consultant, statistical analyses (primarily structural equation modeling) for research on patients’ perceptions of experiences with health care providers (2013 – 2015).
 8. Consultant, program evaluation for ACTAsia’s Caring for Life humane education program implemented in dozens of Chinese elementary schools with hundreds teachers and thousands of students over several years (2013 – present).
 7. Research consultant for Prof. Ellen-ge Denton, who is investigating the development of orphaned children in Guyana (2013 – 2016).
 6. Provided guidance on statistical analyses of large, field-based investigation of the incidence of metabolic syndrome conducted through a partnership of the College of Staten Island and Richmond University Medical Center (2011).
 5. Consultant, discrete and longitudinal evaluation of education programs conducted by the Detroit Zoological Society (2011 – 2013).
 4. Consultant, the Society for the Study of Human-Animals Relations (2009 – present).

3. Consultant, program evaluation for Yourou, the Japanese Society for Animal-Assisted Education and Therapy, and the Society for the Study of Human-Animals Relations (2009 – present).
2. Statistical and research consultant, Japan SPCA (2004 – 2006).
1. Consultant for Meow Mix for the creation of *Mr. Meow Visits an Animal Shelter* (2004 – 2006).

Committees

Doctoral & Master's Committees

12. Member, Doctoral Committee for Esmira Yusufova, Ph.D. Program in Nursing Research, Pace University (2023 – present).
11. Member, Doctoral Committee for Theresa Peterford, Ed.D. Program in Special Education, Rutgers University (2022 – present).
10. Member, Doctoral Committee for Amil Kusain Perez Tan, Ph.D. Program in Nursing Science, The Graduate Center, CUNY (2021).
9. Member, Doctoral Committee for Nnenna Onuoha-Jackson, Ph.D. Program in Nursing Science, The Graduate Center, CUNY (2020 – 2022).
8. Member, Doctoral Committee for Shawna Townsend, Ph.D. Program in Nursing Science, The Graduate Center, CUNY (2020 – 2023).
7. Member, Doctoral Committee for Christine Gilchrist, Ph.D. Program in Nursing Science, The Graduate Center, CUNY (2020 – 2023).
6. Chair (2022 – 2023), Member, Doctoral Committee for Randelle Sasa, Ph.D. Program in Nursing Science, The Graduate Center, CUNY (2020 – 2023).
5. Chair (2022), Member (2020 – 2022), Doctoral Committee for Susan Patton, Ph.D. Program in Nursing Science, The Graduate Center, CUNY.
4. Member, Doctoral Committee for Kathleen Begonia, Ph.D. Program in Nursing Science, The Graduate Center, CUNY (2019 – 2022).

3. Chair (2022), Member (2019 – 2022), Doctoral Committee for Sandra Langston, Ph.D. Program in Nursing Science, The Graduate Center, CUNY.
2. Member, Master's Thesis Committee for Femke Lambrecht, Department of Animal Nutrition, Genetics, Production and Ethology; University of Ghent, Belgium (2008 – 2010).
1. Member, Doctoral Committee for Lieve Meers, Department of Animal Nutrition, Genetics, Production and Ethology; University of Ghent, Belgium (2005 – 2009).

Other Committees

26. Member, Policy and Student Affairs, Hunter College (2024 – present).
25. Member, Hunter College Faculty Delegate Assembly (2023 – present).
24. Member, Hunter College Senate (2022 – present).
23. Autism Center Task Force, Hunter College (2021 – 2022).
22. Member, Search Committee for Associate or Assistant Professor of Clinical Psychology, Psychology Department, College of Staten Island (2019 – 2020).
21. Member, CSI Undergraduate Admissions Committee (2019 – 2020)
20. Alternate, Verrazano Honors Program Steering Committee (2019 – 2020)
19. Member, SOE Research Seminar Committee (2019 – 2020)
18. Member, Search Committee for Associate or Assistant Professor of Clinical Psychology, Psychology Department, College of Staten Island (2018 – 2019).
17. Member, Undergraduate Curriculum Committee, College of Staten Island (2018 – 2019).
16. Member, Faculty Review Committee for CSI Scholarship Program, College of Staten Island (2018 – 2019).
15. PSC CUNY Department Representative Alternate (2018 – 2020)
14. Member, Research Committee, Lavelle Preparatory School (2015 – present).

13. Member, Grade Appeals Committee, Department of Educational Studies, School of Education, College of Staten Island (2017 – 2018).
12. Member, Search Committee for Dean of the School of Education for the College of Staten Island (2015 – 2016).
11. Member, Program Development Committee, School of Education, College of Staten Island (2015 – 2017).
10. Member, Search Committee for Director of Assessment for the College of Staten Island (2013 – 2014).
9. Member, Committee on Committees for the College of Staten Island (2011 – 2016).
8. Academic Outcomes Assessment Committee for the College of Staten Island
Member (2014 – present)
Founding Chair (2010 – 2013)
7. Member, Standard 7 Sub-Committee of the Middle States Accreditation Committee for the College of Staten Island (2010 – 2011).
6. Member, Search Committee for Director of Institutional Research for the College of Staten Island (2009 – 2010).
5. Member, Search Committee for Associate Provost for Institutional Effectiveness for the College of Staten Island (2008 – 2009).
4. Member, Partnership Advisory Committee, College of Staten Island (2007 – 2015).
3. Member, Teacher Education Advisory Committee, College of Staten Island (2007 – 2015).
2. Member, Undergraduate Childhood Education Program Admissions Committee and Undergraduate Adolescence Education Program Admissions Committee, College of Staten Island (2007 – 2015).
1. Chair, Educational Outcomes Assessment Committee for the School of Education, College of Staten Island (2008 – 2017)

Reviews

Peer-Reviewed Journals

11. Reviewer, *Learning and Individual Differences* (2020).
10. Reviewer, *Journal of Nursing Measurement* (2014, 2015, 2016, 2017, 2018, 2021, & 2022).
9. Reviewer, *Journal of School Health* (2007, 2008, 2009, 2010, 2011, 2015, 2017, 2018, 2019, 2022, & 2023).
8. Reviewer, *The Open Psychology Journal* (2018).
7. Reviewer, *Journal of Applied Animal Ethics Research* (2018, 2019, & 2023).
6. Reviewer, *Physiotherapy Quarterly* (2018, 2020, & 2021).
5. Reviewer, *Society & Animals* (2017).
4. Reviewer, *Journal of Educational Psychology* (2014).
3. Reviewer, *Health Education Research* (2007 & 2013).
2. Reviewer, *Health Promotion Practice* (2007 & 2012).
1. Reviewer, *The Canadian Journal of Sociology* (2007).

Other Peer Reviews

5. Reviewer, 2018 NEERO Conference in Portsmouth, NH (Conference held May 2 – 4, 2018).
4. Reviewer, 2018 Global Conference on Education and Research in Las Vegas, NV (Conference held April 17 – 20, 2018).
3. Reviewer, Adolescence and Youth Development Special Interest Group (SIG) for American Educational Research Association's 2018 Annual Meeting.
2. Reviewer, New England Education Research Organization's 41st Annual Conference, held May 6 – 8, 2009.
1. Reviewer, New England Education Research Organization's 42nd Annual Conference, held May 7 – 9, 2010.

Other Reviews

6. Reviewer, *Human-Animal Interaction Bulletin* (2012 – 2017).
5. Methodology Reviewer, Medication Aides/Assistant Knowledge Survey for the National Council for State Boards of Nursing (2011).
4. Reviewer, third edition of *Research Methods: Learning to Become a Critical Research Consumer* by Martella, Nelson, & Marchand-Martella and published by SAGE Publications (2011).
3. Methodology Reviewer, Medication Aides/Assistant Job Analysis Study for the National Council for State Boards of Nursing (2011).
2. Methodology Reviewer, Nurse Aide Knowledge Survey for the National Council for State Boards of Nursing (2010).
1. Reviewer, second edition of *Research Methods: Learning to Become a Critical Research Consumer* by Martella, Nelson, & Marchand-Martella and published by SAGE Publications (2009).

Service Appointments, Etc.

14. Student Advisor, Undergraduate A2D Program, Hunter College (2021 – present).
13. Session Chair, Multi-Method Approaches and Models for Examining the Impact of Interventions on Academic Outcomes, 2018 AERA Annual Meeting in New York, NY (Scheduled for April 14, 2018).
12. Session Chair, Disability Research and Practice Paper Presentations, 46th annual conference of the New England Educational Research Organization, West Dover, Vermont (May 1, 2014).
11. Appointed by the president to the “Foundations of Excellence” college evaluation initiative to investigate many aspects of first-year students’ experiences to increase both retention and graduation rates (2012 - 2014).
10. Member, College Web Redesign Core Group, one of eight people chosen to lead the final stages of the redesign of CSI’s website (2013).

9. Co-director of implementation of the Teacher Performance Assessment evaluation at the College of Staten Island (2012 – present).
8. Appointed by the Associate Provost of Institutional Effectiveness to the Middle States Commission on Higher Education Accreditation Steering Committee (2011 – 2012).
7. Appointed by the Associate Provost of Institutional Effectiveness to the committee creating and overseeing the 8th annual Day of Assessment, College of Staten Island/CUNY (2011).
6. Specialty Professional Association (SPA) Coordinator for the College of Staten Island (2010 – present).
5. Standard 7 (Institutional Assessment) Advocate, campus-wide Middle States Commission on Higher Education Accreditation Committee for the College of Staten Island (Appointed by the President, 2010 – 2012).
4. Institutional Title II Coordinator for the College of Staten Island (2007 – 2017)
3. NCATE/CAEP Coordinator for the College of Staten Island (2010 – 2017).
2. Session Chair, University of Texas. Sixth Annual Symposium on Undergraduate Research and Creative Activity (April 5, 2000).
1. Class President, Juniata College, 1988 – 1989 academic year.

Miscellany

8. Contributing content and advise or therapiemetdieren.be, a joint collaboration currently between Simona Normando of the University of Padua, Lieve Meers and her colleagues centered in the Laboratory of Ethology at the University of Ghent, and me. “Therapie met dieren” means “therapy with animals” in Dutch (2010 – 2015).
7. Oversaw total revision of the design and content of CSI’s Education Department web site in 2010; maintained the site from 2010 – 2014.
6. Science adviser for Animal Handlers in Animal Assisted Intervention Programmes, a graduate class at the University of Gent, Belgium.

5. Co-creator with People, Animals, and Nature, Inc. and the Animal Medical Center of the first (July 16, 2005, Animal Medical Center, New York City) and second (April 25, 2006, Oakbrook Hilton Gardens, Illinois) annual People, Animals, and Nature Conference.
4. Testimony presented to Connecticut Environment Committee on bill proposing integration of humane education into school curricula (February 25, 2005).
3. Led major revisions and redesign of Animaland (www.animaland.org) and Anima-lessons (www.animalessons.org) websites (2003 – 2005) to include better and a wider range of content, be more accessible and interactive, etc.; having garnered no acclaim before revisions, it subsequently won the following awards:
 - Parents' Choice Foundation's Spring Gold Award, Small Screen Category (2004),
 - The Web Marketing Association's Outstanding Website Award (2004),
 - ContentWatch Family Safe Award (2005).
2. Co-creator with Green Chimneys of first Humane Education Conference at Green Chimneys Main Campus, Brewster, New York (July 17, 2003).
1. Animal Caretaker, the University of Texas. Supervised and assisted in the complete, continual maintenance and husbandry of up to 400 rats in the UTA rat vivarium (1995 – 2000).

Organization Memberships

8. American Statistical Association
7. Psychometric Society
6. American Education Research Association
5. American Evaluation Association
4. Association of Professional Humane Educators
3. Eastern Psychological Association
2. New England Educational Research Organization
1. Northeastern Educational Research Association

Computer Literacy

Statistical Analysis

R (current); SPSS v. 27.0; SAS v. 9.1; Mplus v. 7.4; LISREL v. 9.1; WINSTEPS v3.72.3; Multilog v. 7.0; IRTLRDIF v. 2; and HLM v. 7.

Office and Operating Systems

LibreOffice (current); Microsoft Office (current); GNU/Linux Ubuntu (current LTS); Microsoft Windows 11; Mac OS X.

Web Development and Miscellaneous

HTML 5; CSS 2.1 and some elements of 3; PHP 5.4; Atari 7800.

Media Contacts

19. *Cultivating compassion across cultures: How humane education transforms young hearts* (June 14, 2024). Article featured in *ScienceFeatured*, an online science news site.
18. BBC Radio 4's *Sideways* podcast (October 18, 2022)
17. WNYC (November 27, 2019)
16. *Staten Island Advance* (February 12, 2015).
15. News 12, Connecticut (August 26, 2005).
14. Focus 580, Urbana, Illinois (Feb. 25, 2005).
13. *Women's World* (Sept. 24, 2004).
12. *Record-Journal*, Wallingford, Connecticut (June, 2004).
11. *The Tallahassee Democrat* (June 15, 2004).
10. *Parents Express* (May 28, 2004).
9. *Rare Breeds International* (April, 2004).
8. *The Chapin School*, Doylestown, Penn. (Dec. 22, 2003).
7. *The Arizona Daily Star* (Nov. 20, 2003).
6. *The Knoxville News Sentinel* (Oct. 23, 2003).

5. *The Family Education Network* (Oct. 20, 2003).
4. *The Tennessean* (Sept. 15, 2003).
3. *The Daily News* (Sept. 4, 2003).
2. *Education Week* (May 21, 2003).
1. *Dog Fancy* (Jan. 24, 2003).

Awards

3. Champion of Education Award “for demonstrating a passion and a commitment to improvements in education,” John W. Lavelle Preparatory Charter School (2017).
2. Eta Lambda Chapter of the Phi Beta Delta Honor Society for International Scholars (2015).
1. Recognized by the president of the College of Staten Island for “major scholarly publications...that have brought distinction to the College” (2009, 2011, & 2012; award discontinued after 2012).

