

**CURRICULUM VITAE****Miriam C. Zegarac**

she/her/hers

E-mail: [miriam.zegarac25@uga.edu](mailto:miriam.zegarac25@uga.edu)**EDUCATION**

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Expected 2025	Doctor of Philosophy in Psychology, Clinical Program (GPA: 4.0) University of Georgia Advisor: Anne E. Shaffer, Ph.D. Dissertation (Proposal Approved 10/12/2023): <i>Understanding Linkages Between Childhood Distress and Feeding to Soothe: A Test of Moderated Mediation Among Black Mothers</i>
2023	Quantitative Methods in Family Science Graduate Certificate (GPA: 4.0) University of Georgia
2022	Master of Science in Psychology, Clinical Program (GPA: 4.0) University of Georgia Advisor: Anne E. Shaffer, Ph.D. Thesis: <i>Emotional Maltreatment, Responses to Children's Negative Emotions, and the Mediation Role of Emotion Regulation in the Specific Context of Parenting</i>
2015	Bachelor of Arts in Psychology and Cognitive Science (GPA: 3.765) Case Western Reserve University <i>Cum Laude</i> , departmental honors in psychology, minor: childhood studies Advisors: Sandra W. Russ, Ph.D. and Anastasia Dimitropoulos, Ph.D.

**AWARDS AND HONORS**

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2023	Florene M. Young Award (\$1,000), University of Georgia, Department of Psychology Clinical Program
2021	Travel Award (\$200), The Graduate School of University of Georgia
2020	Petrie Research Award (\$230), University of Georgia, Department of Psychology Clinical Program
2011-2014	University Scholarship (Merit-based), Case Western Reserve University
2011-2015	Dean's Honor List, Case Western Reserve University

**CLINICAL EXPERIENCE****UGA Psychology Clinic, University of Georgia***August 2023-Present**Graduate Student Clinician – Child and Family Therapy Team*

Supervisor: Julie Van Weelden, Ph.D.

- Provide individual therapy for children and adolescents using evidence-based treatments (e.g., Coping Cat, Unified Protocol, DBT, ACT, MATCH-ADTC, PCIT, CBT).
- Didactic training & clinical cases in pursuance of PCIT International certification.
- Provide clinical peer supervision to junior clinicians in assessment and therapy.
- Conduct psychoeducational testing and integrated report-writing; administer tests of cognitive, neuropsychological, academic, memory, reading, and socioemotional functioning to children and adolescents.
- Participate in weekly group (2 hours) and individual supervision (1 hour).

**UGA Psychology Clinic, University of Georgia***July 2022-June 2023**Associate Director – Clinic Team, and Graduate Student Clinician – Child and Family Therapy Team*

Supervisor: Julie Van Weelden, Ph.D.

- Collaborated with Clinic Director in developing and maintaining clinic policies and procedures, including revisions of clinic operating manual and outreach materials.
- Implemented systems related to legislation affecting billing and client fee contracts.
- Trained and supervised junior clinicians in conducting intake interviews for children, adolescents, and adults. Conducted intake appointments as needed.
- Planned and conducted risk assessment training for junior clinicians (i.e., using C-SSRS, NIMH ASQ, Bonfine Rapid Risk of Violence Screen).
- Provided peer consultation and supervision to junior clinicians for crisis situations during intake appointments (e.g., suicide risk, non-suicidal self-injury, mandated reporting, homicidality).
- Supervised junior clinicians' writing of intake reports outlining provisional case conceptualizations and client goals; wrote reports as needed.
- Administrative tasks: converted to electronic waitlist, edited outreach materials, scheduled intake appointments, coordinated with supervisors to determine intake needs, created fee estimates, client communication, supervised undergraduate interns.
- Supervised junior clinicians in preparing invited talks; attended outreach events and talks.
- Maintained a caseload of individual clients; implemented evidence-based therapies with children, adolescents, and parents, supervised junior clinician's psychoeducational assessments.
- Participated in weekly group (2 hours) and individual supervision (1.5 hour).

**Morgan County School District***August 2021-June 2022**Graduate Student Clinician – Primary, Elementary, Middle, and High School Campuses*

Supervisor: Stacy Manger, M.Ed., L.P.C.

- Individual therapy and brief intervention with children ages 5-18 years old to address varied presenting problems (e.g., anxiety, depression, trauma-related symptoms, ADHD, suicidal thoughts/behaviors, self-harm, bullying, and behavioral difficulties).
- Crisis management, which included child protective service calls and suicide and non-suicidal self-injury risk assessment.
- Discussed safety plans, lethal means restriction, and community referrals with parents.
- Participated in inter-disciplinary meetings to formulate plans to support children.

- Led therapy groups: (1) CBT for high school students who had a deceased parent and (2) Socioemotional skills group for school-aged boys demonstrating behavioral and emotional difficulties in the classroom.
- Administered psychodiagnostic assessments and conducted functional behavior analyses to inform plans for academic, behavioral, and emotional supports.
- Provided consultation and psychoeducation to staff and parents about gender identity development, pronoun use, and implementation of safety plans.
- Participated in weekly individual supervision (0.5 hour) with primary supervisor and weekly individual supervision (1 hour) with licensed psychologist on UGA psychology faculty.

### **UGA Psychology Clinic, University of Georgia**

*May 2021-July 2022*

*Graduate Student Clinician – Child and Family Therapy Team*

Supervisor: Julie Van Weelden, Ph.D.

- Administered semi-structured diagnostic interviews and standardized assessments to inform case conceptualization and treatment plans.
- Delivered evidence-based treatments to children and teenagers with a range of presenting problems, including anxiety, depression, suicidal thoughts, self-harm behaviors, behavioral regulation difficulties (e.g., DBT, CBT, ACT).
- Conducted risk assessments for suicidality, non-suicidal self-injury, and abuse.
- Administered, scored, and interpreted psychoeducational evaluations to children and adolescents, including tests of intelligence, executive functioning, memory, and social-emotional functioning.
- Wrote integrated reports for psychoeducational evaluations.
- Participated in weekly group (2 hours) and individual (1 hour) supervision meetings.

### **Children’s Healthcare of Atlanta**

*August 2020-May 2021*

*Neuropsychology Extern*

Supervisors: Jacqueline Kiefel, Ph.D. and Kim Ono, Ph.D.

- Conducted neuropsychological assessments of children and adolescents with various medical and psychiatric conditions (e.g., epilepsy, brain tumor, concussion, tuberous sclerosis, cancer, sickle cell disease, ADHD, history brain injury from childhood abuse, anxiety, depression).
- Administered neuropsychological, academic achievement, and cognitive tests (e.g., Beery VMI, ChAMP, CTOPP, CVLT-C, DKEFS, GORT, KTEA, Tower of London, NEPSY, OWLS, Rey Complex Figure, TEA-Ch, WISC, WRAML, WIAT, Woodcock Johnson, WRAT, WPPSI, WRAVMA, BRIEF, BASC, RCMAS, CDI, MASC).
- Communicated with other providers, teachers, parents, and caregivers.
- Case conceptualization, scoring, data interpretation, chart review (e.g., imaging, medications, history), report writing, and feedback sessions with families.
- Attended weekly didactic sessions and individual supervision (0.5-1 hours).

### **UGA Psychology Clinic, University of Georgia**

*August 2020-May 2021*

*Clinic Assistant – Clinic Team, and Graduate Student Clinician – Adult Therapy Team*

Supervisor: Emily Moulso, Ph.D.

- Conducted intake interviews with children, adolescents, and adults; administered semi-structured interviews to inform case conceptualization and diagnosis.
- Conducted risk assessments for suicidality, homicidal ideation, and abuse.
- Wrote clinical reports outlining symptoms, goals, and provisional conceptualizations.

- Weekly individual therapy via telehealth with adults with a range of presenting problems using various empirically supported treatments (e.g., STAIR, Unified Protocol).
- Participated in service activities, including delivering talks about Veteran mental health and the DSM-5 to law students.
- Wrote progress notes and managed PHI.
- Attended weekly group (2 hours) and individual (1 hour) supervision meetings.

### UGA Psychology Clinic, University of Georgia

August 2019-August 2020

Graduate Student Clinician – Adult Therapy Team

Supervisor: Emily Moulso, Ph.D. (fall/spring) and Karen Smith, Ph.D. (summer)

- Weekly individual therapy with adults with a range of presenting problems (e.g., anxiety, depression, childhood abuse, social skills difficulties, PTSD).
- Comprehensive assessment and diagnostic interviewing, case conceptualization, treatment planning, treatment implementation, progress report writing.
- Led and participated in clinical didactics focused on a range of topics (e.g., nonspecific skills, suicide risk assessment, culture and race in therapy, ethics).
- Attended weekly group (2 hours) and individual (1 hour) supervision meetings.

### CLINICAL TRAININGS, WORKSHOPS, CERTIFICATIONS

PCIT International Therapist Training ( <i>IN PROGRESS</i> )	<i>expected May 2024</i>
TF-CBT Web 2.0 Online Training	<i>October 2023</i>
Question, Persuade, Refer (QPR) Certification	<i>August 2022</i>
NIMH Ask Suicide Question (ASQ) Workshop	<i>August 2021</i>
APA Telehealth in Psychology Workshop Series	<i>March 2020</i>
C-SSRS Online Training and Administration Workshops	<i>August 2019 &amp; August 2020</i>

### PEER REVIEWED PUBLICATIONS

1. Rodriguez, V. J., La Barrie, D. L., **Zegarac, M. C.**, & Shaffer, A. (2023). A Systematic review of parenting scales measurement invariance/equivalence by race and ethnicity: Recommendations for inclusive parenting research. *Assessment*. <https://doi.org/10.1177/10731911211038630>
2. La Barrie, D.L., **Zegarac, M.C.**, Mekawi, Y., Kuzyk, E., Stenson, A., Bradley, B., Jovanovic, T., & Powers, A. (2022). The role of specific emotion dysregulation facets in the association between child violence exposure and psychopathology. *Psychological Trauma: Theory, Research, Practice, and Policy*. 10.1037/tra0001265.
3. Rodriguez, V.J., **Zegarac, M.**, La Barrie, D.L., Parrish, M.S., Matseke, G., Peltzer, K., and Jones, D.L. (2020). Validation of the Bayley Infant Neurodevelopmental Screener among HIV-exposed infants in rural South Africa. *Journal of Acquired Immune Deficiency Syndromes (JAIDS)*. [https://doi.org/ 10.1097/QAI.0000000000002479](https://doi.org/10.1097/QAI.0000000000002479)

## **PUBLISHED BOOK CHAPTERS**

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1. Shaffer, A.E., **Zegarac, M.C.**, Aarnio-Peterson, C.M. (2023) Leveraging Emotion Socialization Research: Innovative prevention and treatment programming for vulnerable families. In Shenk, C.E. (Ed.), *Innovative methods in child maltreatment research and practice: Advances in detection, causal estimation, and intervention* (1<sup>st</sup> ed., pp. 179-197). Springer.

## **MANUSCRIPTS UNDER REVIEW/IN PREPARATION**

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1. Peterson, C.A., Le Grange, D., Mara, C.M., Modi, A.C., Offenbacher North, E., **Zegarac, M.**, Stevens, K., Matthews, A., Mitan, L., Shaffer, A. (under review). Emotion coaching skills as an augmentation to family-based therapy for adolescents with anorexia nervosa: Results from a pilot effectiveness study.
2. **Zegarac, M.C.**, Rodriguez, V.J., Shaffer, A.E. (under review). Emotional maltreatment, responses to children's negative emotions, and the mediational role of emotion regulation in the specific context of parenting.
3. Rodriguez, V.J., **Zegarac, M.C.**, Brumbaugh, T.S., La Barrie, D.L., Terry, J.B., Beckham, M.A., Cole, J.A., Shaffer, A.E. (under review). Parental depressive symptoms and child psychopathology: The mediating role of parenting-specific emotion regulation and emotion socialization.
4. **Zegarac, M.C.**, Shaffer, A., Rodriguez, V.J., La Barrie, D.L., Brown, G.L. (under review). Paternal perceptions of maternal essentialism and parenting confidence during the transition to parenthood: A brief report.
5. Terry, J.B., **Zegarac, M.C.**, James, S., Suveg, C., Shaffer, A.E. (in preparation) Examining emotion-specific differences within parental emotion socialization responses: A brief report.
6. La Barrie, D.L., Rodriguez, V.J., **Zegarac, M.C.**, Yamini, K., Are, F., Shaffer, A. (in preparation). Positive family emotional climate moderates the relationship between racial socialization and ethnic-racial identity.

## **RESEARCH PRESENTATIONS**

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1. **Zegarac, M. C.**, Rodriguez, V.J., and Shaffer, A. E. (May, 2022). *Childhood maltreatment and emotion regulation in the context of parenting: Utilization of a novel measure of parental emotion regulation*. Poster presented at the 34th Annual Convention for the Association for Psychological Science in Chicago, IL, USA.
2. La Barrie, D.L., Rodriguez, V.J., **Zegarac, M.C.**, Yamini, K., Are, F., and Shaffer, A. (2022, May 2-4). *Moderating role of family environment in the development of ethnic identity*. Poster presented at the Society for Research in Child Development Special Topics Meeting: Constructing the Other, Rio Grande, Puerto Rico, USA.
3. La Barrie, D.L., **Zegarac, M.**, Mekawi, Y., Kuzyk, E., Stenson, A., Jovanovic, T., Bradley, B., & Powers, A. (2022, March) *The role of specific emotion dysregulation facets in the association between child violence exposure and psychopathology*. Poster presented at the Society for Research on Adolescence, New Orleans, LA.
4. Peterson, C.M., Shaffer, A., Mara, C. M., Modi, A. C., **Zegarac, M.C.**, Heeman, A., Matthews, A. M., Mitan, L. A., & Le Grange, D. (2021, June). *Emotion coaching as an augmentation to family-based treatment for adolescents with anorexia nervosa: Acceptability and feasibility pilot*. Paper presented at the International Conference on Eating Disorders, Virtual meeting
5. Rodriguez, V.J., La Barrie, D.L., **Zegarac, M.C.**, & Shaffer, A. (2021, May). *A systematic review of the literature on measurement invariance/equivalence of parenting scales by race and ethnicity: Recommendations for inclusive parenting research*. Flash talk presented at the 33rd Annual Convention for the Association for Psychological Science, Virtual meeting.

6. Rodriguez, V.J., La Barrie, D., **Zegarac, M.C.**, and Shaffer, A. (2021, April). *Parent psychopathology, parenting-specific emotion regulation, parents' unsupportive reactions to children's emotions, and child psychopathology: A mediated mediation model*. Paper Presented at the 2021 Society for Research in Child Development Virtual Biennial Meeting.
7. **Zegarac, M.C.**, Shaffer, A., Rodriguez, V.J., La Barrie, D., and Brown, G. (2021, April). *An exploration of paternal perceptions of maternal roles, parenting confidence, and fathers' engagement during the transition to parenthood*. Paper presented at. The Society for Research in Child Development Biennial Meeting, Virtual meeting.
8. **Zegarac, M.C.**, Rodriguez, V.J., La Barrie, D., and Shaffer, A. (2020, November). *Paternal perceptions of maternal roles and parenting confidence and involvement during the transition to parenthood*. Poster presented at the 54th Annual Convention of the Association for Behavioral and Cognitive Therapies, Virtual meeting.
9. **Zegarac, M.C.**, McDonald, A., Wadsworth, M. (2018, September). *Discrepancies between cortisol reactivity and subjective responses to stress: implications for pre-adolescent coping and internalizing*. Poster presented at the International Society of Psychoneuroendocrinology (ISPNE) Conference, Irvine, CA

## RESEARCH EXPERIENCE

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### University of Georgia, Athens, GA

August 2019-Present

Graduate Research Assistant – Family, Relationships, Emotions, Stress, and Health (FRESH) Lab

Principle Investigator: Anne Shaffer, Ph.D.

- Investigate coparenting relationships, parenting beliefs, parenting behaviors, and other psychosocial factors during the transition to parenthood in new parents.
- Conducted parent-infant interaction tasks, coded behavioral data, and managed survey data.
- Led data coding and managed eligibility data for study assessing efficacy of an emotion-coaching intervention augmentation to Family Based Therapy for parents of adolescents with anorexia nervosa (R34: “Emotion coaching skills as an augmentation to family based therapy for adolescents with anorexia nervosa: A pilot study”).
- Conducted semi-structured interviews and exploratory factor analyses with on a study of measuring emotion regulation specifically in parenting situations (R21: “Validation of the Regulating Emotions in Parenting Scale (REPS) in a National Sample”).
- Attend weekly lab meetings, supervise undergraduate research assistants, mentor and supervise undergraduate research projects.

### The Pennsylvania State University, University Park, PA

July 2016-March 2019

Project Coordinator and Lab Manager – Coping and Regulation of Environmental Stress (CARES) Lab

Principle Investigator: Martha Wadsworth, Ph.D.

- Project coordinator for a randomized control trial of a coping intervention for preadolescents facing economic and racial injustice (R21: “Preventing Internalizing Psychopathology in Preadolescents Exposed to Chronic Stress”).
- Supervised data collection with diverse participants.
- Collected data including salivary cortisol, skin conductance, videos, audio, surveys, interviews. Processed and organized physiological data. Coded behavioral video data.
- Assisted in maintaining community relationships, including meetings with religious leaders, principals, community members; attended community events.

- Recruited, hired, and managed research assistant staff and volunteers, trained graduate students and staff on data collection protocols.
- Administrative tasks included NIH grant milestone reporting, IRB protocol updates, purchasing supplies, managing participant payments, creating assessment staff schedules.
- Managed databases, supervised data entry, submitted to NIH National Data Archive.

**Case Western Reserve University, Cleveland, OH***May 2015–July 2016**Research Associate – Neurodevelopmental Research Lab*

Principle Investigator: Anastasia Dimitropoulos, Ph.D.

- Administered cognitive, emotional understanding, and pretend play assessments to children ages 3-11 with Prader-Willi Syndrome.
- Managed databases, coded behavioral data, administered surveys, recruited families across USA, assisted in coordinating travel to participant locations across the country.
- Delivered a play-based telehealth intervention focusing on increasing flexibility, emotional understanding, and emotional expression in youth with Prader-Willi Syndrome.

**Case Western Reserve University, Cleveland, OH***June 2014–July 2016**Research Assistant – Pretend Play and Child Development Lab*

Principle Investigator: Sandra Russ, Ph.D.

- Completed honors thesis investigating the relationship between technological play, emotional expression, and pretend play in elementary school children (5-8 years old).
- Administered cognitive, autobiographical memory, and pretend play assessments.
- Managed, coded, and analyzed observational and assessment data.
- Coordinated independently with school staff and administration to conduct assessments.

**Case Western Reserve University, Cleveland, OH***June 2014–July 2016**Research Assistant – Relationships, Emotions, and Family (REF) Lab*

Principle Investigator: Arin Connell, Ph.D.

- Led team of undergraduates on study assessing efficacy of a court-mandated parenting skills course; conducted qualitative interviews, coordinated with community agency administrative staff, processed participant payments, organized materials and data.
- Assess physiological arousal (i.e., EEG, EKG, breathing rate) and emotion processing in mothers with depression and their adolescent daughters.
- Completed diagnostic assessment with adolescents and parents (i.e., K-SADS), set up computer-based go-no-go tasks and EEG equipment, processed participant payments.

**TEACHING***UGA Instructor of Record*

Psychopathology

*Summer 2021**UGA Graduate Teaching Assistant*

Human Sexuality

*Spring 2020, Summer 2020*

The Psychology of Harry Potter

*Fall 2019*

Diversity, Equity, and Inclusion Supplement

*Fall 2020**UGA Guest Lecturer*

Parenting Seminar (Parents and Child Psychopathology)

*Fall 2022**GradTeach Certificate—UGA Center for Teaching and Learning**Expected Spring 2024*

**PROFESSIONAL AND PEER REVIEW ACTIVITIES**

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*Reviewer* – Journal of Family Psychology*Mentored Reviewer* – Child Abuse & Neglect, Parenting: Science and Practice, Journal of Child and Family Studies, BMC Psychology**OUTREACH & INVITED ORAL PRESENTATIONS**

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2023, October	<i>Graduate Training in Clinical Psychology Workshop</i> Spelman College, Psychology Department
2023, March	<i>Anywhere in the Universe, Parenting is Complicated</i> Science on Screen, Ciné Movie Theater, Athens, GA
2023, March	<i>Racial Discrimination and Health</i> University of Georgia, Kappa Alpha Theta Sorority, DEI Education Event
2022, November	<i>Toxic Stress</i> University of Georgia Law School, Veteran's Clinic
2022, October	<i>Ethics in Clinical Assessment and Intervention</i> University of Georgia, Clinical Psychology Program
2022, October	<i>Graduate Training in Clinical Psychology Workshop</i> Spelman College, Psychology Department
2022, September	<i>Graduate Student Mental Health</i> University of Georgia, Life Sciences Department
2022, September	<i>Mental Health Issues in Domestic Violence</i> University of Georgia Law School, Family Justice Clinic
2022, April	<i>Community Grief Response &amp; Mental Health First Aid</i> Extra Special People, Inc., Athens, GA
2021, October	<i>Graduate Training in Clinical Psychology Workshop</i> Spelman College, Psychology Department
2021, March	<i>Mental Health and Veterans</i> University of Georgia Law School, Veteran's Clinic
2021, February	<i>Graduate Student Mental Health</i> University of Georgia, Math Department
2020, October	<i>Mental Health and Veterans</i> University of Georgia Law School, Veteran's Clinic
2020, September	<i>Graduate Student Mental Health</i> University of Georgia, Life Sciences Department



**SERVICE AND LEADERSHIP**

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- 2023- Psychology Undergraduate Mentorship Program, *Mentor*, UGA Psychology
- 2023- Student-Faculty Committee, *Member*, UGA Clinical Psychology Program
- 2022-2023 UGA Psychology Clinic, *Associate Director*, UGA Department of Psychology
- 2020-2023 Diversity Committee, *Member*, UGA Clinical Psychology Program
- 2020-2021 Social Committee, *Member*, UGA Clinical Psychology Program
- 2020-2021 Department Diversity Committee, *Member*, UGA Psychology
- 2020-2021 Racial Trauma Task Force, *Member*, UGA Psychology
- 2020-2021 Graduate Student Advisory Board, *Member*, UGA Psychology
- 2020 Racial Trauma Guide, *Co-Author*, [psychology.uga.edu/racial-trauma-guide](https://psychology.uga.edu/racial-trauma-guide)
- 2019-2023 Admissions Committee, *Member*, UGA Clinical Psychology Program

**PROFESSIONAL MEMBERSHIPS**

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American Psychological Association, *Student Member*

*Division Memberships:* 34: Psychology of Women, 43: Couple & Family;  
53: Clinical Child & Adolescent Psychology, 54: Pediatric, 56: Trauma Psychology

Society for Research in Child Development, *Student Member*

Georgia Psychological Association, *Graduate Student Member*

The American Professional Society on the Abuse of Children, *Member*

**RELEVANT SKILLS AND CERTIFICATIONS**

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**Software:** SPSS, Mplus, Qualtrics, Microsoft Office

**Certifications:** CITI, Good Clinical Practice, GA Mandated Reporter, CPR, First Aid

**COMMUNITY SERVICE/VOLUNTEERING**

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- 2018-2019 Tides Program, *Child Grief Support Volunteer*
- 2016 Prader-Willi Syndrome Association of Ohio, *Camp Counselor*
- 2014 Rainbow Babies and Children's Hospital, *Child Life Volunteer*