

**MARTA KOROM**  
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<http://www.abcintervention.org/martakorom/>

## **EDUCATION**

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**University of Delaware, Department of Psychological and Brain Sciences** Newark, DE  
Ph.D. Students in Clinical Science Expected: May 2024  
Advisor: Mary Dozier, Ph.D.

**Teachers College, Columbia University, Department of Counseling & Clinical Psychology** New York, NY  
*M.A. Personality and Psychopathology, Research Methods Concentration* May 2018  
▪ M.A. Thesis: Shifting Children's Attentional Focus to Emotions during Art Museum Experiences

**University of Szeged, Institute of Psychology** Szeged, Hungary, EU  
*M.A. Psychology* May 2015  
▪ M.A Thesis: Long-term effects of combat-related traumas on the mental health of veterans  
*B.A. Human Behavior Analysis* May 2012

## **RELATED PROFESSIONAL DEVELOPMENT**

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**University of the West Indies** St. Augustine, Trinidad and Tobago  
Study-Away Scholarship Spring semester 2014  
▪ Awarded a merit scholarship to continue coursework and internship on therapeutic interventions with incarcerated children in Trinidad.

**Trinity College** Hartford, CT  
Kellner Scholarship Fall semester 2013  
▪ 1 in 4 students from Hungary selected for a study-abroad experience in the US.  
▪ Academic focus: Philosophy of mind, photography

## **MERIT-BASED SCHOLARSHIPS AND HONORS**

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University of Delaware Doctoral Fellowship Award	2021-2022
Fiorito Travel Award, University of Delaware, Department of Psychological and Brain Sciences	2019
University of Delaware, Department of Psychological and Brain Sciences Travel Award	2019
International Student Scholarship, Teachers College, Columbia University	2017
Graduate Student Scholarship, Hungarian Initiatives Foundation	2016 – 2017
Teaching Assistant Scholarship in Statistics, University of Szeged, Hungary	2015
Study-Away Scholarship, University of the West Indies, Trinidad and Tobago	2014
Kellner Scholarship, Trinity College, Hartford, CT	2013 – 2014
Faculty of Honors, Trinity College, Hartford, CT	2013
Sófi Foundation Scholarship, University of Szeged, Hungary	2013
Talentum Scholarship, Excellence Program, University of Szeged, Hungary	2013
Global Outreach Scholarship, Xavier High School, Appleton, WI	2006 – 2007

## **PUBLICATIONS**

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### **Published and In Press**

- Korom, M.,** Goldstein, A., Tabachnick, A.R., Palmwood, E.N., Simons, R.F., Dozier, M. (2020). Early parenting intervention accelerates inhibitory control development among CPS-involved children in middle childhood: A randomized clinical trial. *Developmental Science*, e13054. <https://doi.org/10.1111/desc.13054>
- VanTieghem, M., **Korom, M.,** Flannery, J., Varman, L., Choy, T., Caldera, Ch., Gabard-Durnam, L., Goff, B., Gee, D., Humphreys, K., Telzer, E., Shapiro, M., Louie, J., Fareri, D., Bolger, N., & Tottenham, N. (2021). Longitudinal changes in amygdala, hippocampus and cortisol development following early caregiving adversity. *Developmental Cognitive Neuroscience*, 48(100916). <https://doi.org/10.1016/j.dcn.2021.100916>
- Korom, M.,** & Dozier, M. (2021). The importance of responsive parenting for vulnerable infants. *Advances in Child Development and Behavior*, 61, 43–71. <https://doi.org/10.1016/bs.acdb.2021.03.001>
- Korom, M.,** Valadez, E., Tottenham, N., & Dozier, N. (2021). Associations Between Cortical Thickness and Anxious/Depressive Symptoms Differ by the Quality of Early Care. *Development and Psychopathology*.
- Korom, M.,** Callaghan, L. B., VanTieghem, M., Silvers, A. J., Choy, T., Kalter, J., Blumenthal, E., & Tottenham, N. (2021). Shifting children's attentional focus to emotions during art museum experiences. *British Journal of Developmental Psychology*.

### **Under Review and In Preparation**

- Korom, M.,** Camacho, M. C., Filippi, C., Licandro, R., Moore, L., Dufford, A., Zöllei, L., Graham, A., Spann, M., Howell, B., FIT'NG, Robillard-Shultz, S., Scheinost, D. Dear reviewers: 18 common reviewer comments for early life imaging and how to respond. *Developmental Cognitive Neuroscience*. *Under review*.
- Pollatou, A., Filippi, C., Aydin, E., Vaughn, K., Thompson, D., **Korom, M.,** Dufford, A. J., DiMartina, A., Howell, B., Zöllei, L., Graham, A., Scheinost, D., Spann, M., & FIT'NG Group A history of Fetal, Infant, and Toddler Neuroimaging (FIT'NG) from clinical to research applications, and introduction to an organization connecting the field. *Developmental Cognitive Neuroscience*. *Under review*.
- Korom, M.,** Bourne, S., & Dozier, M. (In press). The effects of caregiving on children's physiological and cognitive-affective functioning. *Clinical Child and Family Psychology Review*. *In preparation*.
- Korom, M.,** Spielberg, J. M., Valadez, E., Tottenham, N., & Dozier, N. Early parenting intervention effects on amygdala-orbitofrontal cortex resting-state functional connectivity and associated emotion regulation among high-risk children: a randomized clinical trial. *In preparation*.
- Korom, M.,** Sellers, T., Tabachnick, L., Valadez, E., Tottenham, N., & Dozier, M. Cortical thickness and resting state cardiac function during middle childhood: Possible early predictors of stress resilience. *In preparation*.
- Howell, B., **Korom, M.,** & Dozier, M. Early interventions, infant brain development and brain imaging: Context matters. *In preparation*.

## **CONFERENCE AND POSTER PRESENTATIONS**

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- Korom, M.,** Spielberg, J. M., Valadez, E., Tottenham, N., & Dozier, N. Early parenting intervention effects on amygdala-orbitofrontal cortex resting-state functional connectivity and associated emotion regulation among high-risk children: a randomized clinical trial. International Society for Developmental Psychobiology, Chicago, IL (November, 2021).
- Korom, M.,** Valadez, E., McLaughlin, K. & Dozier, N. Risk Status Interacts with Anxious/Depressed Symptoms in Predicting Cortical Thickness in Middle Childhood: A Cross-Sectional Study of Structural Brain Changes among CPS-involved Children and Comparisons. Society for Psychophysiological Research, Washington DC (September, 2019).
- VanTieghem, M., **Korom, M.,** Flannery, J., Varman, L., Choy, T., Caldera, Ch., Gabard-Durnam, L., Goff, B., Gee, D., Humphreys, K., Telzer, E., Shapiro, M., Louie, J., Fareri, D., Bolger, N., & Tottenham, N. Altered developmental trajectories of stress physiology and subcortical neurobiology following early caregiving adversity. Society for Research in Child Development, Baltimore, MD (March, 2019).

VanTieghem, M., **Korom, M.**, Flannery, J., Varman, L., Choy, T., Caldera, Ch., Gabard-Durnam, L., Goff, B., Gee, D., Humphreys, K., Telzer, E., Shapiro, M., Louie, J., Fareri, D., Bolger, N., & Tottenham, N. Altered developmental trajectories of stress physiology and subcortical neurobiology following early caregiving adversity. 51<sup>st</sup> Annual Meeting of the International Society for Developmental Psychobiology, San Diego, CA (October, 2018).

**Korom, M.**, Callaghan, B., VanTieghem, M., Silvers, J., Choy, T. & Tottenham, N. The power of self-generated emotions: effects of educators' instructions and dyadic interactions on children's experiences at the Metropolitan Museum of Art. Presentation at the Uris Center for Education at the Metropolitan Museum of Art, New York, NY (June, 2018).

**Korom, M.**, Callaghan, B., VanTieghem, M., Silvers, J., Choy, T. & Tottenham, N. The power of self-generated emotions: effects of educators' instructions and dyadic interactions on children's experiences at the Metropolitan Museum of Art. Poster to be presented at the Master's Thesis Conference at Teachers College, Columbia University (May, 2018).

**Korom, M.**, Kovary, Z. & Pocza, P. V. "If Only Time Healed All Wounds: Long-term effects of combat-related traumas on the mental health of veterans in Vojvodina, Serbia." M.A. Thesis Conference, University of Szeged, Hungary (May, 2015).

Polner, B., Urban, G., **Korom, M.**, Csomos, D. & Farkas, D. "Understanding intuitions and controlled cognitive processes." XXII. National Scientific Conference, Hungarian Psychological Association, Budapest, Hungary (June, 2013).

**Korom, M.**, Laszlo, Sz. & Orosz, G. "Conscious and unconscious decision-making processes: Putting somatic markers in laboratory social context." National Student Association Conference in Eger, Hungary (February, 2013).

**Korom, M.**, Laszlo, Sz. & Orosz, G. "Conscious and unconscious decision-making processes: Putting somatic markers in laboratory social context." XI. International Association Conference of Vojvodina, Subotica, Serbia (November, 2012).

## **PEER REVIEWER EXPERIENCE**

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- **Archives of Suicide Research** – Impact factor 1.901 (as of 2016)
- **Journal of Child Psychology and Psychiatry** - Impact factor 6.129 (as of 2018)
- **Society for Prevention Research** – Peer reviewer for 25 submitted abstracts for poster presentations or short talks.
- **Impulzus** – Invited peer reviewer for the annual scientific journal of the Institute of Psychology, University of Szeged.

## **RESEARCH EXPERIENCE**

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### **University of Delaware**

Newark, DE

### **Attachment and Biobehavioral Catch-Up Lab**

Fall 2018 - Present

PhD Advisor: Dr. Mary Dozier, Ph.D.

- Research profile focusing on using brain imaging techniques (MRI and EEG) to investigate how an evidence-based parenting intervention shapes brain development and mental health outcomes of adolescents (13-15 years) and infants (6-12 months) at risk for receiving insensitive care.
- Responsibilities including collecting brain imaging data on adolescents and infants, analyzing data, and publishing results.
- As a clinician in training, I disseminate the Attachment and Biobehavioral Catch-up intervention to mothers and their infants with histories of opioid dependence.

**Columbia University**

New York, NY

**Research Assistant in the Developmental Affective Neuroscience Lab**

Fall 2016 – June 2018

Primary Investigator: Dr. Nim Tottenham, Ph.D.

- Conducted statistical analyses using R on a dataset that examined the impact of art on children's emotional experiences and empathy in collaboration with the Metropolitan Museum of Art. Interpreted, visualized the findings.
- Wrote my master thesis on the effect of instructional manipulations on children's social and emotional experiences in museum settings. The project was supervised by Bridget Callaghan, Ph.D. and Michelle VanTieghem, Ph.D.
- Manually edited MRI scans in FreeSurfer and completed statistical analyses using R on subcortical volume differences between typically developing and previously institutionalized children.
- Created and organized master datasets necessary for building a longitudinal pipeline to study the structural changes in brain development following early caregiving adversities.

**Teachers College, Columbia University**

New York, NY

**Research Assistant in the Loss, Trauma and Emotion Lab**

Fall 2015 – Spring 2017

Primary Investigator: Dr. George Bonanno, Ph.D.

Completed training in the Facial Action Coding System (FACS) and coded videos to identify facial action differences among individuals with symptoms of healthy vs. complicated grief. The project was supervised by Supervisor: Philippa Connolly, Ph.D.

**University of Szeged**

Szeged, Hungary

Research Assistant for Dr. Zoltan Kovary, Ph.D

2012 – 2015

- Designed a study on anxiety related to fear of death. Recruited participants and completed data analysis in SPSS. Wrote a student research paper on the findings.
- Developed and completed a study on the long-term effects of combat-related traumas in Vojvodina, Serbia. Recruited veterans and control group participants, gathered data and analyzed them in SPSS.

**University of Szeged**

Szeged, Hungary

**Research Assistant in the Social Cognition Lab**

2011 – 2012

Primary Investigator: Dr. Gabor Orosz, Ph.D.

- Designed and completed all levels of a sub-study on how the absence of social scaffolding impacts decision-making processes using the Iowa Gambling Task.

**CLINICAL EXPERIENCE**

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**Nemours / A.I. duPont Hospital for Children**

Wilmington, DE

**Parent-Child Interaction Therapy (PCIT) Clinic and Clinical Child and Adolescent Clinic**

Clinical Extern, trainee

Supervisors: Christina Marie Cammarata, Ph.D. and Johanna Carpenter, Ph.D.

- Provides therapies for parents and their young children with emotional disorders and conduct problems, and adolescents with eating disorders.

**Psychological Services Training Center**

Newark, DE

**University of Delaware**

Fall, 2019 – Present

Clinical Psychologist Trainee

Supervisors: Ryan Beveridge, Ph.D, Briana Haut, Psy.D., Franssy Zablah, Ph.D., and Mary Dozier, Ph.D.

- Provides evidence-based early parenting program (Attachment and Biobehavioral Catch-up or ABC) and other evidence-based treatment to children and adolescents with internalizing (depression, anxiety) and externalizing (oppositional defiant disorder, attention deficit hyperactivity disorder) problems.

**Department of Child and Adolescent Psychiatry**  
**University of Szeged, Faculty of Medicine**

Szeged, Hungary  
Spring 2015

Intern in Clinical Assessments

- Administered clinical assessments among children with internalizing and externalizing symptoms, interpreted and summarized findings, and helped clinical psychologists reach a diagnosis.

**Ebony Horsewoman Inc.**

Hartford, CT

Intern in Equine-Assisted Therapy (EAT)

Summer 2014

- Prepared and guided EAT activities for children from disadvantaged family background and monitored their development on a daily basis.

**St. Jude's Home for Girls**

Port of Spain, Trinidad and Tobago

Intern in Psychotherapy

Spring 2014

- Formulated and lead art therapy, psychodrama sessions and discussions among children with internalizing and externalizing disorders in an institutional (prison) environment.
- Assisted in clinical interviews and helped psychologist develop diagnoses.

**TEACHING EXPERIENCE**

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Research Methods, Teaching Assistant

University of Delaware, Newark, DE

Professor: Dr. Mary Dozier

Fall, 2018

Responsibilities: Teaching lab sessions, correcting exams, supervising students' work

Developmental Psychology, Teaching Assistant

University of Delaware, Newark, DE

Professor: Dr. Julie Hubbard

Spring, 2019

Responsibilities: Correcting exams, supervising students' work

**VISITING LECTURES**

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Attachment Theory and Research Seminar

Haverford College, Haverford, PA

Professor: Dr. Stacia Bourne

Spring, 2021

Guest Lecture: The formation of early attachment relationships, categories of attachment organization and adult attachment state of mind

**RELEVANT WORK EXPERIENCE**

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**Dean Hope Center for Educational and Psychological Services**

New York, NY

**Teachers College, Columbia University**

Fall 2017 – June 2018

Research Administrative Fellow

- Managed IRB-related duties: renewal of IRB, adding changes to research protocol.
- Recruited study participants for a longitudinal study examining psychotherapy outcomes.
- Recruited and supervised Research Assistants for the study.

**Department of Clinical Psychology, Teachers College, Columbia University**

New York, NY

Ambassador for the Research Methods Concentration

September 2016 – June 2018

- Organized Town Hall Meetings and the 3<sup>rd</sup> Annual Research Methods Symposium (Title: Brain and Being: A Panel Discussion on Subjectivity in the Age of Neuroimaging)

**University of Szeged, Department of Psychology**

Szeged, Hungary, EU

Statistics and Research Advisor

Spring 2015

- Mentored undergraduate and master's students in developing research ideas and analyze data in SPSS.

## **ACADEMIC TRAININGS**

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### **Functional MRI Visiting Fellowship**

Massachusetts General Hospital, Martinos Center for Biomedical Imaging

Boston, MA

November 2016

- Participated in an intensive weeklong training on the biology and biophysics of MR imaging, stimulus presentation, and the design of perceptual and cognitive experiments.

### **Facial Action Coding System (FACS)**

Teachers College, Columbia University

New York, NY

Fall 2015

- Completed a 100-hour-long training in how to break down facial expressions into individual components of muscle movements.

## **SKILLS**

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Statistical software: R, SPSS, Mplus, Excel

Brain imaging software: FreeSurfer (tkmedit, Qdec, Freeview), FSL, AutoSeg, iBeat, Unix

## **LANGUAGES**

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- Hungarian (native language)
- English
- Italian and Serbian (working proficiency)
- German, Spanish, Latin and Esperanto (elementary level)