

**Katherine Ann Carosella**  
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## Education

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**PhD Student** August 2020-Present  
**University of Minnesota** Minneapolis, MN  
*Clinical Science and Psychopathology Research*  
Cumulative GPA: 3.82

**Bachelor of Science** December 2018  
**Johns Hopkins University** Baltimore, MD  
*Majors: Neuroscience, Psychological and Brain Sciences*  
Cumulative GPA: 3.79      Psychology GPA: 3.96

## Awards

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Honors in Neuroscience Major December 2018  
Dean's List, Johns Hopkins University Spring 2016 - Fall 2018  
Nu Rho Psi Neuroscience National Honors Society Fall 2017

## Grants and Fellowships

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College of Liberal Arts, Brain Imaging Grant 2021  
"Minority stress and its impact on neural signatures in adolescents of sexual and gender minorities", \$5,000  
Clinical & Translational Science Institute 2021  
Advanced Pathways to Research Program  
Lou Ann Nylen Research Award 2021  
"Minority stress and its impact on neural signatures in adolescents of sexual and gender minorities", \$5,000  
David T. Lykken Memorial Graduate Fellowship 2021  
\$1,250

## Posters and Presentations

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**Carosella, K.A.**, Klimes-Dougan, B., Cullen, K.R., (November 2021). *Impact of the COVID-19 Pandemic on Adolescent Mental Health*. MPC Population Dynamics Barn-raising, Minneapolis, MN.

Mirza, S.A., **Carosella, K.A.**, Silamongkol, T., Papke, V., Klimes-Dougan, B., & Cullen, K.R. (November 2021). *A prospective longitudinal investigation of hypothalamic-pituitary-adrenal axis reactivity and COVID-19 pandemic perceived stress, emotion dysregulation, and nonsuicidal self-injury in adolescent females*. International Society for Developmental Psychobiology, Virtual.

**Carosella, K.A.**, Mirza, S.A, Klimes-Dougan, B., Cullen, K.R. (October, 2021) *Neural and Endocrine predictors of maladaptive emotion regulation in adolescents during the COVID-19 Pandemic*. Clinical and Translational Science Institute Poster Session, University of Minnesota, Virtual.

**Carosella K.A.**, Wigglesworth A., Silamongkol T., Cullen K.R, Klimes-Dougan, K. (October, 2021) *Correlates of suicidal ideation during the COVID-19 pandemic*

*in adolescent girls with a history of non-suicidal self-injury.* Institute Academic of Suicide Research, Virtual.

Cullen, K.R., **Carosella, K.A.** (July, 2021) *Impact of the COVID-19 Pandemic on Adolescent Mental Health.* Summer Institute on Adolescent Mental Health, School of Nursing, University of Minnesota, Virtual.

**Carosella, K.A.**, Silamongkol, T., Tavares, N., Wiglesworth, A., Cullen, K., Klimes-Dougan, B. (April, 2021) *Non-suicidal self-injury in the context of COVID-19: The importance of psychosocial factors for young females.* Society for Research in Child Development Biennial Conference, Virtual.

**Carosella, K.A.**, Silamongkol, T., Başgöze, Z., Tavares, N., Wiglesworth, A., Cullen, K., Klimes-Dougan, B. (April, 2021) *Amygdala activation to emotional stimuli is related to perceived stress and difficulty regulating emotions in the context of COVID-19 pandemic.* Society of Biological Psychiatry Annual Meeting, Virtual.

**Carosella, K.A.**, Ambe, A., & Jones, N. (June, 2019). *The mechanism by which stress-induced anxiety impacts cognitive functioning.* Presented at the University of Pittsburgh Psychiatry Research Day, Pittsburgh, PA.

Ambe, A., **Carosella, K.A.**, & Jones, N. (June, 2019). *The Role of the Angular Gyrus in Supporting Depressive Rumination: A Preliminary Study.* Presented at the University of Pittsburgh Psychiatry Research Day, Pittsburgh, PA.

**Carosella, K.A.**, Wang, J., & Feigenson, L. (October, 2017). *The Effect of Counting on Infants' Ability to Keep Track of Objects.* Presented at the Johns Hopkins University Undergraduate Research Symposium, Baltimore, MD.

## Publications

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**Carosella, K.A.**, Mizra, S., Basgoze, Z., Klimes-Dougan, B., Cullen, K.R., (In Preparation). Neural and Endocrine predictors of maladaptive emotion regulation In Adolescents during the COVID-19 Pandemic.

**Carosella, K. A.**, Wiglesworth, A., Basgoze, Z., Klimes-Dougan, B., & Cullen, K. R. (In Preparation). Examining the Neurobiological Threat System in Adolescents with NSSI. In I. Baetens, (Ed.), *Review of Handbook of Nonsuicidal Self-Injury.* Oxford University Press.

Papke, V., **Carosella, K.A.**, Wiglesworth, A., Mirza, S., Espensen-Sturges, T.D., Meester, C., Klimes-Dougan, B. (Under Review) Basal and Reactive Cortisol: A Systematic Literature Review of Offspring of Parents with Depressive and Bipolar Disorders. *Neuroscience and Biobehavioral Reviews.*

Başgöze, Z., Wiglesworth, A., **Carosella, K.A.**, Klimes-Dougan, B., and Cullen, K.R., (2021). *Depression, Non-Suicidal Self-Injury, and Suicidality in Adolescents: Common and Distinct Precursors, Correlates, and Outcomes.* *Journal of Psychiatry and Brain Science.*

**Carosella, K.A.**, Wiglesworth, A., Silamongkol, T., Tavares, N., Falke, C.A., Fiecas, M.B., Cullen, K.R., & Klimes-Dougan, B. (2021). *Non-suicidal self-injury in the context of COVID-19: The importance of psychosocial factors for female adolescents.* *Journal of Affective Disorders Reports.*

## Editorial Activities

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### Ad Hoc Reviewer

Journal of Affective Disorders Reports	2021
Journal of Psychological Medicine	2019

Cerebral Cortex

2019

## Graduate Research Experience

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### Graduate Assistant

June 2020-Present

Research on Adolescent Depression Lab

University of Minnesota

*Supervisors:* Bonnie Klimes-Dougan, PhD., Kathryn Cullen, PhD.

- Analyzing self-report data
- Writing, editing manuscripts
- Checking existing data entry for accuracy
- Managing data sharing with the National Institute of Mental Health Data Archive

## Post-Baccalaureate Research Experience

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### Research Specialist

January 2019-Present

Neuroscience of Stress, Threat, Executive Functioning, and Motivation Laboratory

University of Pittsburgh

*Supervisor:* Neil Jones, PhD.

- Recruit and screen depressed and healthy control participants
- Administer cognitive tests with concurrent pupillometry and physiology measurements
- Conduct fMRI scanning sessions with concurrent pupillometry, saliva collection, shock administration, and physiology measurements
- Train and monitor participant performance on ecological momentary assessment and physiology paradigm
- Modify, troubleshoot, time, and create contrasts for E-Prime paradigms used by Dr. Jones and Dr. Erika Forbes
- Write portion of manuscripts
- Instruct, train, and mentor undergraduate research assistants
- Manage data sharing with the National Institute of Mental Health Data Archive

## Undergraduate Research Experience

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### Research Assistant

Summer 2018

Dr. Marco Grados Center for Neurodevelopmental Research

Johns Hopkins Medical Institute

*Supervisor:* Marco Grados, M.D., M.P.H

- Investigated relationships between the proteins encoded by candidate genes found in a family study of obsessive-compulsive disorder (OCD) and the presenting symptoms of OCD
- Assessed the prevalence of comorbid diagnoses of anxiety and chronic illness in 1,500 adolescents via medical record review

### Research Assistant

Spring 2017- Fall 2017

The Laboratory for Child Development

Johns Hopkins University

*Supervisor:* Lisa Feigenson, PhD.

- Recruited 200-300 participants aged 3 to 9 years old at the Baltimore Science Center
- Presented an experimental paradigm to investigate children's concept of the mastery of basic skills including seeing, tying shoes, and reading
- Analyzed participant's responses to determine which traits they considered innate rather than learned by experience or through teaching
- Enrolled thirty 17-19 month old participants and examined if they are able to use experimenter provided counting to inform their concept of quantity before they are able to generate counting themselves

**Research Assistant**

Fall 2016

The Comparative Neural Systems and Behavior Laboratory  
Johns Hopkins University

*Supervisor:* Cynthia Moss, PhD.

- Identified the quantity and species bats in a local park for a longitudinal study on the influence of climate change of hibernation and migration patterns
- Employed MATLAB to operationalize the motion of bats' noses and ears in order to identify the mechanism by which bats enhance their ability to locate approaching prey

**Clinical Experience**

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**Practicum Student**

August 2021-Present

Pediatric Psychology Clinic  
University of Minnesota Fairview Hospital

*Supervisors:* Amy Gross, PhD., Amanda Kalstabakken, PhD.

- Administer neuropsychological assessments to children and adolescents with primary health concerns, developmental disabilities, and fetal alcohol syndrome
- Review medical records and interview parents
- Write clinical notes and participate in feedback sessions following assessments

**Pre-Practicum Student**

August 2020-Present

Research on Adolescent Depression Lab  
University of Minnesota

*Supervisors:* Bonnie Klimes-Dougan, PhD., Kathryn Cullen, PhD.

- Administer Kiddie Schedule for Affective Disorders and Self-Injurious Thoughts and Behaviors Interview for a longitudinal study of non-suicidal self-injury
- Administer Mini International Neuropsychiatric Interview for a treatment studies of non-suicidal self-injury

**Clinical Assistant**

Summer 2018

Psychiatric Mental Health Center  
Kennedy Krieger Institute, Johns Hopkins Medical Institute

*Supervisor:* Marco Grados, M.D., M.P.H

- Administered psychological questionnaires to pediatric patients with a variety of neuropsychological diagnoses, including OCD and generalized anxiety disorder
- Scored assessments and analyzed the results in comparison to standardization data sets from peer-reviewed sources

### **Student Intern**

Summer 2017

The Neurobehavioral Unit

Kennedy Krieger Institute, Johns Hopkins Medical Institute

*Supervisor:* Dawn Reseau

- Blocked problem behavior of children with severe internalizing and externalizing symptoms such as aggression and self-injury
- Collected data on instances of problem behaviors
- Implemented treatment procedures including differential reinforcement of other behavior, differential reinforcement of incompatible behavior, and token reward systems
- Facilitated the process of discharging a patient to a less restrictive care facility

## **Teaching Experience**

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### **Teaching Assistant, Introduction to Clinical Psychology**

Fall 2021

Psychology Department at the University of Minnesota

*Supervisors:* Ryan Webler, M.S.

- Managed student experience
- Hosted weekly office hours

### **Teaching Assistant, Abnormal Psychology**

Fall 2020-Present

Psychology Department at the University of Minnesota

*Supervisors:* Bonnie Klimes-Dougan, PhD.

- Graded written reflections
- Managed grades on Canvas
- Hosted weekly office hours

### **Teaching Assistant, Statistical Analysis II**

Spring 2018-Fall 2018

The Applied Math and Statistics Department at Johns Hopkins University

*Supervisors:* Avante Athreya, PhD. and Dr. Fred Torcaso, PhD.

- Planned lessons and led discussion sections for 25 students on topics including statistical computing with R, sampling distributions, and ANOVA
- Hosted weekly office hours and graded examinations and homework for 150 students
- Tutored students outside of office hours and section on an as-needed basis

## **Employment**

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### **Independent Consultant**

December 2018-Present

Reflexion Interactive Technologies LLC

Lancaster, PA

*Supervisor:* George Kong

- Performed literature reviews on cognitions related to sports performance
- Appraised pre-existing task paradigms to determine the cognition or cognitions they most closely assess
- Propose new tasks to be added to the testing repertoire

### **Independent Consultant**

Summer 2018

Baltimore, MD

*Supervisor:* Denise Bike, PhD.

- Contributed to Dr. Bike's workbook for patients with adult ADHD
- Reviewed drafts of each chapter and verified scientific claims made and data cited
- Created a literature review of two dozen peer reviewed articles or books for each chapter and core claim

### **Relevant Skills**

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*Assessment Administration and Scoring (including but not limited to)*

- Columbia Suicide Severity Rating Scale
- Behavior Rating Inventory of Executive Function—Adult Version
- The Screen for Child Anxiety Related Disorders
- Leyton Obsessional Inventory
- Children's Depression Inventory

*Coding Languages:* E-Prime, MATLAB, Java

*Data Analysis Software:* R, AFNI

*Assessment Creation:* Qualtrics

### **Community Engagement**

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**Co-Founder, Co-Director**

Fall 2020-Present

Next-Generation Psych Scholars Program

University of Minnesota

*Funding:* Tri-Psych Graduate Student Diversity Fund

- Obtained funding for a graduate school admissions panel and mentorship program
- Recruited 183 current psychology graduate students from across the US
- Recruited 280 prospective applicants to psychology graduate programs from the US and internationally
- Amassed a collection of resources for prospective applicants
- Coordinated programming for specific topics related to the application process

**Member**

Fall 2020-Present

Diversity, Equity, and Inclusion Committee

Clinical Science and Psychopathology Research Program, University of Minnesota

- Attended meetings discussing DE&I initiatives for the CSPR program

**Coordinator**

January 2021-March 2021

Welcome Program

Clinical Science and Psychopathology Research Program, University of Minnesota

- Plan programming for prospective graduate students
- Coordinate with current graduate students and faculty in CSPR

**Executive Co-President**

Fall 2018

**Executive Treasurer**

Fall 2017-Spring 2018

**Pre-Orientation Coordinator**

Fall 2017

**Co-Chair of Fundraising**

Fall 2016-Spring 2017

Habitat for Humanity at Johns Hopkins University

- Directed club activities and oversaw 15 board members
- Managed budget of \$26,000
- Successfully wrote grant applications for our organization
- Worked closely with the directors of the Habitat for Humanity of the Chesapeake, the Dean of Academic and Student Affairs, and the Budget Specialist at the Johns Hopkins University Center for Social Concern
- Coordinated Pre-Orientation Program that was awarded the 2017 Baltimore Award from the Center for Social Concern at Johns Hopkins University

**Co-President**

Fall 2018

**Member**

Fall 2016-Spring 2018

Psychology Undergraduate Steering Committee

- Led monthly meetings for a committee of eight undergraduates, four professors, and administrators in the Psychology department
- Organized events for psychology majors
- Advised in the creation of new courses and the revision of curriculum and major requirements

**Program Interface and Networking Committee Member**

Fall 2017-Fall 2018

Nu Rho Psi National Honors Society

- Participated in biweekly club meetings regarding the Neuroscience major and new findings in the field
- Volunteered at educational, service, and networking activities

**President**

Fall 2016-Spring 2017

**Member**

Fall 2015-Spring 2016

The Johns Hopkins Alternative Learning Coaches

- Coordinated trips for up to 10 Johns Hopkins students to volunteer weekly at the William S. Baer School for children with special needs in Baltimore city
- Administered cognitive tests, fed, and played games with the children

## References

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Bonnie Klimes-Dougan, PhD

*Assistant Professor*

University of Minnesota Department of Psychology

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Kathryn Regan-Cullen, PhD

*Division Chief, Child and Adolescent Psychiatry*

*Associate Professor, Department of Psychiatry and Behavior Sciences*

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Neil Jones, PhD

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