

Ashley Eng

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Education

University of Kentucky Doctor of Philosophy in progress in Clinical Psychology Mentor: Michelle Martel, Ph.D.	Expected 2025
Catholic University of America Master of Arts in Psychological Science <i>Focus in Children, Families, and Cultures</i> Mentor: Brendan Rich, Ph.D. Thesis: <i>Youth Behavior Problems: Correlations with Family Functioning and Effect on Group Therapy Outcomes Among Two Distinct Populations</i>	2019
Stonehill College Bachelor of Arts in Psychology and Minor in Biology	2017

Awarded Extramural Research Support

<u>Elizabeth Munsterberg Koppitz Graduate Student Fellowship</u> American Psychological Foundation Fellowship “Ovarian Hormone Effects on ADHD Symptoms and Impairment Across the Menstrual Cycle in Adolescents” \$25,000	2023 – Present
<u>Ashley and Ruth Mixon Psychology Award</u> \$400	2023
<u>T32 AA027488</u> Principal Investigators: Mark Fillmore, Ph.D. and Mark Prendergast, Ph.D. National Institute on Alcohol Abuse and Alcoholism Training Fellowship “Interdisciplinary Training in Alcohol Research”	2022 – Present

Research Experience

RISK Research Laboratory University of Kentucky <i>Graduate Research Assistant</i> Principal Investigator: Michelle M. Martel, Ph.D. <i>Estrogen Effects on ADHD and Cognition (NIMH - R01MH119119-01A1)</i> <ul style="list-style-type: none">● Responsible for submitting modifications and continuations of projects to the IRB● Responsible for training lab staff to administer research measures and run visits● Administered clinical interviews and other research measures● Worked jointly with the Center for Clinical and Translational Science (CCTS) to generate and disseminate advertisements and process hormone assays● Spearheaded data collection and cleaning on an R01 grant	Lexington, KY	2019 – Present
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- Collaborated with lab staff to write and edit research papers

Estrogen Effects on Adolescent ADHD and Cognition

- Solely responsible for preparing materials and procedures to begin studying adolescents

Child Cognitive, Affect, and Behavior Laboratory Washington, D.C. 2017 – 2019
The Catholic University of America

Graduate Research Assistant

Principal Investigator: Brendan Rich, Ph.D.

- Conducted research of the Resilience Builder Program®, a manualized, 12-week resilience-based cognitive behavioral group treatment targeting social competence skills, including problem solving, proactive thinking, and emotion regulation
- Responsible for recruiting participants, including reviewing consent and running parent information sessions
- Administered and scored psychological questionnaires, including the Behavior Assessment System for Children, Family Assessment Device, Screen for Child Anxiety Related Disorders, How I Feel Scale, Resiliency Scales for Children and Adolescents, Academic Competence Evaluation Scales, Brief Symptom Inventory, Social Responsiveness Scale, and Social Communication Questionnaire
- Performed data analyses using SPSS and prepared findings for presentation at conferences
- Mentored undergraduate research assistants and new graduate students
- Specially selected to act as the third and final scorer in cases of scoring discrepancies due to high scoring accuracy and efficiency

Brown University and Rhode Island Hospital Providence, RI 2016 – 2017

Undergraduate Research Assistant

Study: *Community-Level Primary Prevention of Dating and Sexual Violence in Middle Schools* (NCIPC #5U01CE002651-02)

Principal Investigator: Lindsay Orchowski, Ph. D.

- Collaborated with Day One of Rhode Island, a community-based rape crisis center, to develop and implement a Social Norms Marketing Campaign aimed to prevent dating and sexual violence in Rhode Island high schools
- Administered surveys to high school students across multiple high schools
- Scored and entered surveys with over 250 questions while maintaining a high accuracy level
- Analyzed data, conducted literature reviews, and prepared abstracts for presentation at conferences
- Acted as a validity rater to ensure programming covered the required material
- Transcribed stakeholder interviews and coded crime rate data

The Effect of “CSI” on Jury Decision Making Easton, MA 2014 - 2015

Undergraduate Research Assistant

Principal Investigator: Bonnel Klentz, Ph.D.

- Worked with professor to determine if viewing forensic-themed TV programs influence juror decisions
- Transcribed and coded jury deliberations
- Checked database to ensure coding was done accurately

Publications

Eng, A. G., Phan, J. M., Shirtcliff, E. A., Eisenlohr-Moul, T. A., Goh, P. K., & Martel, M. M. (2023). Aging and pubertal development differentially predict symptoms of ADHD, depression, and

impairment in children and adolescents: An eight-year longitudinal study. *Research on Child and Adolescent Psychopathology*. <https://doi.org/10.1007/s10802-023-01030-7>

- Goh, P. K., Elkins, A. R., Bansal, P. S., **Eng, A. G.**, & Martel, M. M. (2023). Data-driven methods for predicting ADHD diagnosis and related impairment: The potential of a machine learning approach. *Research on Child and Adolescent Psychopathology*. <https://doi.org/10.1007/s10802-023-01022-7>
- Eng, A. G.**, Bansal, P. S., Goh, P. K., Nirjar, U., Petersen, M. K., & Martel, M. M. (2023). Evidence-based assessment for attention-deficit/hyperactivity disorder. *Assessment*. <https://doi.org/10.1177/10731911221149957>
- Martel, M. M., Elkins, A. R., **Eng, A. G.**, Goh, P. K., Bansal, P. S., Thomas-Smith, T. E., Thaxton, M. H., Ryabinin, P., Mooney, M. A., Gustafsson, H. C., Karalunas, S. L., & Nigg, J. T. (2022). Longitudinal temperament pathways to ADHD between childhood and adolescence. *Research on Child and Adolescent Psychopathology*, 1-12.
- Bansal, P. S., Goh, P. K., **Eng, A. G.**, Elkins, A. R., Thaxton, M. H., & Martel, M. M. (2021). Utility of the limited prosocial emotions specifier in preschoolers with conduct problems. *Assessment. Advanced Online Publication*. <https://doi.org/10.1177/10731911211051070>
- Bansal, P. S., Goh, P. K., **Eng, A. G.**, Elkins, A. R., Thaxton, M., Smith, T. E., & Martel, M. M. (2021). Identifying the inter-domain relations among ODD, CD, and CU traits in preschool children using network analysis. *Research on Child and Adolescent Psychopathology*.
- Goh, P. K., **Eng, A. G.**, Elkins, A. R., & Martel, M. M. (2021). Gender differences in ADHD comorbidity during adolescence: An understudied area in need of attention. *The ADHD Report*, 29(3), 1-10.
- Goh, P. K., Martel, M. M., Jones, P. J., Bansal, P. S., **Eng, A. G.**, Elkins, A. R., Thaxton, M. H., & Barkley, R. A. (2021). Clarifying relations between ADHD and functional impairment in adulthood: Utilization of network and machine learning approaches. *Assessment. Advanced online publication*. <https://doi.org/10.1177/10731911211050921>
- Goh, P. K., Smith T. E., Lee, C. A., Bansal, P. S., **Eng, A. G.**, & Martel, M. M. (2021). Etiological networks of attention-deficit/hyperactivity disorder during childhood and adolescence. *Journal of Clinical Child and Adolescent Psychology*. DOI: 10.1080/15374416.2021.1946820
- Martel, M. M., **Eng, A. G.**, Bansal, P. S., Smith, T. E., Elkins, A. R., & Goh, P. K. (2021). Multiple informant average integration of ADHD symptom ratings predictive of concurrent and longitudinal impairment. *Psychological Assessment*.

Manuscripts Under Review

- Eng, A. G.**, Elkins, A. R., Nirjar, U., Sizemore, Y., Monticello, K., Petersen, M., Miller, S. A., Eisenlohr-Moul, T. A., & Martel, M. M. (Under review). Attention-deficit/hyperactivity disorder and the menstrual cycle: Theory and evidence.
- Goh, P. K., **Eng, A. G.**, Bansal, P. S., Kim, Y. T., Miller, S. A., Martel, M. M., & Barkley, R. A. (Under review). Application and expansion of an algorithm predicting ADHD and impairment to a nationally representative sample.

Peters, J. R., Schmalenberger, K., **Eng, A. G.**, Stumper, A., Martel, M. M., & Eisenlohr-Moul, T. A. (Under review). Multiple hormone sensitivity theory: A transdiagnostic framework for menstrual cycle influences on psychopathology.

Manuscripts in Preparation for Submission/Resubmission

Eng, A. G., Barone, J., Eisenlohr-Moul, T. A., Sizemore, Y., & Martel, M. M. (in prep). Hormonal effects on affect in females with ADHD: A biphasic model of risk.

Eng, A. G., Monticello, K., & Martel, M. M. (in prep). Studying ADHD in pregnant individuals.

Martel, M. M., Goh, P. K., Eng, A. G., Monticello, K., & Eisenlohr-Moul, T. A. (in prep) Impulsivity moderates end but not mid cycle effects on affect, cognition, and ADHD symptoms.

Professional Presentations

Eng, A. G. (2023, June 23). *Aging and pubertal development differentially predict symptoms of ADHD, depression, and impairment* [Oral Presentation]. Presented at the International Society for Research in Child and Adolescent Psychopathology Twentieth Biennial Scientific Meeting, London, England.

Goh, P. K., Bansal, P. S., **Eng, A. G.**, Petersen, M., Nirjar, U., Martel, M. M. (2023, June 22). The incremental validity of temperament in ADHD phenotypes: A machine learning approach to predicting impairment outcomes. In E. D. Musser (Chair), *Data-driven, temperament-linked profiles improve understanding of heterogeneity in ADHD* [Symposium]. Presented at the International Society for Research in Child and Adolescent Psychopathology Twentieth Biennial Scientific Meeting, London, England.

Eng, A. G. (2023, May 8). Longitudinal pubertal associations with ADHD, impairment, and co-occurring depressive symptoms. In T. A. Eisenlohr-Moul (Chair), *Puberty: A key activational period for psychopathology* [Symposium]. Presented at the Organization for the Study of Sex Differences 17th Annual Meeting, Calgary, Alberta, Canada.

Eng, A. G. & Martel, M. M. (2023, April 24). *Understanding emotions in ADHD: Hormonal effects on affect and their implication for impulsive behavior*. Poster and data blitz presented at the University of Kentucky Substance Use Research Event, Lexington, KY.

Monticello, K. N., **Eng, A. G.**, & Martel, M. M. (2023, April 13-15). *Negative affect across the menstrual cycle in individuals with ADHD*. Poster presented at the National Conference on Undergraduate Research, Eau Claire, WI.

Eng, A. G., Martel, M. M., & Eisenlohr-Moul, T. A. (2021, November). *Longitudinal pubertal associations with ADHD and comorbid depression*. Poster presented at the Harvard Women in Psychology Trends in Psychology Summit, Boston, MA.

Bansal, P. S., Goh, P. K., **Eng, A. G.**, Elkins, A. R., Thaxton, M. H., & Martel, M. M. (2021, November). *Limited prosocial emotions specifier in a high-risk preschool sample*. Poster

presented at the Association for Behavioral and Cognitive Therapies Conference, New Orleans, LA.

- Martel, M. M., **Eng, A. G.**, Bansal, P. S., Smith, T. E., & Goh, P. K. (2020, November). *Multiple informant average integration of ADHD symptom ratings predictive of concurrent and longitudinal impairment*. Poster to be presented at the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Goh, P. K., **Eng, A. G.**, Bansal, P. S., Karalunas, S. L., Nigg, J. T., & Martel, M. M. (2020, May). *Key symptoms of ADHD-internalizing disorder comorbidity during childhood and adolescence: Integrating network analysis with machine learning*. Symposium Presentation at the Association for Psychological Science Annual Convention (Conference canceled).
- Eng, A.**, Donahue, K., Gonzalez, A., Miranda, A., Alvord, M., & Rich, B. (2019, April). *Examining the relationship between homework completion and group therapy outcome*. Poster presented at the Fourth Annual Catholic University Research Day, Washington, DC.
- Eng, A.**, Donahue, K., Alvord, M., & Rich, B. (2018, April). *Parent child disagreement on anxiety symptoms and family functioning*. Poster presented at the 38th Annual Convention of the Anxiety and Depression Association of America, Washington, DC.
- Donahue, K., **Eng, A.**, Alvord, M., & Rich, B. (2018, April). *Maternal depression and anxiety on child therapy outcomes in the Resilience Builder Program*. Poster presented at the 38th Annual Convention of the Anxiety and Depression Association of America, Washington, DC.
- Rempel, T., **Eng, A.**, Donahue, K., Pallarthra, A., Alvord, M., & Rich, B. (2018, April). *Impact of family structure on resilience*. Poster presented at the Third Annual Catholic University Research Day, Washington, DC.
- Eng, A.**, Krahe, P., Oesterle, D., & Orchowski, L. (2018, April). *Do high school students accurately perceive peer norms?* Poster presented at the Semi-Annual Stonehill College Poster Conference, Easton, MA.
- Krahe, P., Millman, C., **Eng, A.**, Pearlman, D., & Orchowski, L. (2017, March). *Do high school teachers accurately perceive schoolwide norms? An examination*. Paper presented at the 2017 Annual Conference of the Eastern Psychological Association, Boston, MA.
- Eng, A.** (2015, October). *Do people think you're attractive? It depends on your name*. Poster presented at the 55th Annual Meeting of the New England Psychological Association, Fitchburg, MA.

Teaching Experience

University of Kentucky, Instructor of Record
PSY 534: Child Psychopathology

Lexington, KY
 2020 – 2021

- Provided information on assessment, diagnosis, etiology, course, and treatment of common childhood behavior disorders, or developmental psychopathology;
- Encouraged students to actively participate in an advanced seminar that allowed for critical thinking, reading of scholarly, scientific articles, critical thinking and writing about research articles, and oral presentation of clinical and research topics.

University of Kentucky, Graduate Teaching Assistant

Lexington, KY

PSY 215: Experimental Psychology

2019 – 2020

Professors: Kristina Pattinson, Ph.D., Taylor Elsey, Ph.D. (2 semesters)

- Led laboratory sessions, graded assignments, and held review sessions for exams for undergraduate students.

Clinical Experience

Center on Trauma and Children

Lexington, KY

2022 – 2023

Child and Adolescent Trauma Treatment and Training Institute

Clinician

Supervisor: Stephanie Gusler, Ph.D.

- Provided trauma informed interventions such as Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) and Trauma Affect Regulation: Guide for Education and Therapy (TARGET) for children and adolescents
- Conducted detailed assessments of trauma history, symptoms of psychopathology, behavior, and family functioning to provide treatment recommendations
- Coordinated with case workers from the Department for Community Based Services, physicians, schools, and other therapists to provide trauma-informed services to youth and their families.

The Amend Group

Lexington, KY

2021 – 2022

Graduate Associate Clinician

Supervisor: Edward Amend, Psy.D.

- Conducted assessments for children, adolescents, and adults administering a variety of measures such as the Wechsler Intelligence Scales (WPPSI, WISC-V, WAIS IV), Woodcock-Johnson IV Tests of Achievement, Conners Continuous Performance Test, and broadband rating scales in order to assess for ADHD, learning disorders, and giftedness
- Wrote reports and provided assessment results and recommendations to clients and their families

MindPsi

Richmond, KY

2021– 2022

Graduate Therapist

Supervisors: Michelle Martel, Ph.D.

- Conducted assessments of children and adolescents and provided feedback and reports to clients and their parents
- Provided cognitive behavioral therapy, trauma-focused cognitive behavioral therapy, and parent training to children, adolescents, and families
- Conducted intake interviews to determine best course of treatment

University of Kentucky

Lexington, KY

2019 – Present

Jesse G. Harris Psychological Services Center

Clinician, Group Leader

Supervisors: Mary Beth McGavran, Ph.D., Heather Risk, Psy.D., Lindsey Jasinski, Ph.D., Michelle Martel, Ph.D.

- Provided individual therapy using a cognitive-behavioral approach for clientele of all ages from the greater Lexington area
- Helped children who had experienced trauma by providing trauma-focused cognitive behavioral therapy
- Facilitated youth group that taught emotion regulation and distress tolerance skills to school age children

- Conducted psychosocial assessments for children, adolescents, and adults using a variety of structured interviews, intelligence and achievement tests, and rating scales
- Responsible for being available outside of clinic hours to assess client emergencies and connected them with the appropriate resources
- Supervised other graduate students providing psychosocial assessments for adolescents and adults

University of Kentucky

Lexington, KY

2020 – 2021

Counseling Center

Practicum Student

Supervisors: Nathaniel Hopkins, Ph.D., Natalie Berry, M.S., Sharon Martin Psy.D.

- Functioned as a clinical therapist providing individual therapy to the University of Kentucky student body using both a cognitive-behavioral and interpersonal process approach
- Co-facilitated the Understanding Self and Others group therapy utilizing interpersonal process

Alvord, Baker, & Associates, LLC

Chevy Chase, MD

2018 – 2019

Intake Coordinator

Supervisor: Mary Alvord, Ph.D.

- Conducted phone interviews with potential clients to determine the presenting problem, determined the proper course of treatment (individual, family, or group), and matched each client with an appropriate clinician
- Scored a variety of psychometric measures including the Behavioral Assessment Scale for Children, Multidimensional Anxiety Scale for Children, the Minnesota Multiphasic Personality Inventory, Beck's Depression Inventory, Career Assessment Inventory, Children's Depression Inventory, Conners Rating Scale, and Screen for Child Anxiety Related Disorders and alerted clinicians to possible invalid forms
- Assisted clinicians by supervising and helping behaviorally challenged children while their parents were speaking with the clinician or when filling out psychometric measures
- Maintained clients' clinical and financial records in accordance with the Health Insurance Portability and Accountability Act (HIPAA)
- Managed payments for 20 clinicians
- Assisted clinicians with exposure treatments, for example, engaging a child with social anxiety

Alvord, Baker, & Associates, LLC

Chevy Chase, MD

2017 – 2019

Graduate Therapist

Supervisor: Brendan Rich, Ph.D., Anahi Collado, Ph.D.

- Co-led the Resilience Builder Program® for a group of 5th grade boys and girls in the school setting who had been identified by the school counselor as needing extra support. They presented with emotional, behavioral, and social impairments
- Assisted with and lead the Resilience Builder Program® for a group of second and third grade boys who presented with attention-deficit hyperactivity disorder, learning disabilities, and autism spectrum disorder
- Led the group through thoughtful discussions of their therapy homework and progress towards each child's individual goals
- Taught the group different relaxation exercises and helped each child determine which exercise worked best for them, as well as when they might implement it in their daily routine
- Rewarded children with points that they could exchange for prizes for participation, completed homework, and progress towards their goals
- Worked with school staff in coordinating group with children's class schedules and behavioral problems

- Met with parents to discuss progress and future goals

Bradley Hospital, Adolescent Partial Hospital Program Providence, RI 2017

Volunteer Milieu Therapist

Supervisor: Gary Reagan, LICSW

- Lead and participated in treatment team meetings
- Aided in determining when a patient was ready to leave the hospital
- Co-lead and assisted in group therapy sessions; topics included wellness, interactions with peers, and coping skills
- Conducted milieu therapy sessions
- Created strong and supportive bonds with the children to aid in the therapeutic process

Arnone School Brockton, MA 2016

Practicum Student

Supervisors: Sharon Large & Rose Perkins, Ph.B., Ed.D.

- Observed and assisted staff in an Emotionally-Impaired (EI) second and third grade classroom
- Developed and implemented a behavioral reinforcement plan to improve students' efforts with focusing on work behaving appropriately
- Wrote weekly reports to college professor about experience and interactions with students

Invited Presentations/Workshops

Un Abrazo Amigo Parent Support Group 2023

Clinica Amiga

Guest Speaker

“Stress: An overview of symptoms, function, and coping mechanisms”

The Resilience Builder Program 2023

The Lexington School

Program Leader

PSY 399: Field Based/Community Based Education 2022

University of Kentucky

Guest Speaker

“Diagnosis and treatment of attention-deficit/hyperactivity disorder”

PSY 195: Orientation to Psychology 2022

University of Kentucky

Panel Member

“Graduate Programs and Careers in Psychology”

Select Clinical Certifications and Trainings

Training Course: Parent Child Interaction Therapy for Traumatized Children Web Course 2023

University of California, Davis, PCIT Training Center

10 hours, Online

CAMS Foundational Online Video Course for Assessing and Treating Suicidal Risk 2022

3 hours, Online

Trauma Affect Regulation: Guide for Education and Therapy (TARGET) Center on Trauma and Children 7 hours, Training conducted via Zoom	2022
Graduate Class: PSY 710 Dialectical Behavior Therapy (DBT) University of Kentucky	2022
Workshop: Nonviolent Crisis Intervention Certification Crisis Prevention Institute 9 hours, Training conducted in person	2022
Trauma Focused Cognitive Behavioral Therapy (TF-CBT) <i>Training Course: TF-CBT Web 2.0</i> Medical University of South Carolina 11 hours, Online	2021
<i>Training Course: TF-CBT Training</i> Heather Risk & Associates 20 hours, Training conducted via Zoom	2021
<i>TF-CBT Consultation Calls</i> Heather Risk & Associates 12 calls, Calls conducted via Zoom	2021-2022
<i>Webinar: Culturally Responsive TF-CBT via Telehealth for Latinx Youth and Families</i> Society of Clinical Child & Adolescent Psychology	2022
Workshop: Telepsychology Best Practices 101 American Psychological Association 8 hours, Online	2020

Professional Service

Harris Center Director Search Committee <i>Student Representative</i> University of Kentucky	2023
Clinical Psychology Program Admissions Interviews <i>Student Interviewer</i> University of Kentucky	2022 - 2023
SCCAP Mentorship Program <i>Mentor</i> Society of Clinical Child and Adolescent Psychology	2022 - 2023

Professional Memberships

American Psychological Association (APA)
Psi – Chi: The International Honor Society of Psychology
Society of Clinical Child and Adolescent Psychology, Division 53 of the American Psychological Association