

# Ethan Zhang

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## EDUCATION

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### **B.A. Psychological and Brain Sciences**

Expected 2024

Washington University in St. Louis

Major: Psychological and Brain Sciences

Minor: Anthropology: Global Health and Environment

Honors Thesis: The Emotional Competence of Depressed Preschoolers following Emotion-Focused Parent-Child Interaction Therapy

Supervisors: Dr. Rose Donohue, Ph.D.

GPA: 3.98

Psychology GPA: 3.96

## HONORS AND AWARDS

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Member of Psi Chi Honor Society in Psychology

2023-Present

College of Arts and Sciences Dean's List, Washington University in St. Louis

2020-2023

## RESEARCH INTERESTS

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- Impact of parent-child relationships on the development of psychopathology
- Relationship between parenting and early childhood social-emotional and behavioral functioning
- Family-focused interventions to prevent psychopathology in children and adolescents
- Impact of caregiver burden on the treatment of serious mental illness

## RESEARCH EXPERIENCE

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### **Principal Investigator**

2023-Present

Honors Thesis

Early Emotional Development Program, Washington University in St. Louis

**Responsibilities:** Collaborated on a new coding scheme for the MacArthur Story Stem Battery whose purpose was to highlight emotional competence constructs that we would expect to change via Parent-Child Interaction Therapy with a novel emotional development module (PCIT-ED).

Led a four-person behavioral coding team that consisted of overseeing a weekly interrater reliability meeting, delegating coders' assignments, and managing data. Manuscript in progress.

*Supervisor:* Dr. Rose Donohue, Ph.D.

### **Research Assistant**

2021-Present

Early Emotional Development Program, Washington University in St. Louis

**Responsibilities:** Assisted in a multitude of studies (listed below) allowing for interaction with various clinical and at-risk populations. Attended weekly lab meetings, journal clubs, and student development workshops.

*Supervisors:* Dr. Joan Luby, MD, Dr. Laura Hennefield, Ph.D, Dr. Diana Whalen, Ph.D.

Studies: Pediatric Suicidal Ideation Study, Development of Reward Study, Early Development of Overcontrol Study

- Administered a battery of behavioral and cognitive tasks to children aged 6-12. Assisted in EEG administration. Walked children through questionnaires and tasks performed during the EEG.

Study: Neural Correlates of Excitability and Irritability Study

- Accompanied child participants through the entire MRI scanning process, which for many was their first time. Maintained additional positive rapport as the study targeted children with big emotions (excitability and irritability).

Study: Parent-Child Interaction Therapy Study

- Coded various tasks during parent-child therapy for personality traits and maintained reliability.

Study: Geller Phenomenology Study

- Re-contacted more than 200 participants for a 10-year follow-up. Successfully recruited N=169 who were interested in further participation.

## **PROFESSIONAL EXPERIENCE**

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### **Residential Family Teacher**

2023

Josiah White's Residential Treatment Program

**Responsibilities:** Implemented the Teaching Family Model (TFM) to support juvenile offenders in learning how to function in a home-like setting. Understood theories that underlie TFM Core training, including: learning theory, motivation systems, and skills curriculum. Worked with all parts of the treatment team to develop, implement, and review the residents' treatment plans. Counseled residents through building healthy relationships, life skills, work habits, hygiene, etc. Constantly engaged in conflict-resolution and trained in crisis intervention.

### **Student Intern**

2022

Aspire Indiana Health

**Responsibilities:** Shadowed doctors, therapists, life skill instructors, case managers, and recovery coaches at Aspire, one of Indiana's largest integrative health care networks. Interacted with a variety of patients with mental illnesses in intimate settings (depression, anxiety, schizoaffective disorders/schizophrenia, ADHD, autism spectrum disorder, substance abuse disorder, etc.). Witnessed the establishment of comprehensive treatment plans amongst a variety of health professionals within a holistic healthcare model. Observed different practices of mental health treatment including private and group therapy, counseling, grand rounds, and life skills training.

**Child Life Volunteer** 2022  
Riley Children's Health

**Responsibilities:** Engaged youth patients with play opportunities and activities to reduce stress and anxiety. Trained in patient transport. Shadowed child life therapists in daily hospital tasks.

**Emergency Department Scribe** 2021  
ScribeAmerica, Pediatric Emergency Department SSM Health Cardinal Glennon Children's Hospital

**Responsibilities:** Directly engaged with physicians and patients in the emergency department by documenting and organizing patients' medical records. Gained first-hand experience of the patient-physician relationship and the inner workings of an emergency department. Became familiarized with the treatment process.

## TEACHING EXPERIENCE

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**Undergraduate Teaching Assistant** 2023  
L33 Psych 345 – Genes, Environment, and Human Behavior  
Washington University in St. Louis  
Supervisor: Dr. Emma Johnson, Ph.D.

**Responsibilities:** Hosted weekly office hours. Worked with students outside of class to ensure understanding of content. Assisted in running review sessions.

## PRESENTATIONS

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Zhang, E., Hennefield, L., & Luby, J. (2023, April). *Concordance between parent and child report of suicidality in middle childhood*. Poster presented at the Undergraduate Research Symposium at Washington University in St. Louis, St. Louis, MO

## UNIVERSITY INVOLVEMENT

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**Student Staff** 2021-Present  
Center for Teaching and Learning, Washington University in St. Louis

**Responsibilities:** Spearheaded a student-led research project to design Washington University's first Learning Spaces Rating System (LSRS) to better foster engagement between professors and students. Adapted the Educase LSRS to fit Washington University's learning spaces. Assessed and evaluated all learning space criteria with fellow team members. Discussed implementation with the Educational Development Team for future use.

**Campus Emergency Medical Technician** 2020-Present  
Emergency Support Team, Washington University in St. Louis

**Responsibilities:** Provided high levels of first-response care for a student-run first responder emergency medical service for our undergraduate campus. Interacted with local health providers. Organized CPR and organized Active Bystander Training for the WashU community (60+ people). Educated in trauma-informed care.

## RELEVANT COURSE WORK

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**Psychology:** Introduction to Psychology, Social Psychology, Abnormal Psychology, Cognitive Neuroscience, Positive Psychology, Genes Environment and Human Behavior, Developmental Psychology, Educational Psychology, Psychology of Personality, Psychology of Adolescence (enrolled), Biological Bases of the Major Mental Disorders (enrolled)

**Statistics:** Introductory Psychological Statistics, Applied Statistical Analysis with R, Managerial Statistics, Advanced Psychological Statistics (enrolled)

## REFERENCES

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**Dr. Joan Luby, M.D.**

Samuel and Mae S. Ludwig Professor of Child Psychiatry  
Director, Early Emotional Development Program  
Phone: 314-286-2730 Email: [lubyj@wustl.edu](mailto:lubyj@wustl.edu)

**Dr. Meghan Rose Donohue, Ph.D.**

Assistant Professor in Psychiatry  
Phone: 314-286-2671 Email: [rdonohue@wustl.edu](mailto:rdonohue@wustl.edu)

**Dr. Emma Johnson, Ph.D.**

Assistant Professor in Psychiatry  
Phone: 314-273-1873 Email: [emma.c.johnson@wustl.edu](mailto:emma.c.johnson@wustl.edu)

**Dr. Sally Wu, Ph.D.**

Assistant Director for Educational Technology,  
The Center for Teaching and Learning  
Washington University in St. Louis  
Phone: 847-986-9185 Email: [sallywu@wustl.edu](mailto:sallywu@wustl.edu)

**Dr. Gabriela Szteinberg, Ph.D.**

Assistant Dean & Academic Coordinator - College of Arts & Sciences  
Phone: 314-935-7353 Email: [gsztein@wustl.edu](mailto:gsztein@wustl.edu)

Dated: 6/11/24

Signed:

