**EDUCATION**

Sept. 2016 – **Ph.D. Student**

*Exp. May 2021* **Clinical Psychology (Health Emphasis),** APA Accredited

Ferkauf Graduate School of Psychology

Yeshiva University, Bronx, New York

2009-2013 **B.A., Psychology**

Swarthmore College

Swarthmore, Pennsylvania

**SUPERVISED CLINICAL TRAINING**

Feb. 2017 – **Behavioral Medicine Student Therapist**

Present*The Max & Celia Parnes Family Psychological and Psychoeducational Services Clinic*

Ferkauf Graduate School of Psychology

Yeshiva University, Bronx, New York

* Carry a caseload of X individual weekly individual psychotherapy cases.  Treatment issues include/frequently include anxiety, depression, coping with stress, physical pain and/or other physical health issues
* Conduct pre-surgical psychological evaluations for patients seeking bariatric surgery; provide written assessment to referring physicians.
* Conduct clinic intake evaluations using SCID-V
* Responsible for all case documentation
* Weekly individual supervision

**Supervisor: Rob Dobrenski, Ph.D.**

**CLINICAL WORK EXPERIENCE**

Sept. 2013 – **Clinical Assistant**

June 2014*The Sherkow Center for Child Development and Autism Spectrum Disorder;* New York, NY

* Provided 1:1 therapeutic services and educational support to children and teenagers on the autism spectrum as part of triadic home intervention program
* Co-led Spark Group Therapy program providing socialization experience and therapeutic support to children and teenagers on the autism spectrum
* Synthesized and reported information regarding developmental and interpersonal progress of patients at meetings with patients’ therapeutic team

**Supervised by: Susah Sherkow, M.D.**

**DOCTORAL RESEARCH EXPERIENCE**

Sept. 2016 – **Research Assistant**

Present *Headache and Adherence Lab*

Ferkauf Graduate School of Psychology

Yeshiva University, Bronx, New York

* Discuss and develop ideas pertaining to current pre-doctoral and doctoral level research projects
* Develop understanding of headache, current issues in treatment, and cognitive behavioral therapy in the treatment of headache and migraine
* Assist in research regarding burden experienced by children of migraine patients
* Collaborate with advisor on current research projects, papers, and presentation abstracts

**Principal Investigator: Elizabeth Seng, Ph.D.**

**ADDITIONAL RESEARCH EXPERIENCE**

Summer 2012 **Research Assistant**

*Yale University Infant Cognition Center;* New Haven, CT

* Collected data via a variety of methodologies, including preferential looking, habituation, and forced-choice
* Co-designed a study regarding child preference of same- or other-gender informants
* Recruited participants, scheduled appointments, managed phone calls, completed other administrative duties

**Principal Investigator: Karen Wynn, Ph.D.**

Spring 2012 **Research Assistant**

*Swarthmore College;* Swarthmore, PA

* Collected daily reports of participant smoking frequency and mood
* Attended weekly meetings to discuss the progress of the study
* Managed participants to minimize missing data points

**Principal Investigator: Andrew Ward, Ph.D.**

Summer 2010 **Research** **Assistant**

*Memorial Sloane Kettering Hospital;* New York, NY

* Measured BPE (contrast in brightness between types of tissue) of breast MRIs as part of research initiative to find new correlative measure for breast cancer risk
* Designed databases to efficiently compile data for other cancer research projects
* Synthesized patient records to collect diagnostics and medical history for patients with glioma tumors

**Principal Investigator: Jonine Bernstein, M.D.**

**RESEARCH WORK EXPERIENCE**

Sept. 2014 – **Lab Manager**  
June 2016 *Child’s Play, Learning & Development Lab; University of Delaware;* Newark, DE

* Supervised all aspects of implementing an IES-funded 7-week spatial training study in preschools including measure choice and design, data collection, recruiting, and coordinating with administrators and teachers
* Contributed to the creation of an iPad game counterpart to the human spatial training program
* Managed team of 20-30 interns in completing lab projects including training and supervision for recruiting, data collection, data entry, and inter-coder reliability
* Performed data collection for studies in lab via assessment administration, trainings, tests; also looking-time studies
* Developed schemes for coding and transcribing; directed and supervised their usage
* Created measures for adults and for children and piloted their efficacy prior to use
* Contributed to conceptualization, literature review, and implementation of new projects
* Designed and presented posters to disseminate research
* Contributed to papers written by members of the lab
* Led or participated in weekly lab meetings to discuss and critique new relevant literature

**Principal Investigator: Roberta Golinkoff, Ph.D.**

Sept. 2013 – **Research Assistant**

June 2014*The Sherkow Center for Child Development and Autism Spectrum Disorder;* New York, NY

* Observed and recorded sessions with patients
* Wrote session summaries as qualitative progress data
* Wrote blog posts on topics including ASD, child development, motherhood, eating habits, for center’s website
* Managed and completed administrative duties (e.g., mailing lists, event planning, filing, database creation)

**Supervised by: Susah Sherkow, M.D.**

**TEACHING EXPERIENCE**

January 2017 – **Teaching Assistant**  
Present *“Children of Divorce;”* *Child Study Center; New York University School of Medicine;* New York, NY

* Facilitate discussion with undergraduate sections to encourage critical thought and deeper comprehension of class reading assignments and lecture topics
* Hold 1:1 student meetings to discuss difficult concepts, review proper practice in scientific writing, and address general concerns
* Evaluate student papers to ensure comprehension of topics and a high level of independent critical thought and integration of relevant personal experience
* Consulted with class professor and other teaching assistant in biweekly meetings to ensure consistent instruction

**Supervised by: Anthony Charuvastra, M.D.**

Sept. 2014 – **Lab Manager**  
June 2016 *Child’s Play, Learning & Development Lab; University of Delaware;* Newark, DE

* Supervised independent study students throughout their courses
* Assisted in instruction regarding research protocol, general psychology and good practices in psychology research and writing papers
* Trained and assessed independent study students in research protocols

**Supervised by: Roberta Golinkoff, Ph.D.**

Sept. 2013 – **Assistant Teacher**

June 2014 *Riverdale Nursery School and Family Center Preschool and Kindergarten Programs;* Riverdale, NY

* Provided emotional and social scaffolding for children as they navigated classroom difficulties
* Planned classroom curricula with specific modifications for children with special needs
* Implemented strategies to target individual goals, strengths, and needs for each child in the classroom
* Assisted children with math, language arts, and writing as part of the kindergarten program
* Consulted with parents to implement comprehensive plan for social, emotional, and academic development both in school and at home

2013-2014; **Tutor**

Present *New York, NY*

* Supplement regular daily education in 1:1 sessions in mathematics, English, history, physics, SAT
* Students range from elementary through high school including ESL students and students with special needs

**OTHER RELATED EXPERIENCE**

Aug. 2015 **Volunteer**

June 2016 *Women’s Center of Philadelphia, Philadelphia, PA*

* Offered emotional support and acted as a physical barrier to escort women into the clinic

March 2013 – **Founding member**

Present *Swarthmore Assault Prevention & Survivor Advocacy; Swarthmore Alums for Sexual Assault Prevention,*

* Facilitate discussions surrounding prevention of sexual assault on campus
* Heavily involved in conversations regarding proper administrative responses
* Provide emotional support to survivors of rape and sexual assault

Summer 2011 **Emergency Medical Technician**

*Magen David Adom (MDA);* Bat Yam, Israel

* Trained in emergency medicine, with specialized training for mass casualty incidents
* Cared for patients en route to hospital and on scene (e.g., car accidents, infant anaphylaxis, childbirth)

**CERTIFICATIONS, HONORS AND AWARDS**

2009-2013 **Philip Evans Scholarship**

*Awarded for demonstration of leadership, integrity, intelligence and a commitment to the larger community*

**ASSESSMENT TRAINING**

Fall 2016 Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)

Structured Clinical Interview I for the DSM-5 (SCID I)

Wechsler Adult Intelligence Scale – IV (WAIS-IV)

Trail Making Test (TMT) Parts A & B

Spring 2017 Minnesota Multiphasic Personality Inventory – 2 (MMPI-2)

Minnesota Multiphasic Personality Inventory – 2 – Revised Form (MMPI-2-RF)

Personality Assessment Inventory (PAI)

Rorschach Inkblot Method (Exner Comprehensive System)

Structured Clinical Interview for the DSM-5: Personality Disorders

Thematic Apperception Test (TAT) (exposure)

**ASSESSMENT FOR RESEARCH**

Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Ed.

Woodcock Johnson – IV Tests of Achievement

Woodcock Johnson – III Tests of Achievement

Test of Spatial Assembly

Children’s Mental Transformation Task

Test of Early Mathematics – 3

Mental Rotation Task

**PAPERS AND PRESENTATIONS**

Verdine, B.N., Zimmerman, L., Foster, L**.**, **Marzouk, M.A**., Golinkoff, R.M., Hirsh-Pasek, K., & Newcombe, N. (2017). *Toys R important: Effects of geometric toy design on parent-child interactions and spatial language.* Manuscript in preparation.

Medford, J.R., Verdine, B.N., **Marzouk, M.**, Golinkoff, R.M, & Hirsh-Pasek, K. (2015). *Building a successful future: 3-year-olds’ block building behaviors predict spatial and mathematical skills at age 5.* Manuscript in preparation.

Verdine, B.N., **Marzouk, M.**, Zosh, J.Z., Golinkoff, R.M., & Hirsh-Pasek, K. (2016, June). *Toys r important: Effects of toy design on parent geometric and spatial talk*.  In G. Borriello (Chair), *Spatial Development and STEM Learning*.  Symposium conducted at the Jean Piaget Society 46th Annual Meeting, Chicago, IL.

**Marzouk, M.**, Brezack, N., Verdine, B.N., Golinkoff, R.M., Hirsh-Pasek, K. (2015, March).  *What do toddlers know about geometric shapes?*  Paper symposium conducted at the Eastern Psychological Association Conference, Philadelphia, PA.

Tonob, D., Zimmermann, L., Verdine B., Foster, L., Marzouk, M., Golinkoff, R. M. (October, 2017). *Measuring Parent Spatial Anxiety: Related to Child Spatial and Math Outcomes?*Poster to be presented at the Cognitive Development Society, Portland, OR

Zimmermann, L., Bower, C., Verdine, B., Fletcher, N., Toub, T., Foster, L., Islam, S., **Marzouk, M.,** Medford, J., Golinkoff, R. M., Hirsh-Pasek, K. (October, 2017). *Tackling training: An analysis of performance on spatial instruction in preschool.* Poster to be presented at the Cognitive Development Society, Portland, OR

Zimmermann, L., Fletcher, N., Verdine, B., Toub, T., Foster, L., Islam, S., Marzouk, M., Medford, J., Golinkoff, R., Hirsh-Pasek, K. (2017, May). Can spatial instruction in preschool improve mathematics performance? Presented at the Math Cognition Conference, Nashville, TN

**Marzouk, M**., Seng, E., Nicholson, R. (2017, April). *Association between Parent and Provider Characteristics and Diagnosis of Migraine: An Observational Electronic Health Record Study.* Presented at the annual meeting of the American Academy of Neurology, Boston, MA.

Foster, L., **Marzouk, M**., Tonob, D., Verdine, B., Hirsh-Pasek, K., & Golinkoff, R. (2017, April). *Toying around with geometry: Preschool shape toy design influences parent-child interactions.* Presented at the biennial meeting of theSociety for Research in Child Development, Austin, TX.

Zimmermann, L., Fletcher, N., Verdine, B., Toub, T., Foster, L., Islam, S., **Marzouk, M**., Medford, J., Golinkoff, R., Hirsh-Pasek, K. (2017, April). Spatial instruction in preschool: Is it effective and can it improve mathematics performance? Presented at the Society for Research in Child Development, Austin, TX

Brezack, N., **Marzouk, M.,** Golinkoff, R.M., & Hirsh-Pasek, K. (2016, May). *Infants recognize statistically learned action patterns performed by a new actor at 14 months.* Presented at the International Conference on Infant Studies, New Orleans, LA.

**Marzouk, M.,** Czupryna, B., McHale, P., Verdine, B.N., Golinkoff, R.M. (2016, March). *Making smarter toys and children: The influence of play materials on parental interactions.* Presented at the University of Delaware Cognitive Science Graduate Student Conference, Newark, DE.

**Marzouk, M.,** Medford, J., Banerjee, C.B., Verdine, B.N., Golinkoff, R.M. (2016, March). *Spatial assembly behaviors at age 3 relate to block building skill and later spatial skills.* Presented at the University of Delaware Cognitive Science Graduate Student Conference, Newark, DE.

Brezack, N.,**Marzouk, M.,** Golinkoff, R.M., & Hirsh-Pasek, K. (2015, October). *Children use statistical learning to track sequences of actions and extend to a new actor*. Presented at the Cognitive Development Society, Columbus, OH.

Medford, J., Verdine, B.N., **Marzouk, M.A**., Agarwal, E., Black, C., Tonob, D., Golinkoff, R.M., Hirsh-Pasek, K. (2015, March).  *Three-year-olds tackle block assembly: Some behaviors predict success more than others*.  Poster presented at the Society for Research in Child Development Conference, Philadelphia, PA

**Marzouk, M.,** Medford, J., Cody, J., Rosen, A., Tonob, D., Curran, J., Verdine, B.N., Golinkoff, R.M., Hirsh-Pasek, K. (2015, March). *Behaviors in a spatial assembly task correlate with later spatial and mathematics success*. Presented at the University of Delaware Cognitive Science Graduate Student Conference, Newark, DE.

**Marzouk, M.,** Scudlark, R.M.L., Verdine, B.N., Golinkoff, R.M., & Hirsh-Pasek, K. (2015, March). *Teaching toddlers shapes: Parental interactions during play and the influence of play materials*. Presented at the University of Delaware Cognitive Science Graduate Student Conference, Newark, DE.

Brezack, N., **Marzouk, M.**, Verdine, B.N., & Golinkoff, R.M. (2015, March). *Exploring the development of toddler’s shape knowledge*. Presented at the University of Delaware Cognitive Science Graduate Student Conference, Newark, DE.

Andersson, U., Wibom, C., Cederquist, K., Aradottir, S., Borg, Å., Armstrong, G. N., ... Marzouk, M.A., … & Barnholtz-Sloan, J. (2014). Germline rearrangements in families with strong family history of glioma and malignant melanoma, colon, and breast cancer. *Neuro-oncology*, *16*(10), 1333-1340.

**PROFESSIONAL MEMBERSHIP**

American Psychological Association (APA), Student Member

Member, Divisions of Health Psychology (38), Pediatric Psychology (54), Clinical Child and Adolescent Psychology (53), Psychology of Women (35), Child and Family Policy and Practice (37)

New York State Psychological Association (NYSPA), Student Member

American Academy of Neurology (AAN), Student Member

**RELATED SKILLS**

Computers: Proficient in Microsoft Word, Excel, PowerPoint, Access, SPSS, Filemaker, REDCap, Qualtrics, Habit

**LANGUAGES**

Hebrew: Fluent