

Agnieszka Zuberer

Curriculum Vitae

Clinical Affective Neuroscience Laboratory
Department of Psychiatry and Psychotherapy
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Academic Background

Current Position

- Oct 2020 – **Research Scientist.** Clinical Affective Neuroscience Laboratory, Department of Psychiatry and Psychotherapy, University Hospital Tübingen, Germany.
Oct 2020 – **Research Scientist.** Department of Psychiatry and Psychotherapy, Friedrich-Schiller University, Jena, Germany.

Previous Positions

- Oct 2018 – **Research Scientist.** Boston Attention And Learning Laboratory, Boston University, School of Medicine, Boston, USA.
Jan 2018 – **Research Scientist.** Department of Psychiatry and Psychotherapy, University Hospital Tübingen, Germany.
May 2017 – **Adjunct Researcher.** Department of Child and Adolescent Psychiatry, Psychiatric University Hospital. University of Zürich, Zürich, Switzerland.
Nov 2013 – **Predoctoral Fellow.** Department of Child and Adolescent Psychiatry, Psychiatric University Hospital, University of Zürich, Zürich, Switzerland.
Jun – Sep 2012 **Research Assistant.** Berlin School of Mind and Brain, Humboldt University, Berlin, Germany.
Jun – Aug 2007 **Research Assistant.** Department for Childhood and Adolescent Mental Health. University Hospital Erlangen, Erlangen, Germany.

Education

- Nov 2013 – **Dr. lic. phil. (Ph.D.) Psychology,** Department of Child and Adolescent Psychiatry, Psychiatric University Hospital, University of Zürich, Zürich, Switzerland.
Mar 2013 **M.Sc. Psychology.** University of Zürich, Zürich, Switzerland.
Oct 2004 – **Studies of Psychology (Dipl.).** Minor in pedagogy. Otto-Friedrich University, Bamberg, Germany.
Jul 2008

Honors and Awards

- Sept 2018 **Swiss National Science Foundation (SNF) Postdoc Mobility Grant,** *Project Title: Harnessing the wandering mind in ADHD - On the association between the awareness and control of one's own wakefulness*, \$80,000 USD.
June 2018 **Joe Kamyia First-Person Science Award,** *Brain Master Technologies*, \$1000 USD.
Apr. 2017 **Travel Grant,** *Multilevel modeling of neurofeedback EEG-learning in children and adolescents with ADHD*, 6th world congress on ADHD, Vancouver, Canada.
\$1000 USD

Oct. 2015 Best research presentation, Burghölzli Psychiatry meeting, Zürich, Switzerland, \$300 USD.

Publications

[* equal contribution]

In preparation

Zuberer, A., Rickels-Jagger, A., Stumps, A., Evans, T., DeGutis, J., A. & Esterman, M. (in prep). Using fMRI graph metrics to define an attention sub-type in post-traumatic stress disorder.

Zuberer, A., Watanabe, M., Esterman & M., Lazar, S. (in prep). Coupling between subjective and objective attention improves after meditation in the elderly.

Babb, J., **Zuberer, A.**, Heinrichs, S., Alfiler, L., Rumbika, K., Lakis, G., Leite-Morris, K. & Kaplan, K. (in prep). Mild blast-related TBI in a mouse model alters amygdalar neurostructure and circuitry: novel insights from a longitudinal design.

Fortenbaugh, F., Gustafson, J., **Zuberer, A.**, Fonda, J., Fortier, C., Milberg, W. & McGlinchey, R. (in prep). Retinal Structural Changes Associated with Blast-Induced Mild Traumatic Brain Injury Identified on OCT Imaging.

Jagger-Rickels, A., Stumps, A., Rothlein, D., Park, H., Fortenbaugh, F., **Zuberer, A.**, Fonda, J., Fortier, C., DeGutis, J., Milberg, W. & Esterman, M. (under review). Impaired executive function exacerbates neural markers of PTSD. *Psychological Medicine*.

Peer reviewed publications

Zuberer, A., Kucyi, A., Yamashita, A., Wu, C., Walter, M., Valera, E. & Esterman, M. (2021). Integration and segregation across large-scale intrinsic brain networks as a marker of sustained attention and task-unrelated thought. *Neuroimage*. [PDF](#)

Zuberer, A.*, Jamalabadi, H.*, Kumar, V., Li, M., Alizadeh, S., Moradi, A. , Esterman, M. & Walter, M. (in press). The missing role of gray matter in brain controllability. *Network Neuroscience*. [PDF](#)

Zuberer, A., Schwarz, L., Kreitfeldts, B., Wildgruber, D., Erb, M., Fallgatter, A., Scheffler, K. & Ethofer, T. (in press). Neural basis of impaired emotion recognition in adult attention deficit hyperactivity disorder. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*. [PDF](#)

Minder, F., **Zuberer, A.**, Brandeis, D. & Drechsler, R. (2019). Specific Effects of Individualized Cognitive Training in Children with Attention-Deficit/Hyperactivity Disorder (ADHD): The Role of Pre-Training Cognitive Impairment and Individual Training Performance. *Developmental Neurorehabilitation*, 22:6, 400-414, DOI: 10.1080/17518423.2019.1600064. [PDF](#)

Zuberer, A., Minder, F., Brandeis, D. & Drechsler, R. (2018). Mixed-effects modeling of neurofeedback self-regulation performance: moderators for learning in children with ADHD. *Neural Plasticity*. <https://doi.org/10.1155/2018/2464310>. [PDF](#)

Minder, F., **Zuberer, A.**, Brandeis & D., Drechsler, R. (2018). Informant-related effects of Neurofeedback and cognitive training in children with ADHD including a waiting control phase: a randomized-controlled trial. *European child & adolescent psychiatry*. [PDF](#)

Minder, F., **Zuberer, A.**, Brandeis, D. & Drechsler, R. (2018). A review of the clinical utility of systematic behavioral observations in Attention Deficit Hyperactivity Disorder (ADHD) *Child Psychiatry & Human Development*. [PDF](#)

Zuberer, A., Minder, F., Brandeis, D. & Drechsler, R. (2015). Are treatment effects of neurofeedback training in children with ADHD related to the successful regulation of brain activity? A review on the learning of regulation of brain activity and a contribution to the discussion on specificity. *Frontiers of human neuroscience*. [PDF](#)

Book chapters

Zuberer, A., Ilieva I. & Drechsler, R. (2018), Review of Test of planning ability in primary school children, in Schellig, D., Heinemann, D., Schächtele, B., Sturm, W. (ed.) *Handbook of Neuropsychological Tests*. Hogrefe.

Academic Supervision

Krimmelbein, S. (2017). Event-related EEG desynchronization during EEG-Neurofeedback training. Masters thesis, University of Zürich.

Ngo, T. (2017). Relating microstates in EEG-Neurofeedback training to the performance in a classification task of spontaneous arousal. Masters thesis, University of Zürich.

Riz a Porta, R. (2016). Electrophysiological indicators of learning and effort during slow cortical potential neurofeedback training in healthy adults: Analysis of inter- and intra-sessional courses and its relationship with performance and effort in a continuous performance test. Masters thesis, University of Zürich.

Meier, P. (2016). Analysis of the specific efficacy of neurofeedback training in ADHD children and adolescents. Masters thesis, University of Zürich

Hromkovic, P. (2016). Computer based cognitive training for children and adolescents suffering from ADHD. Masters thesis, University of Zürich.

Nadig, M. (2016). Optimierung des Neurofeedback-Trainings und des kognitiven Trainings: Förderung des Transfers für Kinder mit ADHS. Master thesis, University of Zürich.

Professional Service

Board of Directors The Foundation for Neurofeedback and Neuromodulation Research (FNNR). (Since Mar 2017).

Ad-hoc Reviewer for Nature Human Behaviour, Biological Psychology, Cognitive Therapy and Research, Journal of Abnormal Psychology & Research in Developmental Disabilities.

Skills

Languages English (fluent), German (mother tongue), Polish (mother tongue), French (C1), Latin (Latin proficiency certificate), Italian (A1), & Mandarin (A1).

Programming Languages Proficient in MATLAB, R, Python, and \LaTeX .

Tutoring Tutoring students in statistics. Teaching German as a foreign language for children, adolescents, & adults (Sep 2003 – Oct 2014).