

**CURRICULUM VITAE**  
**Chloe A. Hamza, Ph.D.**  
**May 2021**

**CONTACT INFORMATION**

Chloe A. Hamza, PhD (she/her/hers)  
 Assistant Professor  
 Director of the CARE Lab (Coping, Affect, & Resilience in Education)  
 Department of Applied Psychology and Human Development  
 Ontario Institute for Studies in Education  
 University of Toronto  
 252 Bloor Street West  
 Toronto, ON, M5S 1V6  
 Phone: (416) 978-1059  
 Email: [chloe.hamza@utoronto.ca](mailto:chloe.hamza@utoronto.ca)  
 Web: [www.thecarelab.ca](http://www.thecarelab.ca)

**PROFESSIONAL EXPERIENCE**

**Assistant Professor**

Department of Applied Psychology and Human Development 2016 – present  
 Ontario Institute for Studies in Education, University of Toronto

**Postdoctoral Fellow, Centre for School Mental Health** 2015 – 2016

Faculty of Education, Western University  
 Funded by the Canadian Institutes of Health Research

**EDUCATION**

**Ph.D. Lifespan Development Psychology** 2010 – 2015

Brock University

**Master of Arts, Lifespan Development Psychology** 2008 – 2010

Brock University

**Bachelor of Arts, Honors Specialization Psychology** 2004 – 2008

King's University College at Western University

**ACADEMIC HONOURS, AWARDS, AND DISTINCTIONS**

**Postdoctoral Fellowship (\$40,000/year for 2 years)** 2015 – 2016

Canadian Institutes of Health Research

*\*Application ranked in top 2% of 1132 applicants*

**First Place, Postdoctoral Three-Minute Research Competition (\$1000)** 2016

Western University

<b>Distinguished Graduate Student Award (\$100)</b> Description: Awarded to the graduating student with the highest overall academic average in the doctoral program in psychology Brock University	2015
<b>Doctoral Research Fellowship (\$6,000)</b> Description: Awarded based on academic merit and research potential Brock University	2014
<b>Doctoral Scholarship (\$15,000)</b> Ontario Graduate Scholarship Program	2013
<b>Wendy Murphy Memorial Award in Psychology (\$1,500)</b> Description: Peer-nominated scholarship awarded based on academic merit, teaching, and university service contributions Brock University	2011
<b>Vanier Canada Graduate Scholarship (\$50,000/year for 3 years)</b> Description: Awarded based on academic merit and leadership in research and service Social Sciences and Humanities Research Council	2010 – 2013
<b>Doctoral Fellowship (\$20,000/year for 4 years) - <i>declined</i></b> Social Sciences and Humanities Research Council	2010
<b>Conference Travel Award (\$1,500)</b> Canadian Institutes of Health Research	2010
<b>Joseph-Armand Bombardier Canada Graduate Scholarship (\$17,000)</b> Social Sciences and Humanities Research Council	2009
<b>Master's Award (\$15,000) - <i>declined</i></b> Ontario Graduate Scholarship Program	2009
<b>Dean of Graduate Studies Excellence Scholarship (\$5,000)</b> Brock University	2009
<b>Summer Research Fellowship (\$2,000)</b> Description: Awarded based on academic merit and research potential Brock University	2009
<b>Dean of Graduate Studies Research Fellowship (\$2,000)</b> Description: Awarded based on academic merit and research potential Brock University	2009
<b>Dean of Graduate Studies Entrance Scholarship (\$2,500)</b> Description: Awarded based on academic merit and research potential Brock University	2008

<b>Research Fellowship (\$2,000)</b> Description: Awarded based on academic merit and research potential Brock University	2008
<b>The Jaroslav Havelka Scholarship (\$350)</b> Description: Awarded based on academic merit and community service contributions King's University College at Western University	2008
<b>Dean's Honor List at King's University College</b> King's University College at Western University	2004 – 2008
<b>King's Continuing Scholarship (\$1,500/year for 3 years)</b> King's University College at Western University	2005 – 2008
<b>King's Academic Entrance Scholarship (\$3,000)</b> King's University College at Western University	2004

## **FUNDING HISTORY**

### **Grants (completed or in-progress)**

- 11/20 – 3/21 **Social Sciences and Humanities Research Council of Canada Institutional Research Grant (Exchange Grant) (\$4,000 CAD)**  
Title: *Stress and coping among students in the post-secondary context*  
Role: Principal investigator
- 06/20 – 5/22 **Social Sciences and Humanities Research Council of Canada Insight Development Grant (\$73,481 CAD)**  
Title: *University leave policies in the context of mental health challenges*  
Role: Co-investigator: Assisting with project conceptualization, grant writing and editing, developing study interview protocols, and knowledge dissemination.  
Project team: Dr. Abby Goldstein (PI), Dr. Charles Chen (Co-I), Dr Stephanie Waterman (collaborator)
- 09/19 – 8/22 **International Joint Research Group Grant, Brussels University (\$30,000 EUR)**  
Title: *International consortium on self-injury in educational settings*  
Co-investigator: Assisting with several ongoing cross-national research projects, cross-national student mentorship (e.g., student projects with cross-national data), and the co-creation of knowledge outputs (e.g., peer-reviewed publications, school policy guidelines, presentations, etc.).  
Project team: Dr. Imke Baetens (Co-PI), Dr. Penny Hasking (Co-PI), Dr. Nancy Heath (Co-PI), Dr. Stephen Lewis (Co-I), Dr. Janis Whitlock (Co-I), Dr. Jennifer Muehlenkamp (Co-I), Dr. Amy Brausch (Co-I), Dr. Michael Kaess (Co-I), Dr. Elizabeth Lloyd-Richardson (Co-I)
- 10/18 – 9/21 **Canadian Institutes of Health Research Project Grant (\$187,425 CAD)**  
Title: *Emotional cascades and nonsuicidal self-injury among university students*  
Role: Principal investigator

Project team: Dr. Nancy Heath (Co-I), Dr. Abby Goldstein (Co-I), Dr. Andrea Levinson (collaborator)

- 03/18 – 3/20 **Social Sciences and Humanities Research Council Insight Grant (\$91,235 CAD)**  
Title: *A longitudinal examination of the associations among recent stressful life events, emotional reactivity, and nonsuicidal self-injury among university students*  
Role: Principal investigator  
Project team: Dr. Nancy Heath (Co-I), Dr. Abby Goldstein (Co-I)  
*\*application was ranked first overall in subject (psychology) committee*  
*\*first sextile ranking in overall competition*
- 04/17 – 3/19 **Connaught New Researcher Award, University of Toronto (\$34,518 CAD)**  
Title: *Emotional cascades and nonsuicidal self-injury among university students: How do we disrupt the cycle?*  
Role: Principal investigator  
*\*awarded \$25,000 in top-up funds reserved for highest overall ranked proposals*
- 01/17 **Open Access Publishing Grant, Western University (\$1,824 CAD)**  
Title: *The Development of the Child and Youth Mental Health Assessment: An examination of the psychometric properties of an integrated assessment developed for clinically referred children and youth*  
Role: Co-investigator: Assisted with study conceptualization, data analyses, and writing up findings for publication.  
Project team: Dr. Shannon Stewart (PI)
- 03/13 **Open Access Publishing Grant, Brock University (\$1,350 CAD)**  
Title: *Nonsuicidal self-injury and suicidal behavior: A latent class analysis among young adults*  
Role: Principal investigator  
Project team: Dr. Teena Willoughby (Co-I)
- 09/08 **Undergraduate Research Grant, the Provincial Centre of Excellence (\$5,000 CAD) for Child and Youth Mental Health at CHEO**  
Title: *Young children at high-risk: Child compliance and parental warmth, sensitivity and the interpretation of emotion in a clinical sample*  
Role: Principal investigator  
Project team: Dr. Shannon Stewart (Co-I)

## **PROFESSIONAL ACTIVITIES**

### **Membership in professional societies:**

Society for Research in Emerging Adulthood	2021 – present
Canadian Psychological Association	2018 – present
International Consortium on Self-Injury in Educational Settings (ICSES) ICSES is a group of leading researchers and clinicians from	2017 – present

several countries around the world. The mission of ICSES is to develop and support the implementation of evidence-based practices for identifying and responding to self-injurious behaviors in a variety of educational settings including elementary and secondary schools, colleges, and universities.

International Society for the Study of Self-Injury

2011 – present

### **Editorial Boards:**

Canadian Journal of School Psychology

2020 – present

Journal of Youth and Adolescence

2014 – present

Adolescent Research Review

2017 – present

### **Services as ad-hoc referee:**

Archives of Suicide Research

Child Development

Current Opinion in Behavioral Sciences

Clinical Psychological Science

Emerging Adulthood

International Journal for Environmental Health Research

JAMA Psychiatry

Journal of Abnormal Child Psychology

Journal of Adolescence

Journal of Adolescent Health

Journal of Affective Disorders

Journal of American College Health

Journal of Clinical Psychology

Journal of Research on Adolescence

Journal of Youth and Adolescence

Personality Disorders: Theory, Research, and Treatment

Psychiatry Research

Psychology and Psychotherapy: Theory, Research and Practice

School Psychology International

Suicide and Life-Threatening Behavior

### **PUBLICATIONS**

#### **Refereed published academic papers (30):**

\* indicates a student author

^ indicates an international collaborator

**Hamza, C. A.**, Goldstein, A. L., Heath, N. L., & Ewing, L. (2021). Stressful experiences in university predict nonsuicidal self-injury through emotional reactivity. *Frontiers in Psychology, 12*, 1-12.

<https://doi.org/10.3389/fpsyg.2021.610670>

**Hamza, C. A.**, \*Ewing, L., Heath, N. L., & Goldstein A. L. (2021). When social isolation is nothing new: A longitudinal study on psychological distress during COVID-19 among university students with and without pre-existing mental health concerns. *Canadian Psychology/Psychologie canadienne*, 62(1), 20–30. <http://dx.doi.org/10.1037/cap0000255>

\*Simone, A., & **Hamza, C. A.** (2020). Examining the disclosure of nonsuicidal self-injury to informal and formal sources: A review of the literature. *Clinical Psychology Review*, 82, 101907. <https://doi.org/10.1016/j.cpr.2020.101907>

^Lloyd-Richardson, E. E., ^Hasking, P. A., Lewis, S. P., **Hamza, C. A.**, ^McAllister, M., ^Muehlenkamp, J., A., & ^Baetens, I. (2020). Addressing self-injury in schools, Part 1: Understanding nonsuicidal self-injury and the importance of respectful curiosity in supporting youth who engage in self-injury. *NASN School Nurse*, 35, 92-98. <https://doi.org/10.1177/1942602X19886381>

^Lloyd-Richardson, E. E., ^Hasking, P. A., Lewis, S. P., **Hamza, C. A.**, ^McAllister, M., ^Muehlenkamp, J., A., & ^Baetens, I. (2020). Part 2: Addressing self-injury in schools: How school nurses can help with addressing issues related to assessment, ongoing care, and referral for treatment. *NASN School Nurse*, 35, 99-103. <https://doi.org/10.1177/1942602X19887353>

Lewis, S. P., Heath, N. L., Hasking, P. A., **Hamza, C. A.**, Bloom, E., ^Lloyd-Richardson, E. E., & ^Whitlock, J. (2020). Advocacy for improved response to self-injury in schools: A call to action for school psychologists. *Psychological Services*, 17(S1), 86-92. <https://doi.org/10.1037/ser0000352>

**Hamza, C. A.** & Willoughby, T. (2019). Impulsivity and nonsuicidal self-injury: A longitudinal examination among emerging adults. *Journal of Adolescence*, 75, 37-46. <https://doi.org/10.1016/j.adolescence.2019.07.003>

\*Ewing, A., **Hamza, C. A.**, & Willoughby, T. (2019). Stressful experiences, emotion dysregulation, and nonsuicidal self-injury among emerging adults. *Journal of Youth and Adolescence*, 48, 1379-1389. <https://doi.org/10.1007/s10964-019-01025-y>

**Hamza, C. A.**, & Willoughby T. (2018). A lab-based study on nonsuicidal self-injury, pain, and emotions among university students. *Psychiatry Research*, 28, 462-468. <https://doi.org/10.1016/j.psychres.2018.08.096>

\*Billawala, A., **Hamza, C. A.**, & Stewart S. L. (2018). Risk factors for complex special needs among male children seeking mental health services. *Journal on Developmental Disabilities*, 23(2), 17-26.

^Whitlock, J., ^Baetens, I., ^Lloyd-Richardson, E. E., ^Hasking, P. A, **Hamza, C. A.**, Lewis, S. P., ^Franz, P., & ^\*Robinson, K. (2018). Helping schools help caregivers of youth who self-injure: Considerations and recommendations. *School Psychology International*, 39(3), 312-228. <https://doi.org/10.1177/0143034318771415>

\*Klassen, J., **Hamza, C. A.**, & Stewart, S. L. (2018). An examination of correlates for adolescent engagement in nonsuicidal self-injury, suicidal self-injury, and substance use. *Journal of Research on Adolescence*, 28(2), 342-353. <https://doi.org/10.1111/jora.12333>

Good, M., **Hamza, C. A.**, & Willoughby T. (2017). A longitudinal investigation of the relation between nonsuicidal self-injury and spirituality/religiosity among university students. *Psychiatry Research*, 250, 106-112. <https://doi.org/10.1016/j.psychres.2017.01.062>

Stewart, S. L., & **Hamza, C. A.** (2017). The development of the Child and Youth Mental Health assessment (ChYMH): An examination of psychometric properties of an integrated assessment for clinically referred children and youth. *BMC Health Systems Research*, 17, 82. <https://doi.org/10.1186/s12913-016-1970-9>

Stewart, S. L., \*Klassen, J., & **Hamza, C. A.** (2016). Emerging mental health diagnoses and school disruption: An examination among clinically referred children and youth. *Exceptionality Education International*, 26(2), 5-20. <https://doi.org/10.5206/eei.v26i2.7738>

**Hamza, C. A.**, & Willoughby, T. (2016). Nonsuicidal self-injury and suicidal risk among emerging adults. *Journal of Adolescent Health*, 59(4), 411-415. <https://doi.org/10.1016/j.jadohealth.2016.05.019>

\*Armiento, J., **Hamza, C. A.**, Stewart, S. L. & Leschied, A. (2016). Direct and indirect forms of childhood maltreatment and nonsuicidal self-injury among clinically-referred children and youth. *Journal of Affective Disorders*, 200, 212-217. <https://doi.org/10.1016/j.jad.2016.04.041>

Willoughby, T., \*Heffer, T., & **Hamza, C. A.** (2015). The link between nonsuicidal self-injury and acquired capability for suicide: A longitudinal examination. *Journal of Abnormal Psychology*, 124(4), 1110-1115. <https://doi.org/10.1037/abn0000104>

**Hamza, C. A.**, Willoughby T., & \*Heffer, T. (2015). Impulsivity and nonsuicidal self-injury: A review and meta-analysis. *Clinical Psychology Review*, 38, 13-24. <https://doi.org/10.1016/j.cpr.2015.02.010>

**Hamza, C. A.**, & Willoughby, T. (2015). Nonsuicidal self-injury and affect regulation: Recent findings from experimental and ecological momentary assessment studies. *Journal of Clinical Psychology*, 71(6), 561-574. <https://doi.org/10.1002/jclp.22174>

**Hamza, C. A.**, & Willoughby, T. (2014). A longitudinal person-centered examination of nonsuicidal self-injury among university students. *Journal of Youth and Adolescence*, 43, 671-685. <https://doi.org/10.1007/s10964-013-9991-8>

\*Armiento, J., **Hamza, C. A.**, & Willoughby T. (2014). An examination of disclosure of nonsuicidal self-injury among university students. *Journal of Community and Applied Social Psychology*, 34, 518-533. <https://doi.org/10.1002/casp.2190>

**Hamza, C. A.**, Willoughby, T., & \*Armiento, J. (2014). A laboratory examination of pain threshold and tolerance among nonsuicidal self-injurers with and without self-punishing motivations. *Archives of Scientific Psychology*, 2(1), 33-42.<sup>1</sup> <http://dx.doi.org/10.1037/arc0000008>

Willoughby, T., Tavernier, R., **Hamza, C. A.**, Adachi, P. J. C., & Good, M. (2014). The triadic systems model perspective and adolescent risk taking. *Brain and Cognition*, 89, 114-115. <https://doi.org/10.1016/j.bandc.2013.11.001>

---

<sup>1</sup> Paper was among the top 25 “most downloaded papers on the APA PsychNET in past three months” in July 2015.

**Hamza, C. A., & Willoughby, T.** (2013). Nonsuicidal self-injury and suicidal behavior: A latent class analysis among young adults. *PLOS ONE*, 8(3), 1-7. <https://doi.org/10.1371/journal.pone.0059955>

Willoughby, T., Good, M., Adachi, P. J. C., **Hamza, C. A.**, & Tavernier, R. (2013). Examining the link between adolescent brain development and risk taking from a social-developmental perspective. *Brain and Cognition*, 83, 315-324. <https://doi.org/10.1016/j.bandc.2014.07.006>

**Hamza, C. A.**, Willoughby, T., & Good, M. (2013). A preliminary examination of the specificity of the functions of nonsuicidal self-injury among a sample of university students. *Psychiatry Research*, 205(1-2), 172-175. <https://doi.org/10.1016/j.psychres.2012.08.036>

**Hamza, C. A.**, Stewart, S. L., & Willoughby, T. (2012). Examining the link between nonsuicidal self-injury and suicidal behavior: A review of the literature and an integrated model. *Clinical Psychology Review*, 32(6), 482-495.<sup>2</sup> <https://doi.org/10.1016/j.cpr.2012.05.003>

**Hamza, C. A.**, & Willoughby T. (2011). Perceived parental monitoring, adolescent disclosure, and adolescent depressive symptomology: A longitudinal examination. *Journal of Youth and Adolescence*, 40, 902-915. <https://doi.org/10.1007/s10964-010-9604-8>

Willoughby, T., & **Hamza, C. A.** (2011). A longitudinal examination of the bidirectional associations among perceived parenting behaviors, adolescent disclosure, and problem behavior across the highschool years. *Journal of Youth and Adolescence*, 40, 463-478. <https://doi.org/10.1007/s10964-010-9567-9>

### **Refereed invited chapters (2):**

Heath, N. L., Bastien, L., Mettler, J., Bloom, E., & **Hamza, C. A.** (in press). School response to non-suicidal self-injury. In E. Cole & M. Kokai (Eds.), *Mental Health Consultation and Interventions in School Settings: A Scientist-Practitioner's Guide*. Gottingen: Hogrefe Publishing GmbH.

**Hamza, C. A.**, & Heath, N. L. (2018). Nonsuicidal self-injury: What schools can do. In A. W. Leschied, D. H. Saklofske, & G. L. Flett (Eds.), *The Handbook of School-based Mental Health Promotion: An Evidence Informed Framework for Implementation*. Springer International Publishing AG, Cham, Switzerland.<sup>3</sup>

### **Non-refereed reports to government or other agencies (5):**

Toronto Presidential and Provostial Task Force on Student Mental Health. (2019). *Final report and recommendations*. Report available at: <https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2020/01/Presidential-and-Provostial-Task-Force-Final-Report-and-Recommendations-Dec-2019.pdf>

**Hamza, C. A.**, Stewart, S., DeOliveria, C., & Cullion, C. (2008). *Young children at high-risk: Child compliance and parental warmth, sensitivity and the interpretation of emotion in a clinical sample*. The Provincial Centre of Excellence for Child and Youth Mental Health at the Children's Hospital of Eastern Ontario.

<sup>2</sup> Paper was among the top 25 "most downloaded papers in the past three months" in *Clinical Psychology Review* in September 2012.

<sup>3</sup> Editor notified authors that the book had been downloaded over 10,000 times as of May, 2019.



Stewart, S. L., Cullion, C., **Hamza, C. A.**, & Currie, M. (2008). *Evaluation of the short-term residential treatment unit serving children/youth ages 6-13*. The Child and Parent Resource Institute.

Stewart, S., Cullion, C., **Hamza, C. A.**, St. Pierre J., Cook, S., Leschied, A., Johnson, A., & Rielly, N. (2008). *Short-term inpatient treatment: Effectiveness of intensive intervention for children with complex mental health needs*. The Provincial Centre of Excellence for Child and Youth Mental Health at the Children's Hospital of Eastern Ontario.

Crooks., C. V., & **Hamza, C. A.** (2007). *Burn-out and vicarious trauma among prosecutors and paralegals in Alaska: Symptoms, stressors, and strategies*. The Centre for Research on Violence against Women and Children.

### **Non-referred knowledge dissemination outputs (8):**

**\*ICSES stands for co-authored works on behalf of the International Consortium on Self-Injury in Educational Settings**

ICSES. (2020). *If your child is self-injuring: Guidelines developed by the International Consortium on Self-Injury in Educational Settings (ICSES)*. An infographic. Portuguese translation.

ICSES. (2018). *If your child is self-injuring: Guidelines developed by the International Consortium on Self-Injury in Educational Settings (ICSES)*. An infographic

ICSES. (2018). *A do and don't list for non-suicidal self-injury in schools*. An infographic

ICSES. (2018). *Talking to individuals about self-injury*. An infographic

ICSES. (2018). *Talking to individuals about self-injury*. An infographic. French translation.

ICSES. (2018). *For parents: Stages of change, signs of progress, and how to support your child*. An infographic.

ICSES. (2018). *Talking to students about self-injury*. An infographic

ICSES. (2018). *Talking to students about self-injury*. An infographic. French translation.

### **CONFERENCE PRESENTATIONS**

#### **Refereed conference symposium and paper presentations (7):**

**Hamza, C. A.**, \*Ewing, L., Heath, N. L., & Goldstein A. L. (2020). *When social isolation is nothing new: A longitudinal study on psychological distress during COVID-19 among university students with and without pre-existing mental health concerns*. Paper presentation to the University of Waterloo Virtual Conference on Student Mental Health Research.

**Hamza, C. A.**, ^Hasking, P. A., Heath, N. L., Lewis, S. P., ^Lloyd-Richardson, E. E., ^\*Robinson, K., ^Whitlock, J., & ^Wilson, M. S. (2019). *An international study on student and staff understanding of*

*nonsuicidal self-injury on university campuses*. Paper presentation given to the International Society for the Study of Self-Injury, Orlando, FL, USA.

Goldstein, A. L., Molnar, D. S., Scharfe, E., **Hamza, C. A.**, & \*Zhu, J. (2019). *Parent-child relationships and alcohol problems in emerging adulthood: A self-determination perspective*. Symposium presented at the Canadian Psychological Association conference, Halifax, NS, Canada.

^Hasking, P. A., ^Baetens, I., Bloom, E., **Hamza, C. A.**, Heath, N. L., Lewis, S. P., ^Lloyd-Richardson, E. E., & ^Whitlock J. (2018). *Nonsuicidal self-injury in educational settings: Current activities and future directions*. Roundtable symposium presented at the International Society for the Study of Self-Injury, Ixelles, Brussels, Belgium.

Goldstein, A. L., \*Zhu, J., Scharfe, E., Molar, D., & **Hamza, C. A.** (2018). *Parent-emerging adult interactions, wellness, and well-being in emerging adulthood: Findings from a daily diary study*. Symposium presented at Canadian Developmental Psychology Conference, St. Catharines, ON, Canada.

**Hamza, C. A.** (2017). *Nonsuicidal self-injury and risk for suicidal behavior: Identifying students most at risk in schools*. Invited address at Canadian Conference on Promoting Healthy Relationships for Youth, London, ON, Canada.

**Hamza, C., A.**, \*Armiento, J., \*Klassen, J., & Stewart, S. L. (2016). *Nonsuicidal self-injury: Assessment and intervention using the Child and Youth Mental Health Assessment (ChYMH)*. Symposium presented at interRAI World Conference, Toronto, ON, Canada.

#### **Refereed conference poster presentations (49):**

**Hamza, C. A.**, Goldstein, A. L. & Heath, N. L. (2020). *Stressful experiences in first year-university predict nonsuicidal self-injury among students*. Poster presented to the Canadian Psychological Association virtual conference.

\*Simone, A. & **Hamza, C. A.** (2020). *Examining the self-disclosure of nonsuicidal self-injury: A review of the literature*. Poster presented to the Canadian Psychological Association virtual conference.

\*Ewing, L., **Hamza, C. A.**, & \*Boyne, H. (2020). *Identity development and mental health in the first-year of university: A longitudinal examination*. Poster presented to the Canadian Psychological Association virtual conference.

\*Boyne, H., **Hamza, C. A.**, & \*Ewing, L. (2020). *Mental health, views toward the self, and self-injury among post-secondary students*. Poster presented to the Canadian Psychological Association virtual conference.

\*Curran, S., Scharfe, E., \*Cahill, H., \*El-Ariss, G., **Hamza, C. A.**, Molnar, D. S. & Goldstein, A. (2020). *Beyond the class A team: Secure attachment and substance experimentation*. Poster presented at the Canadian Psychological Association virtual conference.

\*Lindon, E., Scharfe, E., \*Curran, S., \*El-Ariss, G., \*Cahill, H., **Hamza, C. A.**, Molnar, D. S. & Goldstein, A. (2020). *Perfect me: Adult attachment and perfectionism*. Poster presented at the Canadian Psychological Association virtual conference.

- \*Ewing, L., & **Hamza, C. A.** (2019) *Navigating identity challenges and nonsuicidal self-injury during the first-year of university*. Poster presented at the International Society for the Study of Self-Injury, Orlando, FL, USA.
- \*Boyne, H., **Hamza, C. A.**, \*Simone, A., & \*Ewing, L. (2019). *Stressful experiences in university and nonsuicidal self-injury: The moderating role of self-compassion*. Poster presented at the International Society for the Study of Self-Injury, Orlando, FL, USA.
- \*Simone, A., **Hamza, C. A.**, & \*Boyne, H. (2019). *Social support, perceived burdensomeness, and the disclosure of nonsuicidal self-injury in emerging adulthood*. Poster presented at the International Society for the Study of Self-Injury, Orlando, FL, USA.
- \*Ilieff, M., **Hamza, C. A.**, Willoughby, T., & \*Heffer, T. (2019). *A longitudinal examination of maladaptive and adaptive perfectionism and nonsuicidal self-injury*. Poster presented at the International Society for the Study of Self-Injury, Orlando, FL, USA.
- Hamza, C. A.**, Goldstein, A. L, Molnar, D. S., & Scharfe, E. (2019). *Impulsivity and nonsuicidal self-injurious urges and behaviors: A daily diary study*. Poster presented at the Canadian Psychological Association conference, Halifax, NS, Canada.
- \*Ewing, L., **Hamza, C. A.**, Goldstein, A. L., Scharfe, E., & Molnar, D. S. (2019). *Parental warmth, self-efficacy, and nonsuicidal self-injury in emerging adulthood*. Poster presented at the Canadian Psychological Association conference, Halifax, NS, Canada.
- \*Curran, S., \*El-Ariss, G., \*Enright, J., **Hamza, C. A.**, Molnar, D. S., Schafe, E., & Goldstein, A. L. (2019). *Luring the reluctant participant: Attachment representations and participation in a longitudinal study of emerging adulthood*. Poster presented at the Canadian Psychological Association conference, Halifax, NS, Canada.
- \*Allen, S., Scharfe, E., Molnar, D., **Hamza, C. A.**, & Goldstein, A. L. (2019). *Positive interactions with parents promote well-being in emerging adulthood: Findings from a daily diary study*. Poster presented at the Canadian Psychological Association conference, Halifax, NS, Canada.
- Goldstein, A. L., \*Zhu, J., Scharfe, E., Molnar, D. S., & **Hamza, C. A.** (2019). *Self-determination perspective on parent-emerging adult relationships and well-being: Findings from a daily diary study*. Poster presented at the Self-Determination Theory conference, Egmond aan Zee, Holland, Amsterdam.
- \*Simone, A., \*Ewing, L., & **Hamza, C. A.** (2018). *The disclosure of nonsuicidal self-injury to formal and informal sources: An examination among emerging adults*. Poster presented at Ontario Psychological Association Conference, Toronto, ON, Canada.
- \*Ewing, L., \*Simone, A., & **Hamza, C. A.** (2018). *Ruminative exploration, nonsuicidal self-injury, and depressive symptoms in emerging adulthood*. Poster presented at Ontario Psychological Association Conference, Toronto, ON, Canada.
- Hocko, A., Fisman, S., **Hamza, C. A.**, Davison, B., Egan, R., Wilson, J., Travis, P., Bogaert, D., Stewart, S. L., & Sukhera, J. (2018). *Advanced dialectical behavior therapy (DBT) program clinical*

*training and research initiative*. Poster presented at the Academy of Child and Adolescent Psychiatry, Halifax, ON, Canada.

**Hamza, C. A.** & Willoughby, T. (2018). *Impulsivity and nonsuicidal self-injury among emerging adults in university*. Poster presented at Canadian Developmental Psychology Conference, St. Catharines, ON, Canada.

\*Ewing, L., **Hamza, C. A.**, & Willoughby, T. (2018) *Stressors, emotional reactivity, and nonsuicidal self-injury among undergraduate students*. Poster presented at Canadian Developmental Psychology Conference, St. Catharines, ON, Canada.

\*Gerrard, L., **Hamza, C. A.**, & Stewart S. L. (2017). *Nonsuicidal self-injury and hyperactivity/distractibility symptoms among clinically referred youth*. Poster presented at the Canadian Psychological Association Conference, Toronto, ON, Canada.

\*Klassen, J., Stewart, S. L., & **Hamza, C. A.** (2016). *Autism spectrum disorders and mental health comorbidities among children and youth: An examination of the risk for school disruption*. Podium presented at the World Psychiatric Association, Cape Town, South Africa.

\*Klassen, J., **Hamza, C. A.**, & Stewart, S. L. (2016). *An examination of risk factors for adolescent engagement in direct and indirect self-injury among clinically referred children and youth*. Poster presented at the Child and Adolescent Psychiatry Research Half Day, London, ON, Canada.

**Hamza, C. A.**, & Willoughby T. (2016). *Is nonsuicidal self-injury “double trouble” when it comes to suicidal risk? A five-wave longitudinal examination among emerging adults*. Poster presented at American Psychological Science, Chicago, IL, USA.

Good, M., **Hamza, C. A.**, & Willoughby, T. (2016). *A longitudinal investigation of the relation between nonsuicidal self-injury and spirituality/religiosity in university students*. Poster presented at Society of Research on Adolescence, Baltimore, Maryland, USA.

\*Klassen, J., **Hamza, C. A.**, & Stewart, S. L. (2016). *Emerging mental health diagnosis and risk for school disruption*. Poster presented at interRAI World Conference, Toronto, ON, Canada.

\*Billawala, A., **Hamza, C. A.**, & Stewart S. L. (2016). *Assessing psychosocial risk among children and youth with complex special needs*. Poster presented at interRAI World Conference, Toronto, ON, Canada.

**Hamza, C. A.**, & Stewart, S. L. (2016). *Nonsuicidal self-injury and school disruption: An examination among clinically referred school-aged youth*. Poster presented at Banff Behavioral Science Conference on School Mental Health, Banff, AB, Canada.

\*Klassen, J., Stewart, S. L., & **Hamza, C. A.** (2016). *Autism spectrum disorders and mental health comorbidities among children and youth: An examination of the risk for school disruption*. Poster presented at Banff Behavioral Science Conference on School Mental Health, Banff, AB, Canada.

Fisman, S., Sukhera, J., Jeanson, J., Wilson, J., Travis, P., Egan, R., Bogaert, D., Stewart, S. L., **Hamza, C. A.**, & Davidson, B. (2016). *A Prospective Evaluation of the Dialectical Behaviour Therapy (DBT)*

for Adolescents. Poster presented at 17<sup>th</sup> Annual Research Half Day at Parkwood Institute, London, Ontario, Canada.

\*Armiento, J., **Hamza, C. A.**, & Stewart S. L. (2015). *An examination of peer criticism and nonsuicidal self-injury*. Poster presented at annual PrevNET conference in Toronto, ON, Canada.

**Hamza, C. A.**, & Willoughby T. (2013). *Nonsuicidal self-injury and suicidal behavior: A latent class analysis among young adults*. Poster presented at the International Society for the Study of Self-Injury Conference, Vancouver, BC, Canada.

\*Armiento, J., **Hamza, C. A.**, & Willoughby T. (2013). *Psychosocial predictors of disclosure of nonsuicidal self-injury among university students*. Poster presented at Canadian Psychological Association, Quebec City, QC, Canada.

\*Armiento, J., **Hamza, C. A.**, & Willoughby T. (2013). *Nonsuicidal self-injury characteristics and self-injury disclosures*. Poster presented at Canadian Psychological Association, Quebec City, QC, Canada.

**Hamza, C. A.**, & Willoughby, T. (2012). *An examination of the risk factors that differentiate nonsuicidal self-injury and suicidal behavior among a sample of young adults*. Poster presented at the International Society for the Study of Self-Injury Conference, Chapel Hill, NC, USA.

**Hamza, C. A.**, & Willoughby, T. (2012). *An examination of the methods of nonsuicidal self-injury employed among undergraduates at risk for suicidal behavior*. Poster presented at the International Society for the Study of Self-Injury Conference, Chapel Hill, NC, USA.

**Hamza, C. A.**, Willoughby, T., & Good, M. (2011). *Psychosocial correlates of nonsuicidal self-injury and smoking among university students*. Poster presented to the International Society for the Study of Self-Injury Conference, New York, NY, USA.

**Hamza, C. A.**, Willoughby, T., & Good, M. (2011). *Motivations for engaging in nonsuicidal self-injury*. Poster presented at the International Society for the Study of Self-Injury Conference, New York, NY, USA.

**Hamza, C. A.**, Good, M., & Willoughby, T. (2011). *Group differences in perceived parenting among self-injurers and marijuana users*. Poster presented at the Society for Research in Child Development, Montreal, QC, Canada.

**Hamza, C. A.**, & Willoughby, T. (2011). *Perceived parental monitoring, adolescent disclosure, and adolescent depressive symptoms: A longitudinal examination*. Poster presented at the Society for Research on Child Development, Montreal, QC, Canada.

**Hamza, C. A.**, & Willoughby, T. (2010). *A longitudinal examination of the reciprocal effects among parenting behaviours, adolescent disclosure and problem behavior*. Poster presented at the Society for Research on Adolescence, Philadelphia, PA, USA.

**Hamza, C. A.**, & Willoughby, T. (2009). *Child disclosure: Partial mediator of parenting variables and parental knowledge*. Poster presented at American Psychological Association, Toronto, ON, Canada.

**Hamza, C. A.,** Stewart, S. L., Cullion, C., & DeOliveira, C. (2009). *Young children at high-risk: Parenting stress, depression and daily hassles as influences on the interpretation of emotion and parental sensitivity in a clinical sample*. Poster presented at the Society for Research in Child Development, Denver, CO, USA.

**Hamza, C. A.,** Stewart, S. L., Cullion, C., DeOliveira, C., & Rick, J. (2009). *Young children at high-risk: Child compliance, parental warmth and emotional understanding*. Poster presented at the Society for Research in Child Development, Denver, CO, USA.

Stewart, S. L., Cullion, C., **Hamza, C. A.,** St. Pierre J., Cook, S., Leschied, A., Johnson, A., & Rielly, N. (2009). *Short-term inpatient treatment: Effectiveness of intensive intervention for children with complex mental health needs*. Poster presented at the Society for Research in Child Development, Denver, CO, USA.

Stewart, S. L., Cullion, C., **Hamza, C. A.,** & Currie, M. (2009) *Short-term residential treatment: Effectiveness for child/youth complex mental health needs*. Poster presented at American Psychological Association, Toronto, ON, Canada.

Stewart, S. L., Cullion, C., & **Hamza, C. A.** (2008). *Short-term residential treatment: Effectiveness of intensive intervention for children with complex mental health needs*. Poster presented at “Made in Ontario: A Showcase of Leading Practices in Child and Youth Mental Health,” Toronto, ON, Canada.

**Hamza, C. A.,** Cullion, C., Stewart, S. L., & DeOliveira, C. (2007). *Young children at high-risk: Parental interpretation of emotion and clinical implications for intervention*. Poster presented at Children’s Mental Health Ontario, Toronto, ON, Canada.

**Hamza, C. A.,** Cullion, C., Stewart, S. L., & DeOliveira, C. (2007). *Young children at high-risk: Parental warmth, sensitivity and interpretation of emotion in a clinical sample*. Poster presented at International Society for the Study of Behavioral Development, Würzburg, Germany.

### **Non-refereed and invited presentations (12):**

**Hamza, C. A.** (2021). *Let’s talk about it! Everything you should know (but probably don’t) about nonsuicidal self-injury!* Invited address given at Mental Health Week, Ontario Institute for Studies in Education at the University of Toronto, Toronto, ON, Canada.

**Hamza, C. A.** (2018). *Preparing for a career in academia or an other related field*. Invited address given at Career Week, Ontario Institute for Studies in Education at the University of Toronto, Toronto, ON, Canada.

**Hamza, C. A.** (2017). *Building a research identity*. Invited address given to the Developmental Psychology Graduation Association, Ontario Institute for Studies in Education at the University of Toronto, Toronto, ON, Canada.

Stewart, S. L., & **Hamza, C. A.** (2017). *The Child and Youth Mental Health Assessment (ChYMH): Scale validation*. Invited presentation given at the International Network for Mental Health (iNMH) of interRAI, Leuven, Belgium.

Stewart, S. L., & **Hamza, C. A.** (2017). *The Child and Youth Mental Health Assessment (ChYMH): An examination of the psychometric properties of an integrated assessment developed for clinically referred children and youth*. Invited presentation given at the International Network for Mental Health (iNMH) of interRAI, Sydney, Australia.

**Hamza, C. A.** (2016). *Nonsuicidal self-injury in schools*. Presentation given at Western University Speaker Series, London, ON, Canada.

**Hamza, C. A.** (2013). *Examining the link between nonsuicidal self-injury and suicidal behaviour*. Presentation given at the Brock in-house conference, St. Catharines, ON, Canada.

**Hamza, C. A.** (2012). *Examining the link between suicidal and nonsuicidal self-injury*. Invited address given at Niagara Public Health in St. Catharines, ON, Canada.

**Hamza, C. A.** (2012). *The study of self-injury among youth*. Invited address at the 3<sup>rd</sup> annual Injury Prevention Conference in Toronto, ON, Canada.

**Hamza, C. A.** (2012). *Self-injurious behaviors*. Invited address at the Mental Health and Bullying Conference in London, ON, Canada.

**Hamza, C. A.** (2011). *Psychosocial risk factors and motivations for engaging in nonsuicidal self-injury versus smoking among university students*. Presentation given at the Brock in-house conference, St. Catharines, ON, Canada.

**Hamza, C. A.** (2007). *The IFEEL picture project*. Presentation given at the Child and Parent Resource Institute, London, ON, Canada.

### **Non-refereed poster presentations (2):**

\*Ewing, L., **Hamza, C. A.**, & Willoughby, T (2018). *University stressors and nonsuicidal self-injury among emerging adults*. Poster presented at the 18th Annual Graduate Student Research, Ontario Institute for Studies in Education at the University of Toronto, Toronto, ON, Canada.

\*Armiento, A., **Hamza, C. A.**, & Stewart, S. L. (2015). *An examination of peer criticism and nonsuicidal self-injury*. Poster presented at PrevNET student conference, Toronto, ON, Canada.

### **Recent research and work in the media:**

- *Post-secondary schools offer support, but is it reaching students?* National Observer (Jan. 19, 2021)
- *Professor Hamza's surprising study about postsecondary students and mental health: Toronto Star* (Oct. 13, 2020), OISE news
- *Schools grapple with mental health impacts of isolation* (Oct 1, 2020), CTV News
- *A study's surprising revelation about which students are faring better under the pandemic University students* (Sept. 29, 2020), The Toronto Star
- *Social Isolation causing psychological distress among undergraduate students* (Sept. 25, 2020), Ethical Editor

- Featured researcher on *Best-Practices in Higher Education, Making a positive impact on student mental health* – research corner (May, 2020)(<https://bp-net.ca/research-corner/>)
- *Internal task force report recommends sweeping changes to the way U of T handles mental health on campus* (Jan. 15, 2020), The Globe and Mail
- *Student pressure 'really is there': Task force calls on U of T to simplify mental health services*, (Jan.15, 2020), CBC news
- *'We heard the call for change': Task force on student mental health issues report and recommendations* (Jan. 15, 2020), U of T News
- *Task Force on Student Mental Health Announces Members*, (June 1, 2019), The Varsity
- *Task Force on Student Mental Health Announces Members*, (June 1, 2019), U of T News
- *Meet three U of T scholars who are advancing research and care in adolescent and young adult mental health* (Jan. 30, 2019), U of T News
- *BellLetsTalk: Meet 3 OISE professors who are advancing research and care in adolescent and young adult mental health*, (Jan. 30, 2019), OISE News
- *56 rising U of T research stars awarded Connaught New Researcher Awards*, (June 2, 2017), U of T News

## **TEACHING EXPERIENCE**

### **Graduate courses taught:**

#### **Mental Health in the Classroom (APD1297)**

MA/MEd course, Applied Psychology and Human Development

Ontario Institute for Studies in Education

Sections taught: Fall 2020 (2 sections), Winter 2020, Fall 2019 (2 sections), Winter 2019 (2 sections), Spring 2018, Winter 2018 (2 sections), Spring 2017, Winter 2017

\* **developed flex mode version of course (students can participate in-person or online)**

#### **Adolescence Risk and Resiliency (APD1295)**

MA/MEd./Ph.D. course, Applied Psychology and Human Development

Ontario Institute for Studies in Education

Sections taught: Winter 2020, Fall 2017, Winter 2017

\***developed course**

#### **Developmental Psychopathology (APH1236)**

MA course, Applied Psychology and Human Development

Ontario Institute for Studies in Education

Sections taught: Fall 2016

### **Undergraduate courses taught:**

#### **Adolescent Development (3P18), Co-instructor**

Third year undergraduate course, Psychology

Brock University

Section taught: Winter 2014

#### **Social Development (3P77), Co-instructor**

Third year undergraduate course, Psychology



Brock University  
Section taught: Winter 2013

**Invited Guest Lectures:**

**Covid-19 and Student Mental Health (Dec. 3, 2020)**

Invited Lecture, EU540: Contemporary Issues in Student Affairs in Higher Education  
Wilfrid Laurier University

**Seeking a Career in Academia (Nov. 18, 2020)**

Invited lecture, APHD3200: Applied Psychology and Human Development, PhD course  
Ontario Institute for Studies in Education

**Nonsuicidal Self-injury and Suicidal Behavior (May 27, 2019)**

Invited lecture, APD1297: Mental Health in the Classroom, MEd course  
Ontario Institute for Studies in Education

**Seeking a Career in Academia (Nov. 20, 2019)**

Invited lecture, APHD3200: Applied Psychology and Human Development, PhD course  
Ontario Institute for Studies in Education

**Mental Health in the Classroom (Oct. 17, 2019)**

Invited lecture, APD2202H: Childhood Education Seminar II: Advanced Teaching, MA course  
Ontario Institute for Studies in Education

**Mental Health in the Classroom (March 8, 2018)**

Invited lecture, APD2202H: Childhood Education Seminar II: Advanced Teaching, MA course  
Ontario Institute for Studies in Education

**Seeking a Career in Academia (Feb. 6, 2018)**

Invited lecture, APHD3200: Applied Psychology and Human Development, PhD course  
Ontario Institute for Studies in Education

**Mental Health in the Classroom (Nov. 16, 2017)**

Invited lecture, APD2202H: Childhood Education Seminar II: Advanced Teaching, MA course  
Ontario Institute for Studies in Education

**Seeking a Career in Academia (Oct. 17, 2017)**

Invited lecture, APHD3200: Applied Psychology and Human Development, PhD course  
Ontario Institute for Studies in Education

**Seeking a Career in Academia (Nov. 18, 2016)**

Invited lecture, APHD3200: Applied Psychology and Human Development, PhD course  
Ontario Institute for Studies in Education

**Developmental Process and Mental Health (Oct. 18, 2016)**

Invited lecture, HDV1000 Pluralistic Human Development, MA course  
Ontario Institute for Studies in Education

**Nonsuicidal Self-injury Theory and Research (October 14 & 21, 2015)**

Invited lectures, 9800: Professional Case Seminar, PhD Course  
Western University

**Teaching assistantships:**

**Teaching Assistant, Introduction to Counselling and Psychotherapy (4P79)**

Fourth year undergraduate course, Psychology, Brock University  
Sections: Fall 2013, Fall 2011, Fall 2009, Fall 2008

**Teaching Assistant, Psychosocial Problems in Adolescence (4P50)**

Fourth year undergraduate course, Psychology, Brock University  
Section: Winter 2013

**Teaching Assistant, The Psychology of Parenting (3P23)**

Third year undergraduate course, Psychology, Brock University  
Section: Winter 2012

**Teaching Assistant, Professional Issues in Psychology (4P69)**

Fourth year undergraduate course, Psychology, Brock University  
Section: Winter 2010

**Teaching Assistant, Lifespan Development (2P12)**

Second year undergraduate course, Psychology, Brock University  
Section: Winter 2009

**STUDENT SUPERVISION**

**MA graduate students (6):**

**Holly Boyne**, primary supervisor (Sept. 2018 – 2020)

MA School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Depressive symptoms, perceived stress, and nonsuicidal self-injury: An examination of the mediating effects of self-compassion

**Maria Ilieff**, primary supervisor (2017 – 2019)

MA School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Maladaptive and adaptive perfectionism and nonsuicidal self-injury: A longitudinal examination among university students

**Alexandra Ewing**, primary supervisor (2017 – 2018)

MA Developmental Psychology and Education, Ontario Institute for Studies in Education

Title: Stressful life events, emotional reactivity, and nonsuicidal self-injury among university students

**Lindsey Gerrard**, primary supervisor (2016 – 2018)

MA School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Attention deficit hyperactivity disorder and nonsuicidal self-injury among clinically-referred children and youth

**Janell Klassen**, co-supervisor (2015 – 2016)

MA Counselling Psychology, Western University

Title: An examination of risk factors for adolescent engagement in directly and indirectly self-injurious behaviors

**Alshaba Billawala**, co-supervisor (2015 – 2016)

MA Counselling Psychology, Western University

Title: An examination of risk factors among male children with complex special needs

### **Ph.D. graduate students (5):**

**Holly Boyne**, primary supervisor (Sept. 2020 – present)

Ph.D. School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Nonsuicidal self-injury and suicidal behavior

**Maria Ilieff**, primary supervisor (2019 – present)

Ph.D. School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Recent interpersonal trauma experiences and nonsuicidal self-injury

**William Janssen**, primary supervisor (2019 – present)

Ph.D. School and Child Clinical Psychology

Title: Perfectionism, perfectionistic cognitions, and nonsuicidal self-injury among post-secondary students

**Alexandra Ewing**, primary supervisor (2018 – present)

Ph.D. Developmental Psychology and Education, Ontario Institute for Studies in Education

Title: Stress and coping during the post-secondary years

**Ariana Simone**, primary supervisor (2018 – present)

Ph.D. School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Understanding the experience of disclosing nonsuicidal self-injury to informal and formal sources

### **Graduate student distinctions/awards received by graduate trainees**

Holly Boyne, Joseph-Armand Bombardier CGS Doctoral Award (\$35,000/year)	2021 – 2024
Lexi Ewing, Joseph-Armand Bombardier CGS Doctoral Award (\$35,000/year)	2020 – 2023
Ariana Simone, SSHRC Doctoral Fellowship (\$20,000/year)	2020 – 2023
Maria Ilieff, Doctoral Ontario Graduate Scholarship (\$15,000)	2020 – 2021
Holly Boyne, Doctoral Ontario Graduate Scholarship (\$15,000)	2020 – 2021
William Janssen, Joseph-Armand Bombardier CGS Doctoral Award (\$35,000/year)	2019 – 2021
Maria Ilieff, Doctoral Ontario Graduate Scholarship (\$15,000)	2019 – 2020

Holly Boyne, Master's Ontario Graduate Scholarship (\$15,000)	2019 – 2020
Ariana Simone, Doctoral Ontario Graduate Scholarship (\$15,000)	2019 – 2020
Lexi Ewing, CPA Certificate of Academic Excellence for MA thesis	2019
Maria Ilieff, CPA Certificate of Academic Excellence for MA thesis	2019
Holly Boyne, Joseph-Bombardier Scholarship, SSHRC (\$17,500)	2018 – 2019
Maria Ilieff, Master's Ontario Graduate Scholarship (\$15,000)	2018 – 2019
Maria Ilieff, Joseph-Bombardier Scholarship, SSHRC (\$17,500)	2017 – 2018
Lindsey Gerrard, Joseph-Bombardier Scholarship, SSHRC (\$17,500)	2017 – 2018
Janell Klassen, Master's Ontario Graduate Scholarship (\$15,000)	2015 – 2016

### **Graduate Research Assistantships:**

Mira Persaud (Sept. 2020 – April 2021)

Shannen Rowe (Sept. 2020 – April 2021)

Lauren McCallum (Sept. 2019 – April 2020)

Rebecca West (Sept. 2019 – April 2020)

### **Research practicum students (2):**

**Kaylea Walsh** (2020 – present)

MEd practicum student, Developmental Psychology and Education

Title: Self-compassion and coping during COVID-19

**Kevin Han Xiang Yu** (2018 – 2019)

MEd practicum student, Developmental Psychology and Education

Title: Academic stressors, sleep and nonsuicidal self-injury among university students

### **Undergraduate students theses (2):**

**Taylor Heffer**, co-supervisor (2014 – 2015)

Honours thesis in psychology (4th year), Brock University

Title: Nonsuicidal self-injury and acquired capability for suicide

**Jenna Armiento**, primary supervisor (2012 – 2013)

Honours thesis in psychology (4<sup>th</sup> year), Brock University

Title: An examination of disclosure of nonsuicidal self-injury among university students

**Undergraduate student independent study projects (2):****Taylor Heffer**, primary supervisor (2013 – 2014)

Independent study project in psychology (3rd year), Brock University

Title: An examination of the link between nonsuicidal self-injury and impulsivity

**Jenna Armiento**, primary supervisor (2012 – 2013)Independent study project (4<sup>th</sup> year), Brock University

Title: An examination of the link between nonsuicidal self-injury and pain

**COMMITTEE SUPERVISION****MA students (5):****Harrison McNaughtan**, MA Second Reader (2019)

MA School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Self-reported understanding of romantic relationships: High school students with Autism Spectrum Disorder (ASD) compared to neurotypical high school students

**Ariana Simone**, MA Second Reader (2018)

MA School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Children's comprehension of implicit messages to interpret ambiguous requests

**Joyce Zhu**, MA Second Reader (2018)

MA Counselling and Clinical Psychology, Ontario Institute for Studies in Education

Title: Alcohol use and emerging adult profiles: A study of latent subgroups using mixture modeling

**Harrison McNaughtan**, MA Second Reader (2017)

MA Developmental Psychology and Education, Ontario Institute for Studies in Education

Title: Self-reported understanding of romantic relationships: High school students with Autism Spectrum Disorder (ASD) compared to neurotypical high school students

**Andrew Goodwin**, MA Second Reader (2017)

MA School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: A person-centred approach to understanding wisdom, identity, and well-being in adults with high-functioning autism spectrum disorder: An in-depth cross-case gestalt analysis

**Ph.D. students (14):****Jinny Wong** (2021 – present)

PhD in Counselling and Clinical Psychology

Title: TBD

**Christie Barron** (2021 – present)

PhD in Developmental Psychology and Education (2021 – present)

Title: TBD

**Melissa deJonge** (2021 – present)

PhD in Kinesiology & Physical Education (2020 – present)

Title: Understanding on-campus physical activity programming for student mental health

**Emily Wong**, PhD (2020 – present)

PhD in Counselling and Clinical Psychology

Title: The role of treatment-seeking stigma on treatment engagement and outcome

**Nikan Eghbali**, PhD (2020 – present)

PhD in Counselling and Clinical Psychology

Title: From suicidal ideation to adversarial growth: A mixed method approach to understanding the role of affective processing and meaning making

**Marlena Colasanto**, PhD (2020 – present)

Ph.D. School and Child Clinical Psychology

Title: Depression and cardiovascular risk factors in children and adolescents and the effect of parent-child relationships on this association

**Joyce Zhu**, Ph.D. Committee (2019 – present)

Ph.D. Counselling and Clinical Psychology, Ontario Institute for Studies in Education

Title: Parental criticism and nonsuicidal self-injury in emerging adulthood

**Danielle Kofler**, Ph.D. Committee (2018 – present)

Ph.D. Counselling and Clinical Psychology, Ontario Institute for Studies in Education

Title: Cannabis use motives in emerging adulthood: Using daily diary methods to inform intervention

**Jessica Carmichael**, Ph.D. Committee (2017 – present)

Ph.D. School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: The role of therapist training, personality, and self-image on treatment outcomes in child and adolescent psychotherapy

**Taylor Heffer**, Ph.D. Committee (2017 – present)

Ph.D. Lifespan Development, Brock University

Title: Sensitivity to reward and punishment in childhood and adolescence

**Natania Marcus**, Ph.D. Committee (2018 – 2020)

Ph.D. Counselling and Clinical Psychology, Ontario Institute for Studies in Education

Title: Daily stigma and emotion regulation in sexual and gender minority individuals: The mediating role of risk and protective factors

**Rick Ezekiel**, Ph.D. Committee (2016 – 2020)

Ph.D. (Flex) Developmental Psychology and Education, Ontario Institute for Studies in Education

Title: Stress, learning, and academic performance in university: Developmental links to early childhood adversity

**Kathleen Moore**, Ph.D. Committee (2016 – 2019)

Ph.D. Leadership, Higher and Adult Education, Ontario Institute for Studies in Education

Title: Graduate student mental health and academic achievement

**Victoria Sit, Ph.D. Committee (2016 – 2018)**

Ph.D. Counselling and Clinical Psychology, Ontario Institute for Studies in Education

Title: An assessment of barriers to help-seeking among sexual assault survivors

### **STUDENT THESIS EXAMINATIONS**

#### **Internal examiner for doctoral oral defense (6):**

**Devina Daya**

Ph.D. Counselling and Clinical Psychology, Ontario Institute for Studies in Education

Title: Navigating the labyrinth: Women, work and career coping

Date: Jan 14, 2021

**Tamara Kornacki**

Ph.D. School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Parental involvement in the education of culturally and linguistically diverse adolescents

Date: January 10, 2020

**Amanda Dyson**

Ph.D. School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Fathering: Increasing their visibility in research and as influencers of child development

Date: May 22, 2019

**Linda Iwenofu**

Ph.D. School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: Improving the reading achievement of language minority and disadvantaged youth at risk of academic failure

Date: April 3, 2019

**Laura Weinheimer**

Ph.D. School and Child Clinical Psychology, Ontario Institute for Studies in Education

Title: A mixed method exploration of suicidality in clients with intellectual disability

Date: June 14, 2018

**Alessandra Schneider**

Flex Ph.D. Developmental Psychology and Education, Ontario Institute for Studies in Education

Title: Cross-cultural adaptation and validation of strengths-based parenting measures in Brazil: PICCOLO and cognitive sensitivity scales

Date: March 6, 2018

#### **External examiner for doctoral oral defense (1):**

Emilia Pacholec

MA in School and Applied Child Psychology

Title: Acceptability of making mindfulness matter (M3): A community based program for families experiencing adversity

Date: April 20, 2020

### **PROFESSIONAL DEVELOPMENT**

**Creating Equitable Classrooms: How to better understand the needs of international students (April 20, 2021)**

I attended a 1.5 hour workshop focused on identifying key barriers international students face, particularly in the COVID-19 context. As a group, participants discussed potential strategies for mitigating barriers in the classroom, and fostering student engagement.

**Structural Equation Modelling and Testing for Moderation and Mediation in Mplus (Oct. 15 & 16, 2020)**

I took a two day course (16 hours) on structural educational modeling in Mplus. Course topics included: conducting confirmatory factor analyses, running and interpreting measurement and structural equation models, and conducting mediation and moderation analyses.

**Understanding Anti-black Racism Workshop (Sept. 22 – 24, 2020)**

I completed a six hour workshop over three days focused on understanding anti-black racism. Topics included identifying systemic and institutional racism, considering organizational biases (e.g., myths of meritocracy and racial invisibility), understanding whiteness and internalized racism, and considerations for supporting greater equity in organizational practices.

**Remote Research Involving Human Subjects: Exploring Security, Privacy and Ethical Considerations (Sept 22, 2020)**

I participated in a 1.5 hour workshop focused on identifying the risks for participants using online technologies for data collection in the COVID-19 context, and strategies for mitigating these risks when conducting online research.

**14 day writing challenge (March 23 – April 3, 2020)**

I participated in a 14 day writing challenge through the National Centre for Faculty Development and Diversity. Participants completed daily timed writing sessions, and worked as part of a small group of early career faculty to advance academic writing.

**Tenure Promotion Workshop (March 5, 2020)**

I participated in a two hour workshop at the University of Toronto that included preparing for four-year review and tenure (e.g., identifying submission criteria, preparation of documents, etc.)

**Early Career Researcher (ECR) Observer Program for CIHR (Nov. 25 & 26, 2019)**

As part of this professional development opportunity, I completed training modules in conducting quality peer reviews, avoiding bias in peer review, and understanding the peer review process. I then did practice reviews of the CIHR project grant submissions for the fall competition, and then observed the peer-review process in Ottawa.

**Diversity in Research Design (Oct. 3, 2019)**

I participated in a two hour workshop on the concepts of sex/gender and GBA+ (gender-based analysis plus) in research, and a panel of U of T researchers from a range of disciplines discussed how they have effectively integrated considerations of sex and gender into their research questions and methods.

**Pre-tenure Luncheon – Tenure Promotion Workshop (April 16, 2019)**

I attended a two hour lunch and learn at the Ontario Institute for Studies in Education that focused on navigating the tenure promotion process, and tips for planning for tenure review.



**Demystifying the Dossier Series: Preparing the Teaching Dossier (April 10, 2019)**

I attended a two hour session at the University of Toronto focused on how to prepare a teaching dossier. Topics included: preparing a teaching philosophy, describing your teaching practices, demonstrating teacher effectiveness, and providing a coherent narrative around teaching.

**Pre-tenure Training Luncheon – Publishing & Grant Administration (Feb. 26, 2019)**

I attended a 1.5 hour lunch and learn at the Ontario Institute for Studies in Education that focused on strategies for research publication, publication planning, and grant administration.

**Media Relations 101 (Feb. 13, 2019)**

I completed a 1.5 hour session at University of Toronto on media communications. Topics included how to raise awareness about your research, amplifying your expertise, and identifying relevant opportunities to share research with the media.

**Pre-tenure Training Luncheon – Supervision & Teaching (Dec. 6, 2018)**

I attended a 1.5 hour lunch and learn at the Ontario Institute for Studies in Education focused on helping new faculty to develop strong teaching and supervision practices.

**Pre-tenure Training Luncheon – Building a Research Program (April 5, 2018)**

I attended a 1.5 hour lunch and learn at the Ontario Institute for Studies in Education on how to identify relevant sources of funding, strategies for disseminating your work, publication metrics, and research project management.

**Lunch & Learn: Supporting International Students (Oct. 31, 2018)**

I attended a one hour lunch and learn at the Ontario Institute for Studies in Education aimed at highlighting international student learning needs, and participated in a discussion around strategies to support international students in the classroom.

**Windows on Equity: Invisible Disabilities and Academic Accommodations (May 8, 2018)**

I attended a two hour workshop (panel and discussion) at the Ontario Institute for Studies in Education around supporting students with invisible disabilities, and striving for an inclusive academic community.

**Gender Identity, Gender Expression, and Navigating the University (January 18, 2018)**

I attended a two hour workshop hosted by the Sexual and Gender Diversity Officer on how to better understand trans and gender non-binary identities, vocabulary and pronouns, as well as how to enhance support of gender diverse and gender independent students, staff and faculty. The session included a discussion on how to create and plan for gender-inclusion in your classroom and teaching practice.

**Pre-tenure Training Luncheon: Building a Research Program (Nov. 24, 2017)**

I attended a 1.5 hour training session at the Ontario Institute for Studies in Education on building a research trajectory as a new faculty member, balancing research with service and teaching, and planning for the tenure process.

**Faculty Success Program (May – August, 2017)**

I completed a 12 week Faculty Success Program through the National Centre for Faculty Development and Diversity. This program was designed for new faculty to develop skills in academic writing, project development, time management, and networking. As part of this program I completed weekly online

learning modules and homework assignments, participated in a weekly 75-minute small group conference call with other new faculty, and completed daily check-ins and writing challenges.

**SSHRC Insight Grant Workshop (June 12, 2017)**

I participated in a five hour workshop at the Ontario Institute for Studies in Education which provided an overview of the Insight Grant application process. Participants also had the opportunity to present a summary of their proposal and receive feedback from the rest of the group, including invited speakers.

**Tenure Promotion Workshop (May 24, 2017)**

I participated in a two hour workshop at the University of Toronto that included preparing for four-year review and tenure (e.g., identifying submission criteria, preparation of documents, etc.).

**Flex Teaching in the Classroom (April, 2017)**

I completed an eight hour workshop on the delivery of flex graduate courses at the Ontario Institute for Studies in Education. Topics included: designing a course outline, developing assignments and evaluations, using flex technology, and integrating new technology strategies in the classroom.

**Instructor Workshop, “Getting Started: Building your Portal Course” (2016)**

I completed a two hour workshop at the University of Toronto on the basics of developing a course in Blackboard (e.g., designing your course on Blackboard, grading, facilitating online engagement).

**Instructor Workshop, “Grade Center: Providing Feedback and Marks Online” (2016)**

I completed a two hour workshop at the University of Toronto on how to use Emarks for uploading and submitting students’ grades.

**Certification in interRAI’s Child and Youth Mental Health Assessment System (ChYMH) (2015)**

I completed an intensive two day training course on the administration of the interRAI’s child and youth mental health assessment suite to conduct assessments with children and families in schools in socially disadvantaged areas in London, Ontario. Topics included: assessing and coding interRAI items, use of assessment software, skills for effective interviewing, and interpreting assessment results.

**Certification in Scientist Knowledge Translation (2015)**

I completed a two day training session at Sick Kids Hospital on knowledge translation in health research. Topics covered included: developing an effective knowledge translation plan and identifying strategies for knowledge dissemination, understanding implementation science, and evaluating research impact.

**eLearning for New Faculty (2015)**

I completed a one day training session at Western University on understanding and applying Western’s information technology resources in the classroom to improve student learning (e.g., OWL).

**R Workshop (2015)**

I completed a three day intensive training course offered at Brock University on data preparation, analysis, and interpretation using “R” statistical software. A variety of statistical analyses were covered, including means and regression-based approaches, path analysis, structural equation modelling, and dimension reduction.

**Certification of Teaching and Learning in Higher Education (2015)**

To foster my strengths in teaching, I have taken advantage of a variety of professional development opportunities. After completing several teaching workshops (described below), I received Certification of Teaching and Learning in Higher Education through Brock University's Centre of Pedagogical Innovation.

#### **Assessing Student Work: Developing Shared Expectations (2015)**

I completed a two hour workshop at Brock University on the assessment of student work. Topics included exploring assessment approaches, developing evaluation strategies, and maximizing student learning through evaluation.

#### **Nuts and Bolts of Reflective Practice (2015)**

I completed a two hour workshop at Brock University on the use of reflective thinking as a teaching practice. An overview of several approaches/strategies to foster student reflective thinking was provided.

#### **Instructional Skills Workshop Certificate (2013)**

I completed a three day instructional skills workshop through Brock's *Centre of Pedagogical Innovation* on developing course learning objectives and lesson plans, strategies for encouraging class participation, theories of adult learning, and tips for designing course evaluations (e.g. exams, essays). I also presented several brief lectures to a group of instructors, and received verbal, written, and video feedback on my performance.

#### **Marking Madness "Tips and Tricks for Effective Grading" (2013)**

I completed a two hour workshop at Brock University on effective student evaluation. Several suggestions to improve grading quality were offered (i.e., use of rubrics, blind evaluation). The facilitator also underscored how assessment for learning can complement assessment of learning (i.e., using evaluations to foster student development and improvement, in addition to evaluating performance).

#### **Creative Ideas for the Classroom (2013)**

I completed a two hour workshop at Brock University. Facilitators discussed the role of creativity in the classroom, and participants engaged in a variety of "creative" tasks to learn about how creativity can be used to foster student engagement.

#### **Helping Students Prepare for Exams (2013)**

I completed a two hour workshop at Brock University that focused on providing students with several practical strategies for helping students to develop effective studying strategies and techniques. Methods for instructors to integrate review/practice test components into course content were provided.

#### **Academic Integrity and TA experience (2013)**

I completed a two hour workshop at Brock University focused on the undergraduate academic code of conduct. Topics included: potential violations of academic integrity, including plagiarism, and strategies for supporting violations to the code of conduct in classrooms.

#### **Getting the Most out of your Scantron report (2013)**

I completed a two hour workshop at Brock University on the use of scantrons in classes. Topics include how to complete the information technology request order form, and request helpful data for exam development (e.g., % of students who answer each question correctly).

**Ethical Dilemmas in Teaching (2009)**

I completed a two hour workshop at Brock University on ethical conduct in teaching. Topics covered included issues around student confidentiality, instructor professionalism, and relationship boundaries. Practical guidelines were provided, outlining appropriate instructor conduct around several ethical dilemmas.

**University Service (since starting as an Assistant Professor in 2016):****Equity, Diversity, and Inclusion sub-committee, OISE (April 2021 – present)**

Duties: Meet monthly with sub-committee to develop action plan with to support equity, and reduce racism and oppression at the department level (e.g., organizing departmental training initiatives in anti-black racism for faculty, conducting curriculum reviews, etc.)

**Steering Committee for an Institutional Strategic Initiative on Mental Health for Students and Youth Research, University of Toronto (2021 – 2021)**

Duties: Worked in collaboration with student and clinical advisories, as well as other key stakeholders, to develop research vision and key objectives for cross-campus student mental health research network; network will generate and disseminate evidence-informed solutions to challenges identified by the University's Presidential and Provostial Task Force on Student Mental Health.

**Search Committee for Assistant Professor, Teaching Stream in the area of Developmental Psychology and Education, OISE (October 2020 – present)**

Duties: Disseminated the job description to relevant networks, reviewed and rated application files, made recommendations around generating the short-list of applicants, participated in applicant interviews and assisted with decision making around final applicant offers.

**SCCP Comp Committee, OISE (May – June 2020)**

Duties: Corresponded with SCCP students about exam, solicited questions from faculty that formed the exam, prepared and distributed exam, compiled graded exams.

**Research Mitigation Committee, OISE (April 2020)**

Duties: Worked with the committee to identify both short and long-term solutions to delays in research resulting from the COVID-19 pandemic. In May, the committee organized and hosted a biweekly "Data Distancing" research series highlighting alternative modes of data collection (e.g., using social media data, online survey platforms, collecting observational data with teleconferencing tools, the use of secondary data analyses, etc.). I gave one of these workshops, entitled "Quality tricks with Qualtrics."

**Presidential & Provostial Task Force on Student Mental Health, University of Toronto (May – December 2019)**

Duties: Nominated and selected as one of three faculty representatives at the University of Toronto to serve on a task force on postsecondary student mental health. Responsibilities included reviewing existing mental health services on campus, community partnerships, and examining physical space for mental health provision, and then making recommendations to the President and Provost of the university in a final report.

**Advisory Committee for the Appointment of a Chair for APHD, OISE (November 2019)**

Duties: Reviewed chair nominations with the committee, represented the interests specifically of new-faculty, assisted with selecting a departmental chair for Applied Psychology and Human Development.

**Search Committee for Assistant Professor, Tenure Stream - Neuropsychology, Resilience and Student Well-Being, Department of Applied Psychology and Human Development, OISE (2018 – 2019)**

Duties: Disseminated the job description to relevant networks, reviewed and rated application files, made recommendations around generating the short-list of applicants, participated in applicant interviews and assisted with decision making around final applicant offers.

**Admissions Committee Co-Chair, School and Child Clinical Psychology, OISE (2018 – 2019)**

Duties: Developed recruitment materials and rater criteria documents for faculty, provided updates to faculty at program meetings around the admissions process, rated applicant files, generated the short-list, regularly corresponded around admissions decisions with relevant parties (i.e., faculty, administrative assistant, admissions co-chair, program chair, etc.), and co-ordinated final matching of faculty and applicants.

**Selection Committee for the Leithwood Award for Outstanding Thesis of the Year, OISE (March 2018)**

Duties: Reviewed and evaluated nominated theses using the award criteria, and made recommendations for the recipient of the award.

**Admissions Committee Co-Chair, School and Child Clinical Psychology, OISE (2017 – 2018)**

Duties: Developed recruitment materials and rater criteria documents for faculty, provided updates to faculty at program meetings around the admissions process, rated applicant files, generated the short-list, regularly corresponded around admissions decisions with relevant parties (i.e., faculty, administrative assistant, admissions co-chair, program chair, etc.), and co-ordinated final matching of faculty and applicants.

**Colloquium Committee, OISE (2017 – 2018)**

Duties: Identified potential speakers, met with the colloquium committee to choose speakers, invited and corresponded with potential speakers, prepared speaker introductions, and hosted speakers for visits prior to their talks.

**Progress through the Ranks (PTR) Committee, OISE (2017)**

Duties: Reviewed several assigned faculty progress through the rank files (PTR), wrote up reviews for files, and met with the PTR committee to review files.