

CURRICULUM VITAE

Chloe Hamza, Ph.D.

May 2019

CONTACT INFORMATION

Chloe Hamza, Ph.D.
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PROFESSIONAL EXPERIENCE

Assistant Professor

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

Postdoctoral Fellow, Centre for School Mental Health

Faculty of Education, Western University
Funded by the Canadian Institutes of Health Research (CIHR)
2015 – 2016

EDUCATION

Ph.D. Lifespan Development Psychology

Brock University, Ontario, Canada
2010 – 2015

Master of Arts, Lifespan Development Psychology

Brock University, Ontario, Canada
2008 – 2010

Bachelor of Arts, Honors Specialization Psychology

King's University College at Western University, Ontario, Canada
2004 – 2008

ACADEMIC HONOURS, AWARDS, AND DISTINCTIONS

Postdoctoral Fellowship (\$40,000/year for 2 years)

Canadian Institutes of Health Research
**Application ranked in top 2% of 1132 applicants*
2015 – 2016

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

Western University
2016

Distinguished Graduate Student Award (\$100)

Description: Awarded to the graduating student with the highest overall academic average at Brock University in the doctoral program in psychology
2015

Doctoral Scholarship (\$15,000) Ontario Graduate Scholarship Program	2013
Wendy Murphy Memorial Award in Psychology (\$1,500) Description: Peer-nominated scholarship awarded based on academic merit and university service contributions Brock University	2011
Vanier Canada Graduate Scholarship (\$50,000/year for 3 years) Social Sciences and Humanities Research Council Description: Awarded based on academic merit and leadership in research and service	2010 – 2013
Doctoral Fellowship (\$20,000/year for 4 years) - declined Social Sciences and Humanities Research Council	2010
Conference Travel Award (\$1,500) Canadian Institutes of Health Research	2010
Joseph-Armand Bombardier Canada Graduate Scholarship (\$17,000) Social Sciences and Humanities Research Council	2009
Master's Award (\$15,000) - declined Ontario Graduate Scholarship Program	2009
Dean of Graduate Studies Excellence Scholarship (\$5,000) Brock University	2009
Summer Research Fellowship (\$2,000) Brock University Description: Awarded based on academic merit and research potential	2009
Dean of Graduate Studies Research Fellowship (\$2,000) Brock University Description: Awarded based on academic merit and research potential	2009
Dean of Graduate Studies Entrance Scholarship (\$2,500) Brock University Description: Awarded based on academic merit and research potential	2008
Research Fellowship (\$2,000) Brock University Description: Awarded based on academic merit and research potential	2008
The Jaroslav Havelka Scholarship (\$350) Description: Awarded based on academic merit and community service contributions King's University College at Western University	2008

Dean's Honor List at King's University College King's University College at Western University	2004 – 2008
King's Continuing Scholarship (\$1,500/year for 3 years) King's University College at Western University	2005 – 2008
King's Academic Entrance Scholarship (\$3,000) King's University College at Western University	2004

FUNDING HISTORY

External grants (in-progress)

SSHRC Insight Grant (\$91,235) <u>Title:</u> A longitudinal examination of the associations among recent stressful life events, emotional reactivity, and nonsuicidal self-injury among university students <u>Role:</u> Principal investigator Co-investigators: Dr. Abby Goldstein, Dr. Nancy Heath <i>*application was ranked first overall in subject (psychology) committee</i> <i>*first sextile ranking in overall competition</i>	2018 – 2020
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CIHR Project Grant (\$187,425) <u>Title:</u> Emotional cascades and nonsuicidal self-injury among university students <u>Role:</u> Principal investigator Co-investigators: Dr. Abby Goldstein, Dr. Nancy Heath	2018 – 2020
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Internal grants (completed)

Connaught New Researcher Award, University of Toronto (\$34,518) <u>Title:</u> Emotional cascades and nonsuicidal self-injury among university students: How do we disrupt the cycle? <u>Role:</u> Principal investigator <i>*awarded \$20,000 in top-up funds reserved for highest overall ranked proposals</i>	2017 – 2019
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Open Access Publishing Grant, Western University (\$1,824) Western University <u>Title:</u> 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. <u>Role:</u> Co-investigator Principal investigator: Dr. Shannon Stewart	2016
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Open Access Publishing Grant, Brock University (\$1,350) <u>Title:</u> Nonsuicidal self-injury and suicidal behavior: A latent class analysis among young adults. <u>Role:</u> Principal investigator Co-investigator: Dr. Teena Willoughby	2013
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Undergraduate Research Grant, The Provincial Centre of Excellence	2008
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for Child and Youth Mental Health at CHEO (\$5,000)

Title: Young children at high-risk: Child compliance and parental warmth, sensitivity and the interpretation of emotion in a clinical sample

Role: Principal investigator

Co-investigator: Dr. Shannon Stewart

PUBLICATIONS

Refereed published academic papers (23):

* indicates a student/trainee under my supervision

^ indicates international collaborator

*Ewing, A., **Hamza, C. A.**, & Willoughby, T. (2019). Stressful experiences, emotion dysregulation, and nonsuicidal self-injury among emerging adults. *Journal of Youth and Adolescence*. Advanced online publication: doi: 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.

*Billawala, A., **Hamza, C. A.**, & Stewart S. L. (2018) Assessing psychosocial risk among children and youth with complex special needs. *Journal on Developmental Disabilities*, 23, 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 parents of youth who self-injure: Considerations and recommendations. *School Psychology International*, 39, 312-228.

*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, 342-353.

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.

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.

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, 5-20.

Hamza, C. A., & Willoughby, T. (2016). Nonsuicidal self-injury and suicidal risk among emerging adults. *Journal of Adolescent Health*, 59, 411-415.

*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.

Willoughby, T., *Heffer, T., & **Hamza, C. A.** (2015). Nonsuicidal self-injury and acquired capability for suicide: A longitudinal examination. *Journal of Abnormal Psychology, 124*, 1110-1115.

Hamza, C. A., Willoughby T., & *Heffer, T. (2015). Impulsivity and nonsuicidal self-injury: A review and meta-analysis. *Clinical Psychology Review, 38*, 13-24.

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, 6*, 561-574.

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.

*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.

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*, 33-42¹

Willoughby, T., Tavernier, R., **Hamza, C. A.**, Adachi, P. J. C., & Good, M. (2013). The triadic systems model perspective and adolescent risk taking. *Brain and Cognition, 89*, 114-115.

Hamza, C. A., & Willoughby, T. (2013). Nonsuicidal self-injury and suicidal behavior: A latent class analysis among young adults. *PLOS ONE, 8*, 1-7.

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.

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*, 172-175.

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*, 482-495.²

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.

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

² Paper was among the top 25 “most downloaded papers in the past three months” in *Clinical Psychology Review* in September 2012.

Willoughby, T., & **Hamza, C. A.** (2011). A longitudinal examination of the reciprocal effects among parenting behaviors, adolescent disclosure, and problem behavior. *Journal of Youth and Adolescence*, 40, 463-478.

In-press academic papers (1):

Lewis, S. P., ^Hasking, P. A., Heath, N. L., **Hamza, C. A.**, Bloom, E., ^Lloyd-Richardson, E. E., & ^Whitlock, J. (in press). Advocating for best-practices to address nonsuicidal self-injury in schools. Paper accepted to *Psychological Services*.

Academic papers under review (5):

Hamza, C. A. & Willoughby, T. (invited revision under review). Impulsivity and nonsuicidal self-injury: A longitudinal examination among emerging adults.

Lewis, S. P., ^Muehlenkamp, J., ^Hasking, P. A., ^ **Hamza, C. A.**, Lloyd-Richardson, E. E., & (under review). Responding effectively to self-injury on college campuses: A campus-wide approach.

^Lloyd-Richardson E. E., ^Hasking, P. A., Lewis, S. P., ^McAllister, M., **Hamza, C. A.**, ^Muehlenkamp, J., A., ^Baetens, I. (under review). Addressing self-Injury in schools: How school nurses can help with addressing issues related to assessment, ongoing care, and referral for treatment.

Klassen, J., **Hamza, C. A.**, Stewart, S. L. (under review). interRAI's Child and Youth School Disengagement Scale (SDeS): A new scale to measure school disengagement among children and youth.

*Ilieff, M., **Hamza, C. A.**, & Willoughby, T. (under review). Maladaptive and adaptive perfectionism and nonsuicidal self-injury: A longitudinal examination among university students.

Invited chapters (1):

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.

Reports to government or other agencies (4):

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.

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.

Refereed conference paper and poster presentations (38):

*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.

^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, Brussels, Belgium.

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.

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.

*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.

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.

*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.

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)*. Podium presentation 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., **Hamza, C. A.**, & Davidson, B. (2016). *A Prospective Evaluation of the Dialectical Behaviour Therapy (DBT) for Adolescents*. Poster presented at 17th 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., 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.

Forthcoming refereed conference and poster presentations (12):

Hamza, C. A., ^Hasking, P. A., Heath, N. L., Lewis, S. P., ^Lloyd-Richardson, E. E., ^Robinson, K. ^Whitlock, J., & ^Wilson, M. S. (accepted). *An international study on student and staff understanding of nonsuicidal self-injury on university campuses*. Paper presentation accepted to the International Society for the Study of Self-Injury, Orlando, FL, USA.

*Ewing, L., & **Hamza, C. A.** (accepted) *Navigating identity challenges and nonsuicidal self-injury during the first-year of university*. Poster accepted to the International Society for the Study of Self-Injury, Orlando, FL, USA.

*Boyne, H., **Hamza, C. A.**, *Simone, A., & *Ewing, L. (accepted). *Stressful experiences in university and nonsuicidal self-injury: The moderating role of self-compassion*. Poster accepted to the International Society for the Study of Self-Injury, Orlando, FL, USA.

*Simone, A., **Hamza, C. A.**, & *Boyne, H. (accepted). *Social support, perceived burdensomeness, and the disclosure of nonsuicidal self-injury in emerging adulthood*. Poster accepted to the International Society for the Study of Self-Injury, Orlando, FL, USA.

*Ilieff, M., **Hamza, C. A.**, & Willoughby, T., & *Heffer, T. (accepted). *A longitudinal examination of maladaptive and adaptive perfectionism and nonsuicidal self-injury*. Poster accepted to the International Society for the Study of Self-Injury, Orlando, FL, USA.

Hamza, C. A., Goldstein, A., Molnar, D. S., & Scharfe, E. (accepted). *Impulsivity and nonsuicidal self-injurious urges and behaviors: A daily diary study*. Poster accepted to Canadian Psychological Association conference, Halifax, NS, Canada.

*Ewing, L., **Hamza, C. A.**, Goldstein, A., Scharfe, E., & Molnar, D. S. (accepted). *Parental warmth, self-efficacy, and nonsuicidal self-injury in emerging adulthood*. Poster submitted to Canadian Psychological Association conference, Halifax, NS, Canada.

Curran, S., El-Ariss, G., Enright, J. **Hamza, C. A.**, Molnar, D. S., Scharfe, E., & Goldstein, A. (accepted). *Luring the reluctant participant: Attachment representations and participation in a longitudinal study of emerging adulthood*. Poster submitted to Canadian Psychological Association conference, Halifax, NS, Canada.

Goldstein, A., Molnar, D. S., Scharfe, E., **Hamza, C. A.**, & Zhu, J. (accepted). *Mother knows best: Parent-child relationships and alcohol problems in emerging adulthood: A self-determination perspective*. Symposium presentation submitted to Canadian Psychological Association conference, Halifax, NS, Canada.

Molnar, D. S., Goldstein, A., Scharfe, E., & **Hamza, C. A.** (accepted). *Perfectly frustrated? Exploring how automatic perfectionistic thoughts are associated with psychological need frustration in parents and their emerging adult children*. Symposium submitted to Canadian Psychological conference, Halifax, NS, Canada.

Allen, S., Scharfe, E., Molnar, D., **Hamza, C. A.**, & Goldstein, A. (accepted). *Positive interactions with parents promote well-being in emerging adulthood: Findings from a daily diary study*. Poster submitted to Canadian Psychological Association conference, Halifax, NS, Canada.

Goldstein, A. L., Zhu, J., Scharfe, E., Molnar, D. S., & **Hamza, C. A.** (accepted). *Self-determination perspective on parent-emerging adult relationships and well-being: Findings from a daily diary study*. Poster submitted to Self-Determination Theory conference, Egmond aan Zee, Holland, Amsterdam.

Non-refereed posters and presentations (13):

*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.

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, Toronto, ON, Canada.

Hamza, C. A. (2017). *Building a research identity*. Invited address given to the Developmental Psychology Graduation Association, OISE, Toronto, ON, Canada.

Stewart, S. L., & **Hamza, C. A.** (2017). *The Child and Youth Mental Health Assessment (ChYMH): Scale validation*. 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*. 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.

*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.

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 3rd 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.

Membership in professional societies:

Canadian Psychological Association 2018 – present

International Consortium on Self-Injury in Educational Settings 2017 – present

- The International Consortium on Self-Injury in Educational Settings (ICSES) is a small group of leading researchers and clinicians from several countries around the world including Canada, the US, Belgium, Australia, and New Zealand. 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

Media coverage:

University of Toronto News - “Meet three U of T scholars who are advancing research and care in adolescent and young adult mental health” (2019)

OISE News – “#BellLetsTalk: Meet 3 OISE professors who are advancing research and care in adolescent and young adult mental health” (2019)

University of Toronto News – “Connaught New Researcher Award” (2017)

Brock Radio – “Inquisitive Minds” (2013)

The Brock News – “Ph.D. Students Featured on Knowledge Exchange Network” (2013)

Knowledge Exchange Network (CAMH) – “Student feature” (2013)

Knowledge Exchange Network (CAMH) – “Research snapshot” (2013)

Ministry of Children and Youth Services – “Research Newsletter” (2012)

Brock Press – “Stressed @ Brock Returns for a Second Year” (2011)

Brock Press – “Students Stress the Focus of Study” (2010)

The Brock News – “Brock Graduate Students earn Vanier Scholarships” (2010)

TEACHING EXPERIENCE

Graduate courses taught:

Mental Health in the Classroom (APD1297)

MA/M.Ed course, Applied Psychology and Human Development

Ontario Institute for Studies in Education

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

* **developed course**

***flex mode delivery (students can attend in-person or online)**

Adolescence Risk and Resiliency (APD3208)

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

Ontario Institute for Studies in Education

Sections taught: 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:

Mental Health in the Classroom (APD1297)

Title: Nonsuicidal self-injury and suicidal behavior in schools

MA/M.Ed course, Applied Psychology and Human Development

Ontario Institute for Studies in Education

Date: May 27, 2019

Childhood Education Seminar II: Advanced Teaching (APD2202H)

Title: Mental Health in the Classroom
MA course, Child Studies and Education
Ontario Institute for Studies in Education
Dates: March 8, 2018, Nov. 16, 2017

Prosocial Seminar in Applied Psychology and Human Development (APHD3200)

Title: Seeking a Career in Academia
Ph.D. course, Applied Psychology and Human Development
Ontario Institute for Studies in Education
Dates: Feb. 6, 2018, Oct. 10 2017, Nov. 18, 2016

Pluralistic Human Development (HDV1000)

Title: Developmental Processes and Mental Health
Ph.D. course, Applied Psychology and Human Development
Ontario Institute for Studies in Education, University of Toronto
Date: Oct. 18, 2016

Professional Case Seminar (9800)

Title: Nonsuicidal Self-Injury Theory and Research – Part I
Ph.D. Course, School and Applied Child Psychology
Western University
Dates: Oct. 14, 2015, Oct. 21, 2015

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

Holly Boyne, primary supervisor (Sept. 2019 – present)

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

Title: Stressful experiences and nonsuicidal self-injury: The moderating role of self-compassion

Maria Ilicff, primary supervisor (Sept. 2017 – present)

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

Alexandra Ewing, primary supervisor (2018 – present)

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

Title: Ruminative exploration, anxiety, and nonsuicidal self-injury

Ariana Simone, primary supervisor (2018 – present)

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

Title: Barriers to disclosure of nonsuicidal self-injury among undergraduate students

Student Awards received under my supervision

Holly Boyne, Joseph-Bombardier Scholarship, SSHRC (2018-2019)

Maria Ilicff, Ontario Graduate Scholarship (2018-2019)

Maria Ilicff, Joseph-Bombardier Scholarship, SSHRC (2017-2018)

Lindsey Gerrard, Joseph-Bombardier Scholarship, SSHRC (2017-2018)

Janell Klassen, Ontario Graduate Scholarship (2015-2016)

MA committee supervision

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. committee supervision

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

MA 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

Natania Marcus, Ph.D. Committee (2018 – present)

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

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

Kathleen Moore, Ph.D. Committee (2016 – present)

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

Title: Graduate student mental health and academic achievement

Rick Ezekiel, Ph.D. Committee (2016 – present)

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

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

Research practicum students

Kevin Han Xiang Yu (2018-2019)

MEd practicum student

Developmental Psychology and Education

Internal Examiner:

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. Developmental Psychology and Education, 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

Undergraduate students:

Taylor Heffer, co-supervisor

2014 – 2015

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

Title: Nonsuicidal self-injury and acquired capability for suicide

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
Honours thesis in psychology (4th year), Brock University
Title: An examination of disclosure of nonsuicidal self-injury among university students

Jenna Armiento, primary supervisor 2012 – 2013
Independent study project (4th year), Brock University
Title: An examination of the link between nonsuicidal self-injury and pain

PROFESSIONAL DEVELOPMENT

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 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.

Interim/Tenure Promotion Workshop (March 24, 2019)

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.).

Pre-tenure Training Luncheon – publishing & grant administration (Feb. 26)

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 on how U of T communicates with outside media to share research on campus. 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 (April 5, 2018)

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

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

I attended a one-hour luncheon 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.

Pre-tenure Training Luncheon (Nov. 24, 2017)

I attended a 1.5 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 the 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.

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).

Certification of Teaching and Learning in Higher Education

I completed several workshops offered through Brock's *Centre of Pedagogical Innovation*, and was awarded a Certification of Teaching and Learning in Higher Education.

- Assessing Student Work: Developing Shared Expectations 2015
- The Nuts and Bolts of Reflective Practice in Teaching 2015
- Marking Madness: Tips and Tricks for Effective Grading 2013
- Creative Ideas for the Classroom 2013
- Helping Students Prepare for Exams 2013
- Academic Integrity and the Teaching Assistant Experience 2013
- Getting the most out of your Scantron report 2013
- Understanding the Accessibility for Ontarians with Disabilities Act 2013
- Ethical Dilemmas in Teaching 2009

COMMUNITY AND VOLUNTEER ACTIVITIES

Editorial Boards:

Journal of Youth and Adolescence 2014 – present
Adolescent Research Review 2014 – present

Services as ad-hoc referee:

Child Development
Psychology and Psychotherapy: Theory, Research and Practice
Journal of Research on Adolescence
Emerging Adulthood
Journal of Adolescent Health
Personality Disorders: Theory, Research, and Treatment
JAMA Psychiatry
Journal of Adolescence
Psychiatry Research
Suicide and Life-Threatening Behavior
Journal of Youth and Adolescence

Journal of Abnormal Child Psychology
International Journal for Environmental Health Research
Journal of Clinical Psychology

University Service (since being hired as an Assistant Professor in 2016):

MEd practicum poster day judge (April 2, 2019)

Ontario Institute for Studies in Education

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

Ontario Institute for Studies in Education

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

Ontario Institute for Studies in Education

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

Ontario Institute for Studies in Education

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

Ontario Institute for Studies in Education

Colloquium Committee (August 2017 – 2018)

Ontario Institute for Studies in Education

Progress through the Ranks (PTR) Committee (2017)

Ontario Institute for Studies in Education