

# ROSE AMIR POUR

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## EDUCATION

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### Honours Bachelor of Science

September 2021 – April 2025

University of Toronto Mississauga

Specialist: Psychology, Minor: Education Studies

Thesis: The Role of Choice: Understanding Undergraduate Student Preferences for Self-Regulation Techniques and Their Impact on Stress and Well-being

Supervisor: Dr. Norman Farb

## ACADEMIC AWARDS & HONOURS

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### University of Toronto Excellence Award (UTEA)

May 2025 – October 2025

**Project:** Validation of the Interoceptive Change Awareness Task

Principal Investigator: Dr. Norman Farb

*Funded by the Social Sciences and Humanities Research Council (\$7,500 CAD)*

- Served as the Lead Research Assistant during the data collection phase
- Collaborated weekly with Dr. Norman Farb to fulfill the study's pre-registered aims (<https://osf.io/r6zja/>) and research milestones
- Developed expertise in BIOPAC physiological assessment techniques, including breathing rate measurement via respiration belt and cardiac signal measurement via 3-lead electrocardiogram
- Conducted data cleaning, scoring, and statistical analyses of Qualtrics questionnaire data using R to examine patterns in participant responses
- Developed onboarding resources and training materials to enhance consistency and efficiency in research practices
- Trained and supervised a team of 6 lab volunteers to ensure protocol adherence and high-quality data collection
- Represented the lab at the 2025 UTM *Be Well Fair* by sharing the Wellness Map Project with students, faculty, and community members
- Presented project findings at the Summer Undergraduate Psychology Exhibition of Research 2025 and the 2025 Experiential Education Fair's Undergraduate Research Showcase
- Assisted in the preparation of a manuscript for submission to a peer-reviewed journal

### Undergraduate Research Recognition

April 2025

- Awarded in recognition of the successful completion of an undergraduate honours thesis

### Dean's List Scholar

2022, 2023, 2024, 2025

- Awarded to students with a GPA of 3.50 or higher

### U of T Mississauga Entrance Award

2021

- \$3,000 CAD awarded to all newly admitted, full-time students with calculated admission averages of above 92% (including English) directly from high school

## PUBLICATIONS

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**Amir Pour, R.** & Farb, N. A. S. (2026). *Validation of the Breath Change Awareness Task on Interoception* [Manuscript in preparation for submission].

**Amir Pour, R.** & Farb, N. A. S. (2026). *The role of choice: Understanding undergraduate student preferences for self-regulation techniques and their impact on stress and well-being* [Manuscript in preparation for submission].

## PRESENTATIONS & INVITED TALKS

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**Oral Presentations**

**Amir Pour, R.** & Sunderani, S. (2026, June). *Unceremonious Departures: Exploring Friendship Dissolution in Adulthood*. Presented at the Canadian Psychological Association Conference, Québec, Canada. [Round Table Conversation Session].

**Amir Pour, R.,** Faisal, S. Raghunath, R., & Sunderani, S. (2026, June). *Building a Thriving and Inclusive Private Practice: Strategies for Growth, Diversity, and Community Impact*. Presented at the Canadian Psychological Association Conference, Québec, Canada. [Review Session].

**Amir Pour, R.** (2025, April). *The Role of Choice: Understanding Undergraduate Student Preferences for Self-Regulation Techniques and Their Impact on Stress and Well-Being*. Presented at Undergraduate Thesis Day 2025, University of Toronto Mississauga, Ontario, Canada. [Thesis Defense and Oral Presentation].

**Poster Presentations**

**Amir Pour, R.** (2025, September). *Breathe, Notice, Feel: Exploring the Role of Breath Awareness in Student Well-being*. Presented at the Experiential Education Fair's Undergraduate Research Showcase 2025, University of Toronto Mississauga, Ontario, Canada. [Poster Presentation].

**Amir Pour, R.** (2025, August). *Breathe, Notice, Feel: Exploring the Role of Breath Awareness in Student Well-being*. Presented at the Summer Undergraduate Psychology Exhibition of Research 2025, University of Toronto Mississauga, Ontario, Canada. [Poster Presentation].

**Amir Pour, R.,** Hill, K., Agyei-Odame, J., Nagarajah, D., Whyte, R., Rajwani, T. (2025, April). *Giving Voice: Using Community-Engaged Research to Explore the Experiences of Racialized Undergraduate Students at UTM*. Presented at the Undergraduate Research Day 2025, University of Toronto Mississauga, Ontario, Canada. [Poster Presentation].

**Amir Pour, R.,** Mirza, M., Park, Y. (2024, August). *Giving Voice: The Launch of a Community-Engaged Longitudinal Study of Racialized Students' Personality, Well-Being, and University Experiences*. Presented at the Summer Undergraduate Research Fair 2024, University of Toronto Mississauga, Ontario, Canada. [Poster Presentation].

**Community Events and Panels**

Fukuda, K., **Amir Pour, R.,** Khalaf, C., Tavakoli, S., De-Heer, L., Oyamienlen, E., Wee, G., & Mubarak, M. (2025, November). *Undergraduate Psychological Research Panel*. Presented at the University of Toronto Mississauga, Ontario, Canada. [Panel].

**Amir Pour, R.** & Chung, J. M. (2025, February). *Black Contributions to Psychology*. Presented at PAUSE's Black History Month Event, University of Toronto Mississauga, Ontario, Canada. [Community Event and Presentation].

**Amir Pour, R.** (2024, October). *PAUSE × The Chung Lab*. Presented at PAUSE's Meet the Social and Personality Labs Event, University of Toronto Mississauga, Ontario, Canada. [Community Event and Presentation].

**Amir Pour, R.,** Chung, J. M., Adel, M., Amir, H., Hu, Z., Panwar, G., Mohamed, J., Zhang, S., (2024, June). *EagleConnect Panel: How to Get Involved in Research at UTM*. Presented via Zoom, University of Toronto Mississauga, Ontario, Canada. [Panel].

**RESEARCH EXPERIENCE****Lead Research Assistant**

Regulatory and Affective Dynamics Lab, UTM

Principal Investigator: Dr. Norman Farb

October 2025 – Present

- Contributed to manuscript preparation for ongoing projects examining interoception, depression, emotion regulation, stress, and student well-being including literature synthesis, data analysis, and figure preparation
- Provided mentorship to junior research assistants, offering feedback on research skills, professional development, and future academic opportunities

- Managed organization of lab workflows, documentation, and project timelines to ensure smooth progress toward manuscript submissions
- Engaged in biweekly research meetings with Dr. Farb to discuss study progress, troubleshoot analyses, and refine manuscript directions
- Represented the lab as an undergraduate researcher during academic and departmental events

**Lead Scoping Review Research Assistant**

Chung Lab, UTM

Principal Investigator: Dr. Joanne Chung

*May 2025 – Present*

- Led a collaborative ScR examining personality development, social experiences, and well-being among racialized university students
- Coordinated and supported a team of 6 graduate students and research assistants in article screening, full-text review, and data extraction
- Facilitated monthly team check-ins to support consistency in screening decisions, clarify procedures, and address questions throughout the ScR process
- Maintained weekly Slack check-ins to support the team, provide ongoing guidance, and ensure steady progress across ScR stages
- Resolved discrepancies in abstract and title screening, full-text review, and extraction through consensus on Covidence and regular meetings
- Contributed to the development of an evidence map and reporting framework to ensure transparent knowledge translation
- Preregistered the study through the Open Science Framework (<https://osf.io/wzajs/>) to support transparent and reproducible research practices
- Assisted with refining inclusion/exclusion criteria and revising the review protocol in alignment with PRISMA-ScR guidelines

**Honours Thesis Student**

Regulatory and Affective Dynamics Lab,

UTM

Supervisor: Dr. Norman Farb

*September 2024 – April 2025*

- Actively participated in bi-weekly supervision meetings with Dr. Norman Farb to discuss research progress and troubleshoot challenges
- Investigated the impact of online wellness interventions (mindfulness, journaling, paced breathing, and nature videos) and preference on 161 undergraduate students' mental health, stress, and well-being
- Designed and implemented an experimental study with one intervention condition and one passive control condition, delivered via Qualtrics
- Developed comprehensive pre- and post-measure surveys to assess changes in mood, well-being and stress, as well as qualitative questions to better understand students' intervention preferences and their effects on well-being outcomes
- Prepared a research-based ethics application for the study, ensuring compliance with ethical research standards of the University of Toronto and Social Sciences and Humanities Research Council
- Preregistered the study protocol, hypotheses, and data analysis plan on the Open Science Framework (<https://osf.io/328xj/>) to enhance transparency and reproducibility
- Authored the thesis, synthesizing literature, reporting statistical findings, and integrating theoretical and practical implications
- Presented the thesis through a 10-minute oral presentation to faculty, students, and community members on Undergraduate Thesis Day, responding to audience questions and discussing implications of the findings
- Prepared a manuscript with plans to submit for academic journal publication

**Research Assistant**

Chung Lab, UTM

Principal Investigator: Dr. Joanne Chung

May 2024 – May 2025

**Projects:** Giving Voice: Understanding the Intersections of Identity, Emotion, and Well-Being of Racialized Undergraduate Students; A Scoping Review of the Relation Between Race and Ethnicity and Big Five Personality Development in Emerging Adulthood

- Developed a mental health resource video for over 200 participants, offering clear and accessible guidance on off-campus support options
- Organized *Exam Jam*, a stress-relief event during the Fall 2024 and Winter 2025 final exam season, featuring activities such as gratitude card-making, bookmark-making, and clay creations to support student well-being
- Strategically recruited participants via social media platforms such as Instagram, Reddit, and Discord
- Collaborated closely with fellow research assistants and graduate students, ensuring effective and timely completion of research tasks
- Effectively communicated with student clubs via email to establish a student club advisory board, fostering collaboration and enhancing the lab's community involvement
- Communicated with the Robert Gillespie Academic Skills Centre (RGASC) to explore opportunities for future event collaborations, strengthening the lab's partnerships
- Designed and produced compelling graphics (e.g., info cards) and social media content (including reels and captions/blurbs) to enhance public engagement, promote research, and recruit participants
- Contributed to the EagleConnect Panel on "How to Get Involved in Research at UTM" by answering students' questions and sharing personal insights on research at UTM
- Managed participant communication through email and social media, addressing inquiries and providing clear, helpful responses to ensure positive and friendly interactions
- Participated in a comprehensive scoping review by diligently screening 100 articles daily
- Presented the "Giving Voice" study at the Summer Undergraduate Research Fair 2024 and Undergraduate Research and Knowledge Translation Day 2025, effectively conveying the study's goals and methodologies to a diverse academic audience

## **VOLUNTEER & COMMUNITY INVOLVEMENT**

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### **Distress Centres of Greater Toronto Crisis Responder**

*October 2025 – Present*

- Completed over 25 hours of specialized training in crisis intervention, suicide prevention, and active listening, with an emphasis on empathy, risk assessment, and safety planning
- Provided confidential emotional support to individuals experiencing acute distress, suicidal ideation, or mental health crises through empathetic and reflective listening
- Conducted high-pressure de-escalation over phone calls, prioritizing caller safety and emotional stabilization while maintaining professional boundaries
- Provided callers with appropriate community resources, mental health services, and support networks to promote ongoing care and stability after interactions
- Fostered an empathetic and supportive environment that encouraged open communication, validated emotional experiences, and reinforced a sense of safety and trust during calls
- Responded to diverse callers with cultural sensitivity and an awareness of intersecting identities, stressors, and lived experiences

### **Kids Help Phone Crisis Responder**

*September 2025 – Present*

- Completed a 36-hour intensive training program focused on risk assessment, suicide prevention, mental health support, and crisis intervention
- Provided immediate emotional support, active listening, and crisis intervention to over 100 texters across Kids Help Phone webchat/text, 988, and Good2TalkON

- Supported texters experiencing suicidal ideation, self-harm, acute anxiety, and other mental health crises through active listening, crisis intervention, and de-escalation techniques
- De-escalated high-stress situations using evidence-based communication techniques and ensured caller safety through collaborative problem-solving and risk assessments
- Offered referrals to appropriate community resources, mental health services, and emergency supports based on texter needs
- Utilized trauma-informed and solution-focused approaches to respond with empathy, reduce distress, and empower individuals to find calm and practical next steps
- Maintained confidentiality and professionalism while responding empathetically to individuals from diverse cultural backgrounds and life circumstances
- Documented texter interactions accurately in accordance with organizational protocols and ethical standards

**FVB Psychologists Clinical Intern**

*September 2025 – Present*

Supervisors: Dr. Stephen Fleming & Dr. Shafik Sunderani

- Assisted with psychological intake and assessment procedures, including preparing and administering standardized questionnaires, organizing case files, and documenting client information to support evidence-based treatment planning
- Gained exposure to clinical psychology practice through shadowing, observing and providing psychometric assessments, and contributing to data collection and analysis
- Assisted with knowledge mobilization efforts by supporting blog writing, social media content, and medical outreach to promote clinic services
- Engaged in monthly case conferences and peer supervision meetings, contributing to case formulation discussions and learning how clinicians collaboratively approach treatment planning
- Enhanced administrative efficiency by managing schedules, maintaining confidential records, and coordinating communications between clients, psychologists, therapists, and supervisors
- Contributed to a collaborative and client-centred environment while strengthening understanding of counselling and clinical psychology in practice

**UTM Orientation Volunteer**

*August 2025*

- Served as a Pathfinder, welcoming and guiding over 1,000 incoming first-year students during Orientation Week
- Assisted students in navigating campus buildings, services, and event spaces to ease their transition to university
- Answered questions, shared resources, and fostered a sense of belonging among first-year students
- Collaborated with fellow volunteers and staff to deliver an inclusive and engaging orientation experience
- Recognized with a Certificate of Achievement for commitment, enthusiasm, and meaningful impact to the UTM community

**7 Cups Listener**

*January 2025 – Present*

- Completed training in active listening, empathy, and emotional support to provide peer-to-peer help through the 7 Cups platform
- Provided confidential emotional support to over 100 individuals worldwide through one-on-one text-based conversations
- Completed specialized training modules on anxiety, depression, cultural diversity, crisis intervention, acceptance and commitment therapy, professional boundaries, and other related areas

- Created a safe, non-judgmental space for individuals to share personal challenges and feel genuinely heard
- Applied evidence-informed techniques and de-escalation strategies to support individuals experiencing distress
- Strengthened skills in empathy, active listening, and communication while supporting people across diverse cultural and situational contexts
- Gained confidence in providing supportive responses and crisis intervention in high-stress situations

**Psychology Association of Undergraduate Students Erindale (PAUSE) Mentor**

UTM

*August 2024 – May 2025*

- Mentored 2 first-year students by providing academic support, study tips, resources, advice, and guidance to help them navigate their transition to university life
- Facilitated goal setting and assisted mentees in achieving academic, social, and professional goals
- Developed leadership and communication skills through active listening, problem-solving, and guiding mentees with empathy and compassion
- Maintained confidentiality and cultural sensitivity, ensuring a respectful, affirming, supportive, and inclusive mentorship space for students of diverse and/or marginalized backgrounds
- Organized regular meetings to support mentees by discussing their academic challenges, offering personalized advice, and fostering a collaborative environment for problem-solving and growth

**PSY240H5 (Introduction to Abnormal Psychology) Facilitated Study Groups Leader**

RGASC, UTM

*January 2024 – April 2024*

- Worked in collaboration with a co-facilitator to create weekly session plans to help students understand a variety of mental disorders such as post-traumatic stress disorder, major depressive disorder, and panic disorder
- Recognized and embraced diversity, ensuring a culturally sensitive approach while assisting students, particularly in the context of mental health discussions
- Adapted session plans based on student needs and constructive feedback to provide a fulfilling experience
- Found creative ways to engage and motivate students to participate actively during sessions
- Fostered an inclusive and productive learning environment, ensuring all voices are heard during discussions

**PSY100H5 (Introductory Psychology) Facilitated Study Groups Leader**

RGASC, UTM

*September 2023 – December 2023*

- Worked in collaboration with 2 co-facilitators to create weekly session plans to help students understand psychology topics such as neuroscience, memory, and sensation
- Utilized effective communication skills to simplify complex concepts for students' understanding and studying
- Interacted with first year students to provide guidance, study tips, advice, reassurance, and feedback to support students during their first semester
- Developed strong problem-solving skills by actively addressing students' challenges and diverse perspectives
- Empowered students by encouraging them to take initiative of their learning, fostering independence and confidence

**Child and Youth Support Volunteer at Saray Nasir (سرای نصیر) Orphanage**

Lahijan, Iran

*May 2023 – September 2023*

- Provided daily caregiving support to over 200 infants, children and adolescents, including feeding, hygiene, and maintaining a safe and nurturing environment in a Persian-speaking setting
- Encouraged participation in structured routines to foster stability, predictability, and a sense of security for youth
- Monitored and reported behavioural or emotional changes to staff, contributing to early identification of mental health and developmental needs
- Facilitated group activities (e.g., storytelling, arts and crafts, and play therapy) that encouraged self-expression and resilience
- Collaborated with staff and caregivers to implement trauma-informed practices while respecting cultural values and family dynamics
- Promoted positive peer interactions by mediating conflicts and modelling effective communication skills
- Supported 15 adolescents with homework, literacy development, and problem-solving tasks, enhancing both academic and psychological growth

**Iran Crisis Line Responder**

*May 2023 – September 2023*

- Provided crisis intervention, emotional support, and active listening in both Persian and English to over 100 callers experiencing distress or mental health challenges, ensuring accessibility across language barriers
- Assessed risk levels, including suicide and self-harm, and followed appropriate crisis de-escalation protocols to ensure caller safety
- Offered information and referrals to community resources and mental health services based on caller needs
- Collaborated with crisis line team members and supervisors to manage high-risk situations and ensure best practices in crisis response
- Recorded caller interactions with discretion and accuracy to ensure confidentiality and quality assurance

**Childcare and Program Support Volunteer at Saray Nasir (سرای نصیر) Orphanage**

Lahijan, Iran

*June 2022 – September 2022*

- Assisted with preparations for cultural and holiday events, including activity set-up and distributing meals and supplies
- Engaged with over 200 children and adolescents in one-on-one and group activities to promote social interaction and build trust
- Supported basic learning activities by helping 10 children with reading, writing, and interactive educational games in Persian
- Maintained organized and tidy play and living areas, ensuring a safe and comfortable environment for children and staff
- Shadowed senior caregivers to learn best practices in childcare and program support, gaining foundational experience in youth care settings
- Streamlined the organization and allocation of donations to meet children's needs while promoting fairness and inclusivity

**Yara's Voice (صدای یارا) Help Line Responder**

*June 2022 – September 2022*

- Engaged with over 50 children, adolescents, and caregivers to provide compassionate, age-appropriate emotional support and guidance on issues such as bullying, family conflict, and academic stress in Persian
- Guided parents, guardians, and caregivers through strategies to improve communication, conflict resolution, and emotional understanding with their children

- Collaborated with a multidisciplinary team of psychologists, educators, and helpline supervisors to ensure consistent, ethical, and culturally sensitive responses
- Offered information and referrals to community resources, counselling services, and mental health supports based on caller needs
- Maintained accurate and confidential records of caller interactions to ensure ethical practice, case reviews, and ongoing service improvement

## PROFESSIONAL EXPERIENCE

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### Lab Coordinator

Chung Lab, UTM

Principal Investigator: Dr. Joanne Chung

September 2024 – April 2025

- Managed various operational aspects of the lab, including financial compensation, event coordination, and communications, ensuring smooth daily functioning of research activities
- Strengthened communication within the lab by managing internal and external communications, including drafting emails, coordinating announcements, and updating digital platforms
- Maintained digital platforms and communication channels (i.e., social media), ensuring up-to-date dissemination of research findings and team activities
- Fostered collaboration among 20 lab members and coordinated team efforts, ensuring alignment with project goals and deadlines
- Facilitated a positive lab culture by organizing social events and activities, fostering collaboration, and enhancing the overall research experience for lab members
- Managed confidential and sensitive data, ensuring adherence to institutional standards for data security and ethical research practices

### Administrative Assistant

Hybrid

Humaira Amir (RP) Counselling Services

August 2023 – Present

- Served as the first point of contact for clients, providing compassionate support and reassurance to individuals experiencing distress while ensuring confidentiality and ethical conduct in all communications
- Managed daily office operations, including scheduling client appointments via Jane App, answering phone calls, and responding to emails while ensuring confidentiality and professionalism
- Fostered a welcoming and non-judgmental environment, ensuring each client interaction reflected compassion, respect, and ethical responsibility
- Managed social media accounts and online presence, promoting the services offered by Humaira Amir and evidence-based content on topics such as self-care
- Maintained and organized over 50 confidential client records, adhering strictly to privacy regulations set by the CRPO to ensure the security and confidentiality of sensitive information
- Assisted in financial operations by processing payments, preparing invoices, and managing client accounts

## KNOWLEDGE TRANSLATION & MOBILIZATION

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### Social Media

Chung Lab [@chunglab.utm]. (2025, May 13). *Share your narratives!* [Graphic]. Instagram.

<https://www.instagram.com/p/DJm3wYTJJGJ/>

Chung Lab [@chunglab.utm]. (2025, May 7). *Whoever gets caught in the photo loses* [Video].

Instagram. <https://www.instagram.com/p/DJXRNgNJCxz/>

Chung Lab [@chunglab.utm]. (2025, May 3). *Waiting for someone to complete our Giving Voice*

*spring survey* [Video]. Instagram. [https://www.instagram.com/p/DJM6zXaJ40\\_/](https://www.instagram.com/p/DJM6zXaJ40_/)

- Giving Voice UTM. (2025, April 30). *Project news*. <https://www.givingvoiccutm.ca/project-updates>
- Chung Lab [@chunglab.utm]. (2025, April 29). *We listen and we don't judge* [Video]. Instagram. [https://www.instagram.com/p/DJC\\_LnvJG1N/](https://www.instagram.com/p/DJC_LnvJG1N/)
- Chung Lab [@chunglab.utm]. (2025, April 22). *Don't forget to sign up for Giving Voice spring survey* [Video]. Instagram. <https://www.instagram.com/p/DIw42M4pUkh/>
- Chung Lab [@chunglab.utm]. (2025, April 2). *Zine update* [Graphic]. Instagram. <https://www.instagram.com/p/DH9kfnpJ9FU/>
- Chung Lab [@chunglab.utm]. (2025, March 28). *Spring survey coming soon* [Graphic]. Instagram. <https://www.instagram.com/p/DHwOz06JTSW/>
- Chung Lab [@chunglab.utm]. (2025, March 27). *Clay creation* [Graphic]. Instagram. <https://www.instagram.com/p/DHuEgnspgH1/>
- Amir Pour, R. (2025, February 28). *How to access off-campus resources* [Video].
- Chung Lab [@chunglab.utm]. (2025, February 5) *Reminder: Final call to complete the Winter 2025 survey* [Graphic]. Instagram. <https://www.instagram.com/p/DFtJpnwpQPE/>
- Chung Lab [@chunglab.utm]. (2025, February 5). *Why we stay connected overtime: Understanding the longitudinal nature of Giving Voice* [Graphic]. Instagram. <https://www.instagram.com/p/DFsr0q2pq6Q/>
- Chung Lab [@chunglab.utm]. (2025, February 3). *Students are running to sign up for Giving Voice!* [Video]. Instagram. <https://www.instagram.com/reel/DFoGEmupoyo>
- Chung Lab [@chunglab.utm]. (2024, December 10). *Introducing Narratives* [Graphic]. Instagram. <https://www.instagram.com/p/DDaTHA2p29y/>
- Chung Lab [@chunglab.utm]. (2024, July 26). *Places I wish I knew: UTM* [Video]. Instagram. <https://www.instagram.com/reel/C94572RR4PT/>
- Amir Pour, R. (2024, July 5). *Giving Voice Info Card* [Graphic].
- Chung Lab [@chunglab.utm]. (2024, July 5). *Day in the life of a research assistant at the Chung Lab* [Video]. Instagram. <https://www.instagram.com/reel/C9Cptacui2C/>

### **Community Events**

Wellbeing Map Project (UTMap.org). *Research outreach and student engagement*. Be Well Fair, University of Toronto Mississauga (2025)

Giving Voice (<https://www.givingvoiccutm.ca>). *Dissemination of zines and research outreach to undergraduate students and participants*. Exam Jam, University of Toronto Mississauga (2025)

Giving Voice (<https://www.givingvoiccutm.ca>). *Study promotion and research outreach to undergraduate students and participants*. Exam Jam, University of Toronto Mississauga (2024)

## **PROJECTS**

### **Self-Regulation Sandbox**

*February 2026 – Present*

HTML, CSS, JavaScript

- Designed an interactive web tool offering various evidence-based self-regulation techniques, including paced breathing and gratitude journaling
- Integrated pre/post mood ratings and longitudinal result tracking to help users monitor their well-being over time

### **CareChat**

*February 2026 – Present*

HTML, CSS, JavaScript

- Developed an AI-powered self-care companion that delivers personalized reflection exercises and coping strategies based on the user's current emotional state
- Designed conversational flows to support users in identifying patterns and building sustainable mental health routines

### **DopaMine**

*February 2026 – Present*

HTML, CSS, JavaScript

- Created a personalized activity generator that organizes mood-boosting activities by effort level, from quick 5-minute pickups to immersive hour-long resets
- Tailors recommendations to the user's energy and preferences, making it easy to find the right activity in the moment

## **MENTORSHIP**

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### ***Undergraduate Research***

Paula Majewski, Research Opportunity Program (2025 – 2026)  
Alizah Imran Imran, Research Opportunity Program (2025 – 2026)  
Jaafar Al-Tabakchali, Research Opportunity Program (2025 – 2026)  
Kathryn Chow, Undergraduate Research Volunteer (2025)  
Aya Fouad, Honours Thesis Student (2025 – 2026)  
Tahira Rajwani, Research Opportunity Program (2024 – 2025)  
Jacqueline Agyei-Odame, Research Opportunity Program (2024 – 2025)  
Rayshaun White, Research Opportunity Program (2024 – 2025)  
Kaden Hill, Work-Study Program (2024 – 2025)  
Debbie Nagarajah, Work-Study Program (2024 – 2025)

### ***Mentorship Program***

Laila Kemmous, Psychology Association of Undergraduate Students at Erindale (2024 – 2025)  
Manha Allybokus, Psychology Association of Undergraduate Students at Erindale (2024 – 2025)

## **SKILLS & KNOWLEDGE**

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### ***Technical Skills***

Microsoft Office; CapCut; Canva; Wix

### ***Design & Project Management***

Participant recruitment and retention (community outreach, social media); ethics applications; study (pre)registration (OSF); data cleaning and management

### ***Methods***

Qualtrics, REDcap, Covidence, psycINFO, Scopus, Web of Science, BIOPAC Systems (AcqKnowledge), PsychoPy/Pavlovvia

### ***Statistics***

R, R Studio, Python, SPSS, and Jamovi

### ***Certifications & Training***

Crisis Responder Training  
CITI Canada Good Clinical Practice Basic Course  
CITI Health Canada Division 5 - Drugs For Clinical Trials Involving Human Subjects  
Who Cares? An ARAO Guide to Supporting Youth Mental Health  
ZSA Suicide Awareness Training  
E-Mental Health Implementation Toolkit  
Reclaim Your Digital Space  
Understanding Stigma  
Identify, Assist, and Refer Training  
Be There Certificate  
Academic Mentorship Program Training  
TCPS 2: CORE  
LivingWorks Start  
LivingWorks SAFETalk  
U of T Sexual Violence and Education Prevention Online Training Module

### ***Languages***

English (C2)  
Persian (C1)  
French (B2)