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EDUCATION

- Post-doctoral Clinical Training, University of Pennsylvania, Philadelphia, PA 2004 – 2005
Positive Psychology Center: devised and empirically validated Positive Psychotherapy (PPT)
Supervisor: Martin Seligman
- Pre-doctoral Clinical Training, University of Pennsylvania, Philadelphia, PA 2003 – 2004
Counseling & Psychological Services,
- Ph.D., Clinical Psychology, Fairleigh Dickinson University (FDU), Teaneck, NJ 1998 – 2004

LICENSURE

- College of Psychologists of Ontario, Expertise: Clinical & School Psychology 2007 – present

CLINICAL TRAINING

CLINICAL TRAINING: PRACTICUMS, INTERNSHIPS AND RESIDENCY SITES

- Psych Residency, Counselling & Psychological Services, University of Pennsylvania, PA 2003 – 2005
Drug & Alcohol Counselor, Health & Wellness Centre, Pratt Institute, NY 2002 – 2003
Psych Extern, Counselling & Psychological Services, Montclair State University, NJ 2001 – 2002
Clinician, Youth Consultation Service, Jersey City, NJ 2001 – 2002
Psych Extern, Counselling & Psychological Services, Rutgers University, NJ 2000 – 2001
Practicum Student, Psychological Services, Fairleigh Dickinson University, NJ 1998 – 2000

CLINICAL TRAINING: SPECIFIC TREATMENT MODALITIES

Extensive training in evidence-based treatment modalities, dedicated to supporting and supervising graduate students in developing the clinical competencies essential for effective mental health care including;

- Cognitive Behavioral Therapy (CBT), Beck Institute, Bala Cynwyd, PA 2011
Response Prevention | Edna Foa, Centre for Treatment & Study of Anxiety, Philadelphia, PA 2005
Penn Resilience Program | Martin Seligman & Jane Gillham, University of Pennsylvania, PA 2007-09
Rational Emotive Behavioural Therapy (REBT) | Albert Ellis, Albert Ellis Institute, New York, NY 2001
Mindfulness-Based Stress Reduction (MBSR) | Jon Kabat Zinn, Mind & Life Institute, Garrison, NY 2005-06
Emotionally Focused Therapy (EFT) | Susan Johnson, Toronto Centre for Emotionally Focused Therapy 2014
Authentic Happiness Coaching, Authentic Happiness Coaching Program, Bethesda, MD 2004
Certified Alcohol & Drug Counsellor, Addiction Professionals Certification Board of New Jersey, NJ 2003
Hatha Yoga Training, Himalayan Institute of Yoga Science, Honesdale, PA 2003

CLINICAL EXPERIENCE

- School & Clinical Psychologist, Toronto District School Board 2023 – 2025 and 2005 – 2011
Psychotherapist, Health & Wellness Centre, University of Toronto Scarborough 2011 – 2022

INTERNATIONAL ACADEMIC EXPERIENCE

| | |
|---|------------------------------|
| Harvard University Cambridge, MA, USA | 2021 – present |
| Faculty Affiliate, The Human Flourishing Program Institute for Quantitative Social Science (2021 – present) | |
| Visiting Scientist, Department of Epidemiology Harvard T.H. Chan School of Public Health (2024 – 2026) | |
| University of Melbourne, Australia | October 2022 – December 2024 |
| Senior Lecturer/Assistant Professor, Centre for Wellbeing, Faculty of Education | |
| University of Toronto Scarborough (UTSC) Toronto, Ontario, Canada | 2016 – 2022 |
| Associate Faculty (status), Graduate Department of Psychological Clinical Science | |
| Guest lecturer in clinical psychology | |
| IE University Madrid, Spain | 2014 – 2018 |
| Adjunct Faculty, Executive Master's in Positive Leadership Strategy | |
| University of Pennsylvania Philadelphia, Pennsylvania (USA) | 2006 – 2010 |
| Trainer, Penn Resilience Program | |

LEADERSHIP

| | |
|--|----------------|
| International Positive Psychology Association (IPPA) | 2016 – present |
| Director at Large (2019 – present) | |
| Inaugural President Clinical Division (2016 – 2019) | |
| Values in Action (VIA) Institute on Character | 2024 – present |
| Member, Board of Directors | |
| Harvard University Global Collaborative | 2022 – present |
| Founding Member, Human Flourishing Program | |
| Academic Resilience Consortium | 2021 – 2023 |
| Member, Leadership Council | |
| University of Toronto, School of Nursing | 2021 – 2022 |
| Member, Clinical Advisory Committee, Student Mental Health Research Initiative | |
| University of Toronto Scarborough (UTSC) | 2015 – 2022 |
| Chair, Campus Affairs Committee (2019 – 2022) | |
| Elected Member, Campus Council (2015 – 2022) | |
| Canadian Association of College and University Student Services (CACUSS) | 2014 – 2022 |
| Co-chair, Campus Mental Health Community of Practice | |
| Canadian Positive Psychology Association (CPPA) | 2014 – 2016 |
| Member, Board of Directors | |
| Community Resources & Connections of Toronto | 2012 – 2014 |
| Member, Board of Directors | |
| Values in Action Institute (VIA) | 2010 – 2011 |
| Director, Applied Research | |

EXPERIENCE HIGHLIGHTS

PROFESSIONAL EXPERIENCE

Toronto District School Board 2005 – 2010 & September 2023 – present
School Psychologist

Conduct psycho-educational assessments of culturally and linguistically diverse students, administering and synthesizing data from least non-discriminatory instruments and procedures, considering acculturation and exclusionary factors to minimize systematic barriers for at-risk students.

University of Melbourne, Australia October 2022 – December 2024

Senior Lecturer/Assistant Professor, Centre for Wellbeing, Faculty of Education

Led and contributed to key research and scholarly projects; coordinated teaching-related tasks, including lecturing, developing online courses, designing, delivering and evaluating wellbeing projects.

University of Toronto Scarborough (UTSC) January 2011 – September 2022

Psychotherapist, Health & Wellness Centre (HWC)

Facilitated individual and group therapy sessions and provided case management services to more than 1,000 University of Toronto Scarborough (UTSC) students, presenting a variety of psychological challenges, including severe depression, debilitating anxiety, emotional dysregulation, trauma, psychosis, and adjustment issues.

CLINICAL PSYCHOLOGY EXPERIENCE

Over 15 years' experience specializing in evidence-based assessment, intervention, and psychotherapy for children, adolescents, and young adults facing psychological, academic, and developmental challenges. Expertise in neurodiverse populations, identity development, academic stress, and complex family dynamics using Strengths-Based Positive Psychotherapy (PPT), Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), Emotionally Focused Therapy (EFT), and Mindfulness-Based Stress Reduction (MBSR). Highlights include:

Intervention Research & Program Development: Clinical intervention research aligns closely with school-based prevention programs, community-based interventions, and digital mental health applications:

Strengths-Based Resilience (SBR) Initiative – Designed and implemented a large-scale, evidence-based student intervention in collaboration with five High Schools of the Toronto District School Board (TDSB), Shoniker Clinic for Adolescents, Rouge Valley Hospital and University of Toronto Scarborough (UTSC). Recipient of a competitive grant, Mental Health Innovation Fund & 225,000 (2015-18) from the Ministry of Colleges & Universities. The program has been recognized with the **National Student Services Award** (CACUSS, 2018) and **Excellence in Innovation Award** (University of Toronto, 2015).

Flourish Program (2012-2022): Led a multidisciplinary team in developing and evaluating an evidence-based student mental health program at UTSC, for First Year Students transitioning into University settings, integrating assessments, workshops, and peer led, called Flourish Ambassadors, impacting 3,700+ students.

Safeguarding Human Dignity & Rights Project: Lead researcher on a five-year Global Affairs Canada-funded (\$3 M) mental health initiative supporting over 67,000 youth in Guyana through resilience-building, suicide prevention and gender-responsive training across schools, healthcare, and community settings.

Clinical Assessment: More than 20 years of experience in psycho-educational and clinical assessments, including in areas such as Jane-Finch, Regent Park and Scarborough, with expertise in integrating cognitive, academic, and socio-emotional assessments with clinical interviews and cultural considerations to provide diagnostic clarity to devise appropriate treatment plan.

EXPERIENCE HIGHLIGHTS

CLINICAL PSYCHOLOGY EXPERIENCE (CONTINUED)

Teaching, Training & Clinical Supervision: Graduate & Clinical Training: Supervised doctoral trainees, interns, and practicum students, including graduate students from OISE completing their placement at Toronto District School Board schools and at Health & Wellness Centre, UTSC in assessment, case conceptualization, and intervention planning.

Training International Educators and Clinicians: Delivered resilience and intervention strategy workshops to educators, clinicians, and students across 25+ countries, incorporating contemporary child and adolescent mental health research.

Technology-Based Intervention & Digital Mental Health: Led multiple online clinical tools development projects, notably:

- Developed Canada's first online, secure, completely paperless intake systems (2013-2021) at University of Toronto Scarborough (UTSC); published two related papers and a book chapter.
- Developed online wellbeing assessment and feedback system for first-year UTSC students, completed by over 3500 first-year UTSC students; published two papers (2012 – 2022).
- Worked with an international team to develop an AI-assisted Strengths Coach called VIANA (2023 – present)

Group Therapy/Counselling Experience: With over a decade of experience in group facilitation and program development, have led diverse psychotherapeutic and psychoeducational groups designed to foster resilience, reduce stigma, and enhance peer support. Select groups facilitated and developed include:

- Strengths-Based Resilience: Integrated positive psychology, CBT, and mindfulness to enhance emotional agility.
- Strengths-Based Resilience: Mind & Body – Combined stress management with physical movement.
- Combatting Racism: From Bystander to Upstander: Addressed discrimination, microaggressions, and cultural communication.
- Strengths & Skills Group: – Strengths-based skills for emotional dysregulation.
- Understanding Yourself, Understanding Your Anxiety: Six-week mindfulness-based anxiety management program.
- Family: From Stress to Support: Explored mental health stigma, cultural identity, and family expectations.
- Habits of Happiness: Head, Heart & Health – Promoted well-being through intellectual, physical, and emotional balance.
- Happiness: Through the Lens of Movies: Used film analysis as a therapeutic tool for well-being.
- Building the Now Habit: Mastering Procrastination: Culturally sensitive strategies to overcome academic procrastination.
- Happiness & Good Life: Developed resilience, mindset, coping skills, positive relationships, and life purpose.

Psycho-Educational Groups & Workshops. (2011–2023): Designed and facilitated psycho-educational workshops (2011–2023) integrating positive psychology, resilience-building, and mindfulness to enhance students' emotional well-being. Topics included anxiety management, stress reduction, procrastination, compassion resilience, combating racism, and coping with grief. Programs such as Know Yourself, Know Your Anxiety, COVID-Resilience, Mindfulness-Based Stress Reduction (MBSR), and From Bystander to Upstander provided practical tools to foster resilience, manage stress, and promote personal growth.

EXPERIENCE HIGHLIGHTS

SCHOOL PSYCHOLOGY EXPERIENCE

Dedicated and licensed School Psychologist with over 8 years of experience, have completed more than 250 comprehensive psychoeducational assessments in Toronto area schools, especially in high priority areas such as Regent Park, Rexdale, and Galloway. Collaborated with multidisciplinary teams of social workers, speech and language therapists, psychiatrists, developmental paediatricians, and special education consultants; Adept at crisis intervention, behavioral modification strategies, and creating positive learning environments that foster student well-being and resilience. Core expertise includes:

Alternative and Culturally Responsive Assessment Strategies: Designed and implemented inclusive assessment approaches to minimize overreliance on traditional IQ scores, integrating alternative methods such as Curriculum-Based Assessment (CBA) for academic progress tracking, Dynamic Assessment to evaluate learning potential, Portfolio Assessment for holistic skill development, Performance-Based Assessment for real-world application, Observation-Based Assessment for behavioral insights, Authentic Assessment for practical skill evaluation, Peer and Self-Assessment to enhance critical reflection, Narrative/Storytelling Assessment for language-inclusive evaluation, Equitable Standardized Testing to reduce cultural biases, and Language-Sensitive Assessments to support multilingual learners.

Psychoeducational Assessment: Conducted over 250 psychoeducational assessments in high-priority Toronto schools (Regent Park, Rexdale, Scarborough), addressing learning disabilities, attentional and emotional challenges. Proficient in administering traditional measures (e.g., WISC-V, KABC-II, DAS), ensuring assessments are scientifically validated, transparent, and aligned with Special Education Programming. Advocate for intelligence assessment beyond traditional IQ, especially for students with diverse cultural backgrounds.

Individualized Education Plans (IEPs): Designed and implemented tailored, culturally responsive educational interventions, incorporating outcomes which help in assessing academic progress and learning potential. Ensured linguistically inclusive and equity-based assessments to support underrepresented students in special education.

Behavioral Interventions: Developed and led Strengths-Based Resilience (SBR) programs, incorporating focus on concrete behaviors which focuses on students' strengths, abilities and talents in academic and real-world scenarios. Trained educators' problem-solving skills (e.g., Practical Wisdom) to mitigate and minimize inherent Negativity Bias and enhance emotional regulation while managing behavioural challenges of students from diverse cultural backgrounds.

Crisis Intervention: Developed multi-tiered intervention strategies using Narrative/Storytelling to understand trauma experiences within cultural context. Leveraged learnings from working in schools settings such as Guyana, Sri Lanka, and Indigenous communities in Northern Ontario to conduct equitable risk assessments. Collaborated with school-based and external agencies to support students and families through a holistic and culturally informed perspective.

Multi-Disciplinary Collaboration: Experience in working closely with educators, administrators, and parents on trauma-informed, student-centered assessment strategies, emphasizing alternative approaches over outdated standardized methods to support mental health and equitable evaluations. Partnered with social workers, developmental pediatricians, psychiatrists, speech therapists, and special education consultants to provide students and families a holistic, socio-emotionally supportive and inclusive support system for student and families from marginalized, LGBTQ+, immigrants, refugee and low SES backgrounds.

RESEARCH

METRICS SUMMARY: RESEARCH & CLINICAL SERVICES

| Category | Metric |
|---|--------|
| H-Index (Google Scholar) | 30 |
| i10-index (all) | 47 |
| Citations (all) | 7083 |
| Peer reviewed journal articles/papers | 27 |
| Published Books | 6 |
| Books under Review | 2 |
| Published Reports | 4 |
| Invited Encyclopedia entries | 4 |
| Peer reviewed published chapters | 14 |
| Clinical workshops – Positive Psychotherapy | 29 |
| Educational Training – Strengths-Based Resilience | 15 |
| Keynotes and Invited talks | 25 |
| Grand Rounds – Hospitals | 6 |
| Supervised Research Projects – Undergraduate | 10 |
| Supervised Research Project – Graduate | 12 |
| Grants Secured | 5 |
| Invited talks, workshops, webinars to Community | 44 |

GRANT SUPPORT

Safeguarding the Human Dignity & Rights of Populations at Risk for ill-Mental Health. Collaborated with the International Development and Relief Foundation (IDRF) to secure a **\$3,000,000** federal grant from Global Affairs Canada (GAC). Demonstrated teamwork and strategic proposal development to fund a five-year initiative (2022–2027), benefiting over 67,000 individuals through Strengths-Based Resilience training, gender-responsive education, and Gatekeeper Suicide Prevention programs. Managed proposal writing and reporting, optimizing processes to enhance funding success.

Flourish: A Strengths-Based Resilience (SBR) Approach to Support Students' Transition from Secondary to Post-Secondary Education. Secured a **\$225,000** grant through the Mental Health Innovation Fund (Ministry of Advanced Education & Skills Development; 2015-18) as Principal Investigator. Partnered with the University of Toronto Scarborough (UTSC), Toronto District School Board (TDSB), and Shoniker Clinic – Rouge Valley Health System to implement resilience training in five high-priority Toronto high schools. Demonstrated strong collaboration and leadership, enhancing student mental health outcomes in underserved communities.

Campus Mental Health Across Canada. As Principal Investigator, secured **\$25,000** from the Mental Health Commission of Canada (2021-22) and the University of Toronto's School of Nursing to fund a full-time co-op placement addressing COVID-19 and campus mental health challenges in 2021. Streamlined grant reporting and enhanced donor relations to ensure project success.

Stepping Up Care: Responding to Student Need. Collaborated with Memorial University's Peter Cornish and Stephen Czarnuch to secure a CIHR grant as Co-Principal Investigator in 2018. Negotiated contract and managed project to support innovative approaches to student mental health care.

Unpacking Clinically Significant Change to Inform Session Limit Guidelines: Secured a CACUSS Funding Award of \$1000 as Principal Investigator in 2015. Developed a detailed research proposal that informed mental health session limit guidelines, showcasing expertise in data analysis and proposal writing.

RESEARCH

KEY RESEARCH PROJECTS

Strengths-Based Resilience (SBR): Designed, delivered, and disseminated SBR as a group-based intervention in five high schools in priority areas of Toronto and two hospital units offering outpatient treatment. Collaborated with colleagues to develop a comprehensive train-the-trainer manual and participant workbook. Conducted train-the-trainer sessions for over 150 educators and evaluated program outcomes on multiple measures, including a six-month follow-up.

- The program has been adapted for use with high school students in Indigenous communities in Northern Ontario, as well as vulnerable adolescents in Sri Lanka, Guyana, and Pakistan.
- SBR has received notable recognition, including the Innovation Through Innovation Award from the University of Toronto (2015) and the Innovation Award for Program in Student Services from the Canadian Association of College and University Student Services (CACUSS, 2018).
- Findings from outcome studies have been published (Rashid et al., 2014; Gillham et al., 2019). The program's manual and workbook were recently published (Rashid et al., 2025) by Hogrefe, a leading publisher in psychology.

Website: www.strengthsbasedresilience.com

Key Publications:

Rashid, T., Gillham, J. & Anjum, A. (2025). *Strengths-Based Resilience: A Practitioner Manual*. Hogrefe.

Rashid, T., Gillham, J., Loudon, R. and Anjum, A. (2025). *Strengths-Based Resilience: Workbook*. Hogrefe.

Drvaric, L., Gerritsen, C., **Rashid, T.,** Bagby, R. M., & Mizrahi, R. (2015). High stress, low resilience in people at clinical high risk for psychosis: Should we consider a strengths-based approach? *Canadian Psychology* 56(3), 332-347.

<https://doi.org/10.1037/cap0000035>

Rashid, T., Loudon, R., Wright, L., Chu, R., Lutchmie-Maharaj A., Hakim, I., Uy, D. A. Kidd, B. (2017). Flourish A strengths-based approach to building student resilience. In Proctor, C. (Ed.). *Positive Psychology Interventions in Practice*. (pp. 29–45): Springer.

Rashid, T., Anjum, A., Chu, R., Stevanovski, S., Zanjani, A. & Lennex, C. (2014). Strength-based resilience: Integrating risk and resources towards holistic wellbeing in G. A. Fava & C. Ruini (eds)'s *Increasing Psychological Well-being Across Cultures* (pp. 153-176). Springer.

Flourish: The Flourish Project was conceptualized as a strengths-based preventative mental health project at University of Toronto Scarborough (UTSC) to support first-year university students in navigating the transition to post-secondary education. Grounded in Corey Keyes' model of mental health, the program differentiates students into flourishing, languishing, or moderately mentally healthy categories through a comprehensive assessment of stress and well-being. More than 4000 first-year students participated in the program between 2012 and 2022, receiving personalized feedback and access to campus resources. Initial analyses have indicated:

- Students in a flourishing state decreased from 46% in 2012 to 27% in 2017, while languishing students increased from 21% to 34%.
- Students in a flourishing state required fewer visits to the Health and Wellness Centre (7.02 visits on average) compared to languishing students (11.73 visits). Flourishing students were also more likely to graduate within 4 to 5 years (46%), compared to moderately mentally healthy (34%) and languishing students (22%). Moreover, flourishing students were 22% more likely to graduate in 4 or 5 years.

Website: <http://www.utsc.utoronto.ca/flourish/>

Key Publications:

Rashid, T., Loudon, R., Wright, L., *Chu, R., *Lutchmie-Maharaj A., *Hakim, I., *Uy, D. A. Kidd, B. (2017). Flourish A strengths-based approach to building student resilience. In Proctor, C. (Ed.). *Positive Psychology Interventions in Practice*. (pp. 29–45). The Netherlands: Springer.

RESEARCH

KEY RESEARCH PROJECTS (CONTINUED)

Positive Psychotherapy (PPT): Developed and empirically validated Positive Psychotherapy (PPT) as a structured treatment protocol under the mentorship of Dr. Martin Seligman, founder of Positive Psychology. Demonstrated its effectiveness through three foundational Randomized Controlled Trials (RCTs) and subsequently supported it by over [25 independent published RCTs](#) and two meta-analyses, consistently highlighting its efficacy in reducing psychological distress and enhancing well-being across diverse populations. Authored the foundational Positive Psychotherapy: Clinician Manual and Positive Psychotherapy: Workbook (2018, Oxford), which have been translated and published in multiple languages, including Portuguese, German, Dutch, Simplified Chinese, Persian, and Turkish, with additional translations in progress. The PPT protocol has been widely applied in clinical and global settings, addressing needs such as trauma recovery for Yazidi survivors, resilience in diabetic patients, and integration with transcranial stimulation therapy.

Key Publications:

- **Rashid, T.** (2015). Positive psychotherapy: A strength-based approach. *The Journal of Positive Psychology*, 10, 25-40. <https://doi.org/10.1080/17439760.2014.920411> (566 Google Scholar Citations)
- Seligman, M. E. P., **Rashid, T.** & Parks, A.C. (2006). Positive Psychotherapy. *American Psychologist*, 61,774-788. <https://doi.org/10.1037/0003-066X.61.8.774> (3032 Google Scholar Citations)

Safeguarding the Human Dignity & Rights of Youth in Vulnerable Communities in Guyana (2022–2027): Collaborated with the International Development Relief Fund (IDRF) to secure a **\$3 million** grant from Global Affairs Canada, including a **\$150,000** subgrant to Tayyab Rashid, then at University of Melbourne. This 5-year initiative aims to impact over 67,000 beneficiaries by providing suicide prevention, resilience-building, and gender-responsive mental health training across schools, healthcare, and community settings.

As Lead Researcher and Trainer, contributed:

- **Gatekeeper Training for Suicide Prevention (2024):** Designed and led training for 750+ community leaders, including 100+ educators in high-risk areas (Berbice, Regions 6 & 10), supported by an interactive web portal for sustainable mental health resources.
- **School Mental Health Audits (2023):** Implemented audits in Guyanese schools, training professionals to identify and address mental health issues such as anxiety, depression, and suicide while reducing stigma and resource gaps.
- **Strengths-Based Resilience (SBR) Training (2022):** Conducted three experiential training sessions, equipping 250+ educators and healthcare professionals with resilience-building tools.
- **Gender Inclusion Training (2022):** Developed and delivered culturally sensitive programs addressing unconscious biases and fostering inclusive practices.

Gatekeeper Training for Suicide Prevention: Led the development and facilitation of comprehensive Gatekeeper Training for Suicide Prevention in Guyana (February–March 2024), in collaboration with the International Development and Relief Foundation (IDRF) and the Guyanese Ministries of Health and Education. This initiative included 5-day and 2-day training programs designed to equip Regional Mental Health Leads with critical skills in identifying, intervening, and supporting individuals at risk for suicide. The training addressed the unique socio-cultural context of suicide in Guyana. Created a Gatekeeper Training Manual, a vital resource that educates community members and professionals on early detection, intervention, and sustainable mental health practices, significantly enhancing suicide prevention efforts across the region.

Website: <https://idrfmentalhealthguyana.com/>

Key Presentation:

- **Rashid, T.,** Haniff, S., Neto, S., Siddiqui, N., Chountalos, V., Brudner, R., & Ali, N. (2023, December 6). Designing a culturally responsive online suicide prevention training portal for vulnerable Guyanese communities. Presentation at the Guyana Mental Health and Wellbeing Conference, Georgetown, Guyana.

RESEARCH

KEY RESEARCH PROJECTS (CONTINUED)

Campus Mental Health In Times of COVID-19 Pandemic: Led with Dr. Lina Di Genova (McGill University) design and administration of survey of Campus Mental Health administrators and leaders to ascertain emerging clinical concerns reported by students and specific changes made in wake of COVID-19. Collected data twice (summer 2020 and spring 2021) from more than 70 campuses across Canada. Synthesizing multiple perspectives, report offers 25 recommendations and insights from 27 published studies on COVID-19 and Campus Mental Health.

Website: <http://cacuss-campusmentalhealth.ca/>

Key Publications:

- **Rashid, T.** & Di Genova, L. (2022). Campus Mental Health Across Canada in 2020-21: The Ongoing Impact of COVID-19. Perspectives from student affairs leaders. Mental Health Commission of Canada (MHCC). The Canadian Association of College and University Student Services (CACUSS): Toronto, Ontario & Mental Health Commission of Canada (MHCC). <http://cacuss-campusmentalhealth.ca>
- **Rashid, T.**, Gillham, J., Leventhal, S., Zarowsky, Z., & Hareem, A. (2021). Designing, Delivering and Evaluating Programs in post-secondary institutions in times of COVID-19: Ten Key Consideration (pp-137-160). In White, M. A., & F. McCallum, (Eds.), Wellbeing and Resilience Education: COVID-19 and its Impact on Education. New York, Routledge.
- **Rashid, T.**, & McGrath, R. E. (2020). Strengths-based actions to enhance wellbeing in the time of COVID-19. *International Journal of Wellbeing*, 10(4), 113-132. <https://doi.org/10.5502/ijw.v10i4.1441>.

Intake & Outcome System (IOS): Developed the Intake and Outcome System (IOS), Canada's first completely paperless, data-driven framework that integrates measures of psychological distress such as Outcome Questionnaire (OQ-45) and strengths into the intake process to inform clinical decision-making. Approved by the University of Toronto's Research Ethics Board, IOS represents Canada's largest longitudinal dataset (N=2755) on campus mental health, combining demographic, academic, and clinical data. Research contributions include publishing groundbreaking studies on the role of strengths in treatment outcomes and the intersectionality of identity and psychological distress.

Key Publications:

- Sorkhou, M., Rashid, T., Dere, J., & Uliaszek, A. (2022). Psychological Distress in Treatment-Seeking University Students: An Intersectional Examination of Asian Identity and Gender Identity. *Journal of College Student Psychotherapy*, 1–21. <https://doi.org/10.1080/87568225.2022.2145252>
- Uliaszek, A.A., Rashid, T. & Zarowsky, Z. (2022). The Role of Signature Strengths in Treatment Outcome: Initial Results from a Large and Diverse University Sample. *Journal of Contemporary Psychotherapy* 52, 15–21. <https://doi.org/10.1007/s10879-021-09523-6>.

Ethical Guidelines For Positive Psychology Practice: Collaborated with an international team to refine and enhance the Ethical Guidelines for Positive Psychology Practice, ensuring global relevance and inclusivity across diverse cultural and professional contexts. Led a two-year review process incorporating feedback from academics, practitioners, and educators. Expanded the guidelines to address inclusivity (e.g., age, gender identity, neurodiversity) and reorganized content into a streamlined core document with comprehensive appendices, including case studies, a guide for resolving ethical dilemmas, and exploration of a potential Code of Ethical Positive Psychology Practice. This work establishes a foundational standard for ethical practice in positive psychology. Guidelines have been translated into ten languages ([German](#), [Russian](#), [Portuguese](#), [Persian](#), [Spanish](#), [Danish](#), [French](#), [Arabic](#), [Greek](#), and [Turkish](#)). Co-authored Ethical Guidelines for Positive Psychology Practice with Jarden, Lomas, and Roache and published in two peer-reviewed papers.

Website: <https://www.internationaljournalofwellbeing.org/index.php/ijow/article/view/1819/1041>

Key Publications:

- Jarden, A., **Rashid, T.**, *Roache, A., & Lomas, T. (2021). Ethical guidelines for positive psychology practice (version 2.0: English). *International Journal of Wellbeing*, 11(3), 1-38. <https://doi.org/10.5502/ijw.v11i3.1819>
- Lomas, T., *Roache, A., **Rashid, T.**, & Jarden, A. (2019). Developing ethical guidelines for positive psychology practice: An ongoing, iterative, collaborative endeavour. *The Journal of Positive Psychology*, 1-6. <http://doi:10.1080/17439760.2019.1651892>

RESEARCH

KEY RESEARCH PROJECTS (CONTINUED)

Post-Secondary Student Mental Health Guide: Assessment & Planning Inventory (2016–2022):

Collaborated with post-secondary institutions across Canada to conduct national surveys and need/trend analyses, identifying critical mental health challenges among students. Led the design and launch of the Comprehensive Assessment & Planning Inventory, a systemic tool addressing seven key areas: institutional structure, campus climate, mental health awareness, community response, self-management, accessible services, and crisis management. Developed the guide to include guiding questions, best practices, and evidence-based recommendations to support policy development, enhance resources, and foster sustainable mental health systems. Prioritized inclusivity, equity, and accessibility, promoting collaboration among diverse stakeholders and addressing the needs of marginalized groups. Directed the creation of the interactive resource website www.cop-cacuss.com, providing institutions with a comprehensive framework for improving campus mental health.

Website: <http://cacuss-campusmentalhealth.ca/index.html>

Key Publication:

- **Rashid, T.**, Di Genova, L., Huston, M. (2019). Campus Mental Health: Whole is Greater than the Sum; Synthesizing Policy, Practice, Assessment, Intervention, Outcome & Evaluation, *Communique*, 19(1), 12.

Searching for Hope from Minds Steeped in Hopelessness: What Predicts, What Prevents and

What Heals a Suicidal Mind: This study examined suicidal behaviour among 2,757 post-secondary students (2012–2017), with an average age of 20.9 years; 89% were aged 18–23, 60% were female, and the sample was ethnically diverse. Suicidal ideation was reported by 9.8% of participants during intake. Key predictors of suicidal behaviour included hopelessness, a history of prior suicide attempts (which more than doubled the risk), heightened psychological distress, and low persistence. Hopelessness, strongly tied to despair, emerged as a critical risk factor, with the likelihood of transitioning from ideation to attempts being highest within the first year, underscoring the need for early intervention. The study also revealed that lower scores in character strengths such as hope, emotional intelligence, perseverance, and self-regulation were associated with higher distress and suicidal ideation, with strengths explaining 16% of the variance in ideation. Strengths of hope and zest accelerated the treatment and facilitated recovery in a smaller number of counselling sessions.

Key Publication & Presentation

- Uliaszek, A.A., **Rashid, T.** & Zarowsky, Z. (2022). The Role of Signature Strengths in Treatment Outcome: Initial Results from a Large and Diverse University Sample. *Journal of Contemporary Psychotherapy* 52, 15–21. <https://doi.org/10.1007/s10879-021-09523-6>
- **Rashid, T.**, Uliaszek, A., & Sinyor, M. (2018, November 21–22). *Searching for hope from minds steeped in hopelessness: What predicts, treats, and prevents suicidal behaviour*. Presentation at The Centre for Innovation in Campus Mental Health's Annual Conference, Toronto, Canada.

PEER-REVIEWED PAPERS

- Wright, P., Moseley, R., Tomasulo, D., Srinivasan, H., Wilson, J., Woods, S., & **Rashid, T.** (2024). Integrating Positive Psychology and Autism: A Roundtable. *Autism in Adulthood*. 6, 389–400, DOI: <https://doi.org/10.1089/aut.2024.38246.pw>
- Lomas, T, Case, W. B., Lee, T. M., Basu, J., Bear, L., Cowden, G. R., Yudit, Y. K., **Rashid, T.**, & Tyler J. VanderWeele. T. J. (2024). Love of Creation: Exploring Diversity and Commonality among Religious and Philosophical Traditions. *Zygon: Journal of Religion and Science*, 2–30; DOI: <https://doi.org/10.16995/zygon.10856>
- *Brudner, R. M., *Gulamani, T., **Rashid, T.**, & Uliaszek, A. A. (2024). Five-Factor Model Domains as Moderators of Treatment Outcomes in a Transdiagnostic Young Adult Sample. *Journal of Contemporary Psychotherapy*, 1–9. DOI: <https://doi.org/10.1007/s10879-024-09618-w>

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PEER-REVIEWED PAPERS (CONTINUED)

- *Sorkhou, M., **Rashid, T.**, Dere, J., & Uliaszek, A. (2022). Psychological Distress in Treatment-Seeking University Students: An Intersectional Examination of Asian Identity and Gender Identity. *Journal of College Student Psychotherapy*, 1–21. <https://doi.org/10.1080/87568225.2022.2145252>
- *Zarowsky, Z., & **Rashid, T.** (2022). Resilience and Wellbeing Strategies for Pandemic Fatigue in Times of Covid-19. *International Journal of Applied Positive Psychology*. <https://doi.org/10.1007/s41042-022-00078->
- Uliaszek, A.A., **Rashid, T.** & *Zarowsky, Z. (2022). The Role of Signature Strengths in Treatment Outcome: Initial Results from a Large and Diverse University Sample. *Journal of Contemporary Psychotherapy* 52, 15–21. <https://doi.org/10.1007/s10879-021-09523-6>.
- *Bates-Krakoff, J., Parente, A., McGrath, R. E., **Rashid, T.**, & Niemec, R. M. (2022). Are character strength-based positive interventions effective for eliciting positive behavioral outcomes? A meta-analytic review. *International Journal of Wellbeing*, 12(3), 56-80. <https://doi.org/10.5502/ijw.v12i3.2111>
- Waters, L., Cameron, K., Nelson-Coffey, S. K., Crone, D. L., Kern, M. L., Lomas, T., Oades, L., Owens, R. L., Pawelski, J. O., **Rashid, T.**, Warren, M. A., White, M. A., & Williams, P. (2021). Collective wellbeing and posttraumatic growth during COVID-19: how positive psychology can help families, schools, workplaces and marginalized communities. *The Journal of Positive Psychology*, 7(16), 761-789. <https://doi.org/10.1080/17439760.2021.1940251>
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- *Gulamani, T., Uliaszek, A., *Chugani, C.D., **Rashid, T.** (2020). Attrition and attendance in group therapy for university students: An examination of predictors across time. *Journal of Clinical Psychology*, 70(12), 2155-2169.
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- Lomas, T., *Roache, A., **Rashid, T.**, & Jarden, A. (2019). Developing ethical guidelines for positive psychology practice: An on-going, iterative, collaborative endeavour. *The Journal of Positive Psychology*, 1-6. doi:10.1080/17439760.2019.1651892.
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- **Rashid, T.**, Di Genova, L., Huston, M. (2019). Campus Mental Health: Whole is Greater than the Sum; Synthesizing Policy, Practice, Assessment, Intervention, Outcome & Evaluation, *Communique*, 19(1), 12.
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PEER-REVIEWED PAPERS (CONTINUED)

- **Rashid, T.** (2015). Positive Psychotherapy: Integrating symptoms and strengths toward client well-being. *New Jersey Psychologist*, 55, 3, 25-27.
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- *Drvaric, L., Gerritsen, C., **Rashid, T.**, Bagby, R. M., & Mizrahi, R. (2015). High stress, low resilience in people at clinical high risk for psychosis: Should we consider a strengths-based approach? *Canadian Psychology* 56(3), 332-347. <https://doi.org/10.1037/cap0000035>
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BOOK CHAPTERS

- **Rashid, T.**, Summers, R. F., & Seligman, M. E. P. (2023). *Positive Psychology: Model of Mental Function and Behavior*. In *Tasman's Psychiatry* (A. Tasman, M. B. Riba, R. D. Alarcón, C. A. Alfonso, S. Kanba, D. M. Ndeti, C. H. Ng, T. G. Schulze, & D. Lecic-Tosevski (eds.); pp. 1–24). Springer International Publishing. https://doi.org/10.1007/978-3-030-42825-9_28-1.

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BOOK CHAPTERS (Continued)

- *Roache, A., Jarden, A., **Rashid, T.**, Lomas, T. (2023). Positive ethical practice for coaching and wellbeing. In *The Ethical Coaches' Handbook: A Guide to Developing Ethical Maturity in Practice*, by W.A. Smith, J. Passmore & E. Turner & Yi-Ling and D. Clutterbuck. (eds.); pp. 251-266. New York, NY: Routledge. DOI: 10.4324/9781003277729-16.
- **Rashid, T.**, Gillham, J., Leventhal, S., *Zarowsky, Z., & *Hareem, A. (2021). Designing, Delivering and Evaluating programs in post-secondary institutions in times of COVID-19: Ten Key Consideration (pp-137-160). In White, M. A., & F. McCallum, (Eds.), *Wellbeing and Resilience Education: COVID-19 and its Impact on Education*. New York, Routledge.
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- **Rashid, T.**, & Seligman, M. E. P. (2019). Positive psychotherapy. In D. Wedding & R. J. Corsini (Eds.), *Current psychotherapies* (11th ed., pp. 481–426). Belmont, CA: Cengage.
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- **Rashid, T.**, & *Howes, R., Louden, R. (2017). Positive Psychotherapy. In M. Slade, L. Oades, & A. Jarden (Eds), *Wellbeing, Recovery and Mental Health*. (pp.111-132). New York: Cambridge.
- **Rashid, T.**, Louden, R., Wright, L., *Chu, R., *Lutchmie-Maharaj A., *Hakim, I., *Uy, D. A. Kidd, B. (2017). Flourish A strengths-based approach to building student resilience. In Proctor, C. (Ed.). *Positive Psychology Interventions in Practice*. (pp. 29—45). The Netherlands: Springer.
- **Rashid, T.** (2016). Positive Psychotherapy: Clinical Applications of Positive Psychology. In A. Wood & J. Johnson (Eds). (pp.307-320). *The Wiley Handbook of Positive Clinical Psychology*. New York: Wiley
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- **Rashid, T.** (2013). Positive psychology in practice: Positive psychotherapy. In S. David, I. Boniwell, & A. C. Ayers (Eds.), *Oxford handbook of happiness*. Oxford: Oxford University Press.
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INVITED ENCYCLOPEDIIC ENTRIES

- **Rashid, T. & Niemiec, R. M. (2020).** Character Strengths. In A. Michalos (Ed.), *Encyclopedia of Quality of Life and Well-Being Research*. New York: Springer.
- Rashid, T. & Niemiec, R. M. (2023). Character strengths. In *Encyclopedia of Quality of Life and Well-Being Research* (pp.723-730). Springer Nature. http://doi.org/10.1007/978-3-031-17299-1_309.
- Rashid, T. (2023). Positive Psychotherapy. *Encyclopedia of Quality of Life and Well-Being Research* (F. Maggino (ed.); pp. 5326–5333). Springer International Publishing. https://doi.org/10.1007/978-3-031-17299-1_3378.
- Rashid, T. (2020). Positive Psychotherapy. In S. J. Lopez, (Ed.), *Encyclopedia of positive psychology*. (pp. 749-752). UK: Wiley-Blackwell.
- Rashid, T. (2013). Assessing Strengths in Clinical Practice. In J. Norcross (ed.), *Psychologists' Desk Reference* (Third Edition), CT: Oxford.
- Rashid, T. (2009). Authentic Happiness. In S. J. Lopez, (Ed.), *Encyclopedia of positive psychology*. (pp. 71-75). UK: Wiley-Blackwell.

MANUSCRIPTS IN PROGRESS

- **Beyond Western Notions of Happiness – Cross -Cultural Perspectives on Wellbeing:** In collaboration with Dr. Tim Lomas and supported by the Templeton Foundation, this qualitative study explores cross-cultural dimensions of well-being using grounded theory. Currently completing data collection, we aim to identify themes not fully captured by traditional measures.
- **Systematic Analysis of Wellbeing in Non-Western Countries:** In partnership with Dr. Tim Lomas, this study systematically examines Gallup World Poll data from 145 countries to analyze 16 dimensions of well-being, including life evaluation, emotional experiences, social trust, and quality of life metrics.
- **Connecting the Dots: A Data-Informed Perspective on Key Mental Health Indices of Adolescent and Youth Mental Health:** This study analyzes clinical data from over 3,000 young adults in Canadian post-secondary institutions to identify mental health trends, treatment access, and service utilization. By integrating demographic, academic, and clinical data, it provides a comprehensive, evidence-based approach to inform mental health interventions.
- **Strengths-Based Resilience (SBR): Results from Outcome Studies:** This manuscript presents findings from multiple studies validating the SBR program across diverse populations, demonstrating its effectiveness in reducing stress, enhancing well-being, and fostering resilience. Studies include RCTs in middle and high school programs, university interventions, and applications with journalists, stroke carers, and educators.
- **Strengths-Based Psycho-Educational Assessment and Report Writing:** Advocating for a strengths-based approach in psycho-educational assessments, this manuscript integrates positive psychology principles to enhance well-being, academic success, and social development in children and adolescents. It reviews empirical evidence, frameworks, and applications in educational and clinical settings.

BOOKS IN PROGRESS

- **Positive Psychotherapy:** Invited by the American Psychological Association (APA) to contribute a volume in its Theories of Psychotherapy Series, this book provides a focused resource on Positive Psychotherapy (PPT). It explores PPT's theoretical foundations, key concepts, and applications, including PERMA and Values in Action, with evidence-based practices and diverse case examples.
- **Oxford Handbook of Happiness (Second Edition):** As co-editor with Ilona Boniwell, this updated edition expands on research in well-being, flourishing, and positive psychology. It integrates new

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findings from neuroscience, economics, and organizational scholarship while addressing emerging themes such as digital well-being, sustainability, and global perspectives on happiness.

- **Frontiers of Well-being Science – Interdisciplinary Perspectives and Applications:** Co-authored with Aaron Jarden, Jolanta Burke, and Roger Bretherton, this book examines well-being science from interdisciplinary perspectives, covering theoretical foundations, applications, and emerging topics such as positive systems science, well-being technology, and global well-being policies. It also addresses research challenges and future directions in the field.

Book Chapters in Progress

- **APA Handbook of Positive Psychology:** Contributing a chapter on Treatment in Positive Psychology, exploring evidence-based interventions for well-being, resilience, and flourishing. The chapter discusses strengths-based therapeutic models, positive psychotherapy, and integrative treatments across clinical, educational, and organizational settings.

REPORTS: STUDENT MENTAL HEALTH

- **Rashid, T. & Di Genova, L. (2022).** *Campus Mental Health Across Canada in 2020-21: The Ongoing Impact of COVID-19. Perspectives from student affairs leaders.* Mental Health Commission of Canada (MHCC). The Canadian Association of College and University Student Services (CACUSS): Toronto, Ontario & Mental Health Commission of Canada (MHCC). <http://cacuss-campusmentalhealth.ca>
- **Rashid, T. & Genova, L. D., (2020).** [Campus Mental Health in Times of COVID-19 Pandemic: Data-informed Challenges and Opportunities.](#) Campus Mental Health: Community of Practice (CoP). Canadian Association of College and University Student Services: Toronto, Ontario.
- **Rashid, T. & Loudon, R. (2018).** *Flourish: A Strengths-Based Resilience (SBR) Approach to Support Students' Transition from Secondary to Post-Secondary Education.* Ministry of Training, Colleges and Universities (formerly the Ministry of Advanced Education & Skills Development).
- Working Document: [Assessment Inventory & Planning Guide. A companion document to Post-Secondary Student Mental Health \(PSSMH\): Guide to a Systemic Approach.](#) Prepared for the Canadian Association of College and University Student Services Pre-Conference in Calgary, Canada.

BOOKS

- **Rashid, T., Gillham, J. & Anjum, A. (2025).** *Strengths-Based Resilience: A Practitioner Manual.* Hogrefe.
- **Rashid, T., Gillham, J., Loudon, R. and Anjum, A. (2025).** *Strengths-Based Resilience: Workbook.* Hogrefe.
- **Rashid, T., & Seligman, M.E.P. (2018).** *Positive Psychotherapy: Clinician Manual.* Oxford University Press.
- **Rashid, T., & Seligman, M.E.P. (2018).** *Positive Psychotherapy: Workbook.* Oxford University Press.
 - Translations published in Portuguese, German, Dutch, Simplified Chinese, Persian & Turkish
- **Slade, M., Brownell, T., Rashid, T., & Schrank, B. (2016).** *Positive Psychotherapy for Psychosis.* Routledge:
- **Rashid, T. (1994).** Hindustan, Translation of India and Her Neighbors, Book IV. By Will Durant, *Story of Civilization*, Volume VI, Book Two. Takhlaqaat: Lahore, Pakistan

EDITORIAL EXPERIENCE

Guest edited the Journal of Clinical Psychology, May 2009 (Volume 65, Number 5; Editor-in-Chief, John Norcross) issue on Positive Psychology in Clinical Practice. Published eight cutting-edge papers from distinguished clinicians in the very first special issues of a well-established clinical journal.

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AD HOC REVIEWER

- *International Journal of Applied Positive Psychology*
- *International Journal of Wellbeing*
- *Journal of Clinical Psychology*
- *Journal of Personality Assessment*
- *Journal of Positive Psychology*
- *Oxford University Press: Positive: Mental Health Series*
- *Psychological Assessment*
- *Schizophrenia Research*

RESEARCH-RELATED WEBSITES

Curated content and worked with professionals to develop and maintain three project-related websites:

- **Flourish:** an interactive website that offers free assessment, feedback and resources about well-being www.utoronto.ca/projects/flourish
- **Strengths-Based Resilience:** a supplementary resource for professionals trained in the SBR program, the site offers a structured, evidence-based resilience program through 14 modules; <http://www.strengthsbasedresilience.com/>
- **Campus Mental Health:** one of the most comprehensive interactive websites offering a systemic approach to campus mental health through an assessment and planning guide www.cop-cacuss.com:

RESEARCH SUPERVISION

UNDERGRADUATE SUPERVISION

- The Impact of Relationships & Flourishing State on Resilient Post-Secondary Student Academic Performance: A Moderated Mediation Analysis, Senior Thesis, 2023
- Resilience Programs in the Context of COVID-19: A project has so far produced a book chapter, and two conference presentations with two undergraduate students, 2020 – 2021
- Psychological Distress in Treatment-Seeking University Students: An Examination of Asian Identity and Gender Intersectionality, Senior Year Honors Thesis, 2020
- How Culture Impacts Presenting Concerns in Counselling Centre, Senior Year Honors' Thesis, 2019
- Predictors of Suicide Behaviour: Supervised Honors thesis which predicts suicidal behaviour from clinical symptoms, diagnostic impressions and character strengths, 2017 – 2018
- Relationship Between Ethnicities and Gender with Sources of Distress and Methods of Coping, 2016
- Positive Psychology Interventions: A Systematic Analysis, Senior Year Thesis, Yale University, 2015
- Stigma Against Seeking Mental Health Service: Role of Acculturation Among Young Adults, Supervised Honors thesis of a senior year UTSC, 2015
- Clinical and Non-clinical Presenting Concerns, Qualitative Analysis, Senior Year Thesis, 2014
- Multicultural Counselling Strategies for Young Female Muslims, 2012

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RESEARCH SUPERVISION

GRADUATE SUPERVISION

- Character Strengths as Protective factors in Adolescent Nonsuicidal Self-Injury: Spotlight on Self-Regulation, Social Intelligence, and Spirituality Illuminating Character Strengths-Based Intervention, External Committee Member for Doctoral Dissertation, University of Pennsylvania, 2022 – 2024
- Therapeutic Assessment for Universal Personality Traits, Psychological Science Program, Clinical Supervisor to 4th year doctoral candidate, UTSC, 2019 – 2020
- Are Strength Based Positive Interventions Effective in Eliciting Positive Behavioral Outcomes? A Meta-Analytic Review, External Committee Member for Doctoral Dissertation, Fairley Dickinson University, 2016 – 2019
- From vicarious trauma to vicarious resilience, External Supervisor for Capstone Project, Masters in Positive Psychology, University of East London, UK, 2019

SUPERVISED CAPSTONE PROJECTS

Masters in Applied Positive Psychology (MAPP), University of Pennsylvania, Philadelphia, PA

- Developing a standardized framework for positive psychology practice: Leveraging ISO 9001 principles to enhance consistency, quality, and continuous improvement, 2024
- Self-Permission and Well-Being: Self-Permission as a “Key” to Flourishing in Therapy and Positive Interventions, 2019
- Integrating Positive Psychology and Cognitive-Behavioral Therapy in an effort to Enhance Treatment Outcomes for Depression, 2018
- Dive In: A Self-Awareness and Personal Development Curriculum for Emerging Adults, 2017
- Malleable Measures of Character Strengths: A Systematic Review, 2016
- Do College Like You Give a Damn: How to Thrive and Not Just Survive in College, 2016
- Decision Adversity: a Character Strengths Perspective on Decision Uncertainty and Error, 2013
- Blending The Roots and Rhythm of Tai Chi with Positive Psychology, 2012

TEACHING & TRAINING

IN-PERSON TRAINING DELIVERED IN INTERNATIONAL SETTINGS

ASIA

University of Punjab (Pakistan), University of United Arab Emirates (Dubai, UAE), Hwa Chong Institute (Singapore), University of Hong Kong (Hong Kong)

AUSTRALIA

University of Melbourne (Melbourne, Victoria), Wollongong University (Wollongong, New South Wales), Geelong Grammar School (Geelong, Victoria)

EUROPE

University of Paris (Paris, France), University of Maastricht (Maastricht, Netherlands), King's College (London, UK) Graz Institute (Graz, Austria), Biruni, Ibn Haldun and Üsküdar Universities (Türkiye)

NORTH AMERICA – UNITED STATES OF AMERICA

Princeton University (Princeton, NJ), Harvard University (Cambridge, MA), University of Pennsylvania (Philadelphia, PA), University of Alabama (Birmingham, AB), University of Connecticut (Newport, CT), Morno College (Morno, NY), Swarthmore College (Swarthmore, PA)

NORTH AMERICA – CANADA

McMaster University (Hamilton, ON), University of Manitoba (Winnipeg MT), McGill University (Montreal, QC) Mount Allison University (Mount Allison, NB), Saint Mary's University, (Halifax, NS), University of Ottawa (Ottawa, ON), Carleton University (Ottawa, ON), University of Western Ontario (London, ON), Ryerson University (Toronto, ON), Centennial College (Toronto, ON), Algonquin College (ON), Mount Royal University, University of British Columbia (Vancouver, BC), University of Waterloo (Waterloo, ON)

SOUTH AMERICA

Guyana Ministry of Health & Education (Georgetown, Guyana)

STRENGTHS-BASED RESILIENCE (SBR) TRAINING FOR EDUCATORS

Strengths-Based Resilience (SBR) training is an experiential, evidence-based, and culturally nuanced program that equips educators with practical tools to foster resilience and well-being. Conducted over 1 to 3 days, it integrates positive psychology principles and adapts to diverse cultural contexts. SBR train-the-trainer programs engage educators in interactive sessions that blend theoretical frameworks with practical strategies for promoting resilience in educational settings.

- International Positive Psychology Association, 8th World Congress, Vancouver, July 2023
- University of Guyana, Berbice, Guyana, November 2022
- Learn for Life Lanka, (NGO), Colombo, Sri Lanka, March 2022
- Emirates Centre for Happiness Research, Dubai, UAE, March 2022
- Kids Phone Help, Fall 2021-Winter 2022, Virtual
- McGill University, Montreal, Canada, August 2019
- Algonquin College, Ottawa, Canada, August 2019
- Lebanese Positive Psychology Association, Beirut, Lebanon, March 2019
- Naseeha: Mental Health (NGO), February – April 2019
- Centennial College, Toronto, February – March 2018
- Canadian Association of College & University Student Services (CACUSS), Ottawa, June 2017
- First Middle Eastern Psychological Conference, Dubai, UAE, April 2017

TEACHING & TRAINING

STRENGTHS-BASED RESILIENCE (SBR) TRAINING FOR EDUCATORS (CONTINUED)

- Toronto District School Board and Centenary Hospital, Toronto, Winter 2017 & Fall 2016
- Citizens Archives of Pakistan, (NGO), Karachi, Pakistan, October 2014
- Coalition of Educators (NGO), Kyiv, Ukraine, October 2014
- Geelong Grammar School, Victoria, Australia, August 2013
- Canadian Psychological Association, Toronto, June 2013
- University of Manitoba, Winnipeg, April–October 2013
- Hua Chong Institute, (Private School), Singapore, April 2013
- Princeton University, Princeton, NJ, USA, October 2012
- Toronto District School Board & UTSC, Toronto, October–December 2011
- Pakistan Medical Association, Karachi, Pakistan, January 2011
- Reading College, London, (Private School), UK, July 2010
- Geelong Grammar School, Australia, (3-week training), January 2009
- Geelong Grammar School, Australia, (6-day training), January 2008

POSITIVE PSYCHOTHERAPY (PPT) TRAINING

- European Conference on Positive Psychology, Innsbruck, Austria, July 2024.
- Eurasian Congress on Positive Psychology, Biruni University, Istanbul, Turkey, September 2022.
- American Psychological Association (APA), Annual Convention, Continuing Education Workshop, CE Excellence Award, Virtual, August 2020 (
- Swiss Positive Psychological Association (SWIPPA), Virtual, November 2021.
- International Positive Psychology Association (IPPA), 6th World Congress, Melbourne, Australia, July 2019.
- Association of Psychologists in Newfoundland & Labrador (APNL), St. John's, NL, June 2019.
- European Positive Psychology Conference, Budapest, Hungary, June 2018.
- Royal Ottawa Hospital, Ottawa, Canada, May 2016.
- International Positive Psychology Association (IPPA), 4th World Congress, Orlando, USA, June 2015.
- World Congress of Positive Psychotherapy, Antalya, Turkey, November 2014.
- McGill University, Montreal, Canada, December 2014.
- International Positive Psychology Association (IPPA), 3rd World Congress, Los Angeles, USA, June 2014.
- University of Alabama at Birmingham, USA, April 2014.
- Western Psychological Association, Wyoming, USA, October 2013.
- American Psychological Association, Annual Convention CE Workshop, Washington, DC, August 2013.
- King's College, Institute of Psychiatry, London, UK, January 2013.
- University of Maastricht, Maastricht, Netherlands, January 2013.
- Hong Kong Health Authority, Hong Kong, January 2012.
- Asian Applied Positive Psychology Conference, Hong Kong, January 2012.
- University of Western Ontario, London, Canada, December 2011.
- Long Island Jewish Medical Centre, New York, USA, November 2011.
- University of Paris, Paris, France, January 2011.
- McMaster University, Hamilton, Canada, April 2010.
- William Osler Health Centre, Brampton, Canada, October 2010.

TEACHING & TRAINING

MENTAL HEALTH/MISCELLANEOUS

- Ministry of Health, 2-day Suicide Prevention Gatekeeper Training, Berbice, Guyana, March 2024
- Ministry of Health, 4-day Suicide Prevention Gatekeeper Training, Georgetown, Guyana, February 2024
- Canadian Association of College & University Student Services (CACUSS), Calgary, Canada, workshop on Circle of Care, June 2019
- Values in Action Character Strengths Applications, Two-Day Intensives, San Francisco, August 2010 and Toronto, November 2010
- Monroe Community College, NY, Incorporating Character Strengths in Working with Students, 2-half day training with Student Services Staff, May & October 2008

EQUITY & INCLUSION TRAINING

- Workshop: Gender Equity: From a Strengths-Based Perspective: Topics included What is Gender-Based Discrimination, how it shapes and is internalized, institutional and cultural practices including patriarchy and masculinity, ways to soften heteronomous approach and cultivating hybrid masculinities
- Workshops: Combatting Racism: From Bystander to Upstander: This series of four workshops created a safe and inclusive space to explore different dimensions of inequities that have created psychological distress and maintained cyclical deprivation. Each workshop focused on a specific topic with strategies to move from bystander to upstander—in combatting anti-Black Racism, anti-Indigenous Racism, Antisemitism, Islamophobia, and other forms of oppression, 2022
- Invited Speaker: Crisis Communication: Strategies to Create Compassionate, Effective and Culturally Responsive Interactions. Mobile Crisis Intervention Teams; Toronto Community Partnerships and Engagement Unit (CPEU), Toronto Police Services, May 2022
- Workshop: Responding to Distress: With Resilience and Dignity – Cross-cultural Considerations: Trained 30+ counselling managers in supporting counsellors facing on-call distress, August 2021
- Workshop: Making Clinical Practice Effective, Accessible, Inclusive, Ethical & Integrative, Presentation at the Evidence in Action, International Positive Psychology Association (IPPA) conference, March 18 & 19, 2021.
- Combatting Racism: From Bystander to Upstander: Developed a ten-part workshop series addressing inequities and strategies to shift from being a bystander to an upstander in combatting anti-Black racism, anti-Indigenous racism, antisemitism, Islamophobia, and other forms of oppression. This initiative received the U of T Excellence in Innovation Award in December 2021.
- Indigenous Resilience & Wellbeing Interventions: In collaboration with Ontario's Ministry of Education in 2019, worked with Indigenous mental health elders and scholars in Thunder Bay to develop the "Indigenous Wellbeing" curriculum. This curriculum incorporates spiritually centered approaches to mental health and resilience from an Indigenous perspective. It emphasizes the importance of cultural interventions such as sweat lodges, gratitude rituals, and storytelling circles, demonstrating culturally responsive teaching aligned with Indigenous spiritual beliefs and practices. Link to a Presentation: https://youtu.be/BRF11_V7tSY?si=36mwX4B0NJxLm1b9

TEACHING & TRAINING

SELECTED KEYNOTES & INVITED TALKS

KEYNOTES

- Rewriting Narratives of Crisis into Stories of Resilience, Growth & Hope, Christopher Peterson Fellowship Lecture, MAPP Alumni, online, February 2025.
- Trajectories of Positive Relationships. 6th International Positive Psychology Congress, Istanbul, Türkiye, April 2024.
- Positive Psychotherapy (PPT): A Wellbeing Therapeutic Approach. National Positive Psychology Association Conference, India, March 2023.
- Staying Strong During Tough Times. 4th Eurasian Positive Psychology Congress, Istanbul, Turkey, September 2022.
- Pursuit of Happiness in the New Normal. World Happiness Day, Expo 2020, Dubai, March 2022.
- Building Resilience in the New Normal. International Positive Psychology Conference, Istanbul, Turkey, March 2022.
- Understanding Yourself, Understanding Your Anxiety. Mental Health Revitalization Conference, Toronto, November 2021.
- Academic Resilience: From Lens of Inclusion. Arts and Sciences Advising Conference, University of Toronto, November 2021.
- Survive to Thrive. Mount Allison University in collaboration with the Association of Atlantic Universities, Sackville, Canada, October 2017.
- Strengths-Based Resilience. Staff Orientation, Centennial College, Toronto, August 2017.
- Strengths-Based Mentorship: Leadership Mentorship Program. University of Toronto Scarborough, May 2017.
- Explore Your Purpose, from Your Passion, Trailblazers Conference, University of Toronto, January 2017.
- Healthy Minds Canada, Taking Charge Conference. University of Toronto, June 2015.
- Know Thy Self, in Footprints, the Residence Leadership Training, University of Toronto, June 2015
- Resilient Parenting. Toronto District School Board, May 2015.
- Resilience, Guidance Counsellors Day. University of Toronto Scarborough, April 2015.
- Positive Psychotherapy: What is it, What isn't? World Congress of Positive Psychotherapy. Antalya, Turkey, November 2014.
- Strength-Based Summit. Kiev, Ukraine, October 2014.
- Resilience: Cross-Cultural Implications. Third International Conference on Psychology and Allied Sciences (ICPAS). Amity University, Noida, India, September 2014.
- Flourishing: Toronto Association for Health Promotion in Higher Education (TAHPHE). Toronto, July 2014.
- Strengths-Based Approach with Cognitively Bright Students. PACE Conference, Toronto, November 2013.
- Cultivating Resilience Youthlink. Toronto, May 2013.
- Happiness & Good Life. International Association of Administrative Professionals, Burlington, Ontario, April 2014.

TEACHING & TRAINING

INVITED TALKS

- Cross-cultural Narratives of Resilience, First World Congress on Moral Injury, Trauma, Spirituality, and Healing, Human Flourishing Program, Harvard, online, March 2024.
- Positive Psychotherapy: Integrating Symptoms & Strengths to Foster Resilience & Wellbeing. Positive Psychology Symposium, Online, Türkiye, December 2023.
- Positive Psychotherapy: Integrating Symptoms & Strengths to Foster Resilience & Wellbeing. Positive Psychology Symposium, Online, Turkey, December 2023.
- Positive Psychotherapy: Integrating Strengths and Symptoms. École de Psychologues Praticiens, Positran, Paris, December 2023.
- Positive Psychotherapy: A Strengths-based Therapeutic Approach. Clinical Psychology Department, University of Pennsylvania, USA, October 2023.
- Resilience, Growth & Purpose: Cross-Cultural Narratives of Three Muslim Women. World Congress, International Positive Psychology Association, July 2023.
- Positive Psychology: A Strengths-Based Approach to Treatment. NASA's Occupational Health Meeting, June 2023.
- Strengths-Based Resilience: Cross-cultural Adaptations. Flourishing Network Meeting, Harvard University, April 2023.
- Cross-Cultural Perspectives on Resilience & Wellbeing. International High School Counsellors, University of Melbourne, February 2023.
- Crisis Communication: Strategies to Create Compassionate, Effective, and Culturally Responsive Interactions. Toronto Police Services, May 2022.
- Symposium on Love in World Religions: Islamic Perspective. Human Flourishing Program, Harvard Institute for Social Sciences, August 2021.
- Building a Better Post-Pandemic World: Strength-Based Strategies. 7th World Congress, International Positive Psychology Association, Virtual, July 2021.
- Transform Our Society: Towards Intergenerational Wellbeing. Science and Innovation Park (SIP Talks), UAE, September 2020.
- Positive Psychotherapy: Healing from the Future. Prospection Conference, Vienna, Austria, July 2016.
- Yin & Yang: Positive Psychotherapy. University of Punjab, Pakistan, January 2016.

GRAND ROUNDS & INVITED TALKS – HOSPITALS & HEALTH CARE

- Rashid, T. (2019, July). Compassion fatigue: Caring for carers. Grand rounds presented at Christchurch Hospital, Christchurch, New Zealand.
- Rashid, T. (2014, October). Positive psychotherapy. Invited talk presented at University of Connecticut Medical Center, Connecticut, USA.
- Rashid, T. (2014, April). Strengths-based resilience. Invited talk presented at Sick Kids Hospital, Toronto, Canada.
- Rashid, T. (2014, April). Positive psychotherapy. Invited talk presented at University of Alabama at Birmingham, Birmingham, USA.
- Rashid, T. (2014, January). Resilience in clinical settings. Grand rounds presented at Centenary Hospital, Rouge Valley Health System, Toronto, Canada.
- Rashid, T. (2013, March). Positive psychotherapy. Invited talk presented at Khoo Teck Puat Hospital, Alexander Health, Singapore.

TEACHING & TRAINING

WEBINARS

- Rashid, T., & Di Genova, L. (2020, July). Suicidal behavior: Creating a caring and compassionate circle of care through campus-community collaboration. 90-minute webinar presented at the CACUSS Annual Conference.
- Rashid, T. (2019, June). Flourish: A strengths-based approach to foster resilience & wellbeing among university students. Workshop presentation.
- Rashid, T. (2018, September). Positive psychotherapy: Integrating symptoms & strengths towards holistic health. Workshop presented at the Flourishing Centre.
- Rashid, T. (2018, January). Strengths-based resilience. Workshop presented at the Centre for Innovation in Student Mental Health.
- Rashid, T. (2017, December). Outcome measures: Evidence-based clinical practice. Workshop presented at CACUSS.
- Rashid, T. (2016, October). Positive psychotherapy: Integrating yin & yang of human experience. Workshop presented at the International Positive Psychology Association (IPPA).
- Rashid, T. (2016, September). Systematic approach to student mental health. Workshop presented at CACUSS.
- Rashid, T. (2014, April). Flourish: A strengths-based approach to student success and retention. Workshop presentation.

CONSULTATIONS

- External Reviewer: Campus Mental Health Strategy Review Team, University of Calgary, August 2021
- Consultant: Durham College, Mental Health Service Review, Durham College, in collaboration with Centre for Innovation in Campus Mental Health, 2018 – 2019
- Consultant: Canadian Campus Well-being Survey, Member of the Steering Committee devising and piloting Canadian survey, 2018 – present
- Participant: Consensus Conference on Mental Health of Emerging Adults, Mental Health Commission of Canada, November 2015
- Participant: Creed-based conflicts and their reasonable resolution in educational and mental health service, Human Rights Commission of Ontario, 2012

POSITIVE PSYCHOLOGY COURSES

CENTRE FOR WELLBEING SCIENCE, UNIVERSITY OF MELBOURNE

Semester One: February-May 2023

EDUC91042: Applications of Positive Psychology: This course focuses on evidence-based and best-practice approaches to applying positive psychology. In-person
Student Rating: **4.33/5** (based on ratings from 22 students)

EDUC91043: Systems Informed Approaches to Change: This course explores an integrative, interdisciplinary approach to wellbeing.
Student Rating: 4.42/5 (based on ratings from 22 students)

EDUC91044: Positive Psychology and Organizations: This course introduces Positive Organizational Scholarship and the emerging field of Job Crafting.
Student Rating: **4.16/5** (based on ratings from 20 students)

Summer Semester, January-February 2023

EDUC10057: Wellbeing, Motivation and Performance: Undergraduate, January-February 2023
This course explores the science of what enables individuals to operate at the peak of their potential, including optimal motivation, emotional agility, and resilience.
Standardized Student Rating: **4.5/5**

TEACHING & TRAINING

POSITIVE PSYCHOLOGY COURSES (CONTINUED)

IE UNIVERSITY, SCHOOL OF HUMAN SCIENCES & TECHNOLOGY, MADRID, SPAIN

Winter Semesters 2014-2018

Self-Development and Strengths: As part of the Executive Masters in Positive Leadership, Strategy and Transformation, this course teaches self-development through a strengths-based and evidence-informed approach. It explores theoretical foundations of positive psychology, character strengths, and human flourishing while also addressing barriers to growth such as negative emotions, past experiences, and self-limiting beliefs. Students engage in a structured, personally meaningful project to enhance their resilience, sense of belonging, and purpose, that provides a holistic and integrative path to personal and professional transformation.

Average Student Ratings: **4.47/5**

FAIRLEIGH DICKINSON UNIVERSITY, NJ, USA

Spring Semester, 2001

PSYCH 101: POSITIVE PSYCHOLOGY, AN EXPERIENTIAL COURSE: One of the first courses in Positive Psychology taught in the USA, this experiential course included experiential classroom activities, including practical ways of using one's character strengths, in promoting and maintaining well-being and happiness. The course did not have any traditional exams. Grade was based on class participation, watching movies on character strengths and writing weekly reflection paper and a personal signature enhancing project. [LINK](#)

COMMUNITY ENGAGEMENT

COMMUNITY-BASED CRISIS WORK

- New Zealand Institute of Well-being & Resilience. (2019, July). Offered five sessions to various community groups, including two at Mosque Al-Noor (site of the mass shooting on March 15, 2018).
- Solidarity and Support Session. (2022, March 10). Participated with 50+ Ukrainian psychology faculty and students, alongside prominent positive psychologists.
- Lebanese Journalists and Mental Health Professionals. (2019, March). Humanship: Four-day resilience training for individuals experiencing secondary trauma.
- Naseeha Crisis Hotline. (2019, February–April). Trained staff to recognize signs of compassion fatigue and foster personal resilience.
- Toronto Community Support. (2016–present). Supported Syrian families recently arrived in the Toronto area.
- Hold the Door. (2003–present). Supported 9/11 families through Hold the Door (www.holdthedor.com).
- Community Leaders and Educators. (2014, October). Delivered a two-day resilience training.
- Thorncliffe Community Centre. (2013–2014). Counselling survivors of domestic abuse in Toronto

MENTAL HEALTH ADVOCACY

| | |
|---|----------------|
| New Zealand Institute of Resilience and Wellbeing, Advisor | 2019 – present |
| Naseeha Mental Health, Advisor | 2020 – present |
| Hold the Door (9/11 inspired NGO in New Jersey hosting annual events), Consultant | 2003 – 2022 |
| CorStone (empowering girls in Kalkuta) Member, Scientific Advisory Board, Advisor | 2007 – 2020 |
| Minds Matter Magazine (UTSC's digital mental health magazine), Advisor | 2015 – 2018 |
| Harvard University Symposium on Academic Resilience, Chair, Assessment Committee | 2018 |
| Community Resource Centre of Toronto, Member, Board of Directors | 2012 – 2014 |
| Canadian Positive Psychology Association, Founding Board Member | 2011 |

COMMUNITY WORK RELATED TO COVID-19

- Outside, Inside and In-between Mental Health Challenges Faced by International Students in the Current Phase of COVID-19: Co-presenter; Webinar co-hosted by Campus Mental Health & International Student Affairs Communities of Practice (CoPs); Canadian Association of College and University Student Services (CACUSS); March 2022
- Post-Secondary Student Mental Health in COVID-19: Perspectives of Student Affairs Professionals and Clinicians, with Amy Fogarty, Mental Health Commission of Canada, Lina Di Genova, McGill University Presentation at Collaborating for Change, August 12-13, 2021
- Invited Plenary Talk: Building a Better Post-Pandemic World Strength-Based Strategies, 7th World Congress: International Positive Psychology Association, Virtual, July 15-18, 2021
- Invited Plenary Talk: Building a Better Post-Pandemic World Strength-Based Strategies, 7th World Congress: International Positive Psychology Association, Virtual, July 15-18, 2021
- Strengths-Based Resilience, Skills and Strategies for Families, presentation for Erinmill Connects, a Community Organization, How Racism Impacts Clinical Outcomes? Implications for Healthcare Professionals, University of Toronto, Presentation, March 2021
- Resilience Programming in Times of COVID-19, Academic Resilience Consortium, Webinar, April 30, 2021
- Challenge is not Teaching Wellbeing and Resilience; it is Practicing, While Teaching it, Dubai 2021 Virtual Wellbeing Workshops, April 28, 2021
- Pandemic Fatigue: Challenges & Strategies, Presentation for International Development Relief Fund, April 24, 2021

COMMUNITY ENGAGEMENT

COMMUNITY WORK RELATED TO COVID-19 CONTINUED

- Flourishing in Times of COVID-19, Webinar, Nur International University, Lahore, Pakistan, March 26, 2021
- Flourishing in Times of Crisis, Webinar, Human Flourishing Engineering Institute, Morocco, (delivered virtually), February 2, 2021
- United in Strengths with the VIA Institute on Character, Interview, February 8, 2021
- Building Resilience in the New Normal, Keynote, Employment Readiness Scale, February 10, 2021
- Character Strengths and Mindfulness Session, featured talk in series, United in Strengths with the VIA Institute on Character, February 8, 2021
- Building Resilience in the New Normal, Presentation, International Development Relief Fund, January 10, 2021
- Racial Equity in Education, South Asian Community Forum, Panelist, November 26, 2020
- Campus Mental Health in Times of COVID-19 Pandemic: Evolving Needs and Emerging Resources for Accessible, Effective and Culturally Responsive Supports: Insights from a National Survey, Centre for Innovation in Campus Mental Health, Presentation, Annual Conference, November 3, 2020
- Turning Our Pain into Our Power: Skills and Strategies for Combatting Racism, Presentation at Connections & Conversation Series, Presentation, U of Toronto, October 22, 2020
- Designing, developing and Evaluating resilience Programming Amidst covid-19: Eight Key Considerations; Two-part Webinar Series, CACUSS, August-September 2020
- Supporting Mental Health During COVID-19: Needs, Challenges & Opportunities: Results of a National Survey CACUSS Webinar, August 28, 2020
- Perspectives on International Student Mental Health During COVID-19; Panelist, CACUSS Webinar, August 27, 2020
- Resilience and Family Relationships During COVID-19, Webinar presenter and panelist at the American Muslim Health Professional, June 28, 2020
- Daily Dose of Strengths-Based Actions to Maintain Resilience and Wellbeing, Presentation at the Vienna Global Leadership Summit, June 17, 2020
- Strength-Based Career Counselling, Avandia, Webinar, June 16, 2020
- Faith, Spirituality and Wellbeing, Panelist, Multi-faith Centre, Hart House, Health & Wellbeing, U of Toronto, June 15, 2020
- Cultivating Resilience to Cope, Adapt, and Perhaps Grow from COVID Crisis, Naseeha, a community mental health agency, Webinar, April 5, 2020
- Act with Uncertainty: Skills and Strategies to Manage Anxiety in Uncertain Times: Presentation at Employee Engagement in Turbulent Times, Achieve Engagement, attended online by 927 participants, April 6, 2020
- Reviving the Deep Bond of Loving and Healthy Relationships, Naseeha Webinar, April 26, 2020
- Crisis with Crisis: Understanding the Paradox of COVID-19, Naseeha Webinar, April 21, 2020
- Mental Health and Social Media, Presentation, Gibraltar Leadership Academy, April 11, 2020
- Hope in Times of Uncertainty, Muslim Association of Canada, April 18, 2020

COMMUNITY ENGAGEMENT

COMMUNITY WORK RELATED TO COVID-19 CONTINUED

COVID-19: RESILIENCE IN POST-SECONDARY SETTINGS (UTSC)

- Searching for Purpose and Meaning Amidst COVID-19, April 30, 2020
- Strategies to Remain Socially Connected, from a Safe Distance, April 23, 2020
- Managing Anxiety and Cultivating Resilience in an Age of Online Learning, April 16, 2020
- Managing Exam Anxiety: Evidence-based Strategies for Studying April 9, 2020
- Maintaining Good Mental Health in Times of COVID-19, Presentation at Success Over Stress Symposium, Psychological Health Society, March 31, 2021
- Quarantine Follow-up: Individually followed up with 250+ international students, quarantining at hotels, after arriving in Canada; [Related blog post](http://tayyabrashid.com/in-quarantine-an-opportunity-to-create-a-better-version-of-yourself-2/): <http://tayyabrashid.com/in-quarantine-an-opportunity-to-create-a-better-version-of-yourself-2/> August-September 2020
- COVID-R: Maintaining Resilience, Cultivating Wellbeing & Planting Seeds for Potential Growth: A ten-session group at UTSC, May 14-July 16, 2020

COVID-19: 4-PART WEBINAR SERIES FOR INTERNATIONAL POSITIVE PSYCHOLOGY ASSOCIATION

- Sustaining Hope and Optimism for a Better Tomorrow, 2-Part Positive Clinical Psychology Webinar, May 21, 2020
- Nurturing your relationships with daily doses of gratitude, kindness, and forgiveness, May 18, 2020
- Harnessing your strengths to tolerate anxiety and build psychological stamina to endure the course of COVID-19, May 13, 2020
- Tuning into your narrative of loss and growth & hope, May 4, 2020

COVID-19: CAMPUS MENTAL HEALTH NATIONAL SURVEY

- Campus Mental Health in Times of COVID-19 Pandemic: Data-informed Challenges and Opportunities. Conducted a nationally representative survey of 64 Canadian Post-secondary Institutes, to ascertain mental health challenges, online mental health services and future considerations, in collaboration with Dr. Lina Di Genova, McGill University; Currently collaborating with the Mental Health Commission of Canada to conduct the next wave of data (dates) collection; Report available: <https://bit.ly/3m7wpDu>, May – November 2020

PROFESSIONAL AFFILIATIONS

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|---|----------------|
| Full Member, American Psychological Association (APA) | 2004 – present |
| Member, Canadian Psychological Association (CPA) | 2014 – present |
| Member, Canadian Association of College & University Student Services (CACUSS) | 2011 – present |
| Founding Member, Canadian Positive Psychology Association (CPPA) | 2011 – present |
| Member & Board of Directors, International Positive Psychology Association (IPPA) | 2007 – present |

WORK FEATURED IN MEDIA

POPULAR PRESS ARTICLES

- Rashid, T. (2024, October 5). Raising digital natives: Effective strategies for preventing online addiction in kids. *Psychology Today* – [Read](#)
- Rashid, T. (2024, September 10). 10 practical steps for supporting someone experiencing suicidal behaviour. *LinkedIn* – [Read](#)
- Rashid, T. (2024, July 18). Love of creation: Exploring diversity and commonality among religious and philosophical traditions. *LinkedIn* – [Read](#)
- Rashid, T. (2024, June 29). Secrets: How they scatter and shape. *LinkedIn* – [Read](#)
- Rashid, T. (2022, April 22). Pursuit of happiness in the new normal: From individual paths to collective well-being. *Psychology Today* – [Read](#)
- Rashid, T. 31 strengths-based actions for better days ahead, *Oprah Quarterly*, pp 64-67 – [Read](#)
- Rashid, T. (2021, July). Othering: The hidden cost of racism. – [Read](#)
- Rashid, T., & Anjum, A. (2017, June 26). Go back? But to where? *Globe & Mail*, Facts & Arguments. – [Read](#)
- Rashid, T. (2011, May). A place to call home: Tayyab Rashid's Canadian experience. *Canadian Immigrant* – [Read](#)
- H'Sien, H. (2005, September) Positive Psychology for Tsunami Survivors, *Observer: The American Psychological Society*, September 2005 – [Read](#)

BLOG POSTS

- In Quarantine – An Opportunity to Create a Better Version of Yourself, 2020 – [Read](#)
- 101 Strengths-Based Actions to Connect from a Safe Distance, Values In Action Institute, 2020 – [Read](#)
- In Quarantine: An Opportunity to Create a Better Version of Yourself, Website, 2021 [Read](#).

INTERVIEWS, FEATURED TALKS & LECTURES

- Revolutionize your Wellbeing: Tal Ben-Shahar & Tayyab Rashid delve into the often-overlooked aspect of psychotherapy, December 2023 – [Watch](#)
- Believing in bringing therapy out of the therapist's room. *The Sunday Times (Sri Lanka)*, June 19, 2022 – [Read](#)
- Mental health tips during COVID-19, TRT Turkish Radio & Television – April 2022 – [Watch](#)
- Flourishing in Times of Crisis: Insights from Positive Psychology, Human Flourishing Engineering Institute, Morocco, 2021 – [Watch](#)
- How Happiness Experts Stay Happy During a Pandemic *HuffPost UK* November 2020 – [Read](#)
- How mental health services adapted during COVID-19, *University Affairs*, April 20, 2020 – [Read](#)
- What Happened When Life Handed You Lemons? Definitely Not Opera (DNTO), CBC (Interview around 41:00 minute), April 2013 – [Listen](#)

LECTURES, TALKS & WORKSHOPS

- A Therapists Learnings about Happiness, Meaning, and Purpose by Dr. Tayyab Rashid, World Happiness Summit, 2023 – [Watch](#)
- United in Strengths with Dr. Tayyab Rashid, 2021 – [Watch](#)
- Tayyab Rashid on Flattening the Anxiety Curve, 2021 – [Watch](#)
- Resilience and Healing for those impacted by Childhood Sexual Abuse, World Day of Child Sexual Abuse Prevention and Healing, April, 2021, Watch (first 18:03 mins) [English](#), [Spanish](#), [Arabic](#)
- Kindness: Not What You Want to Do, What You Ought to Do, World Kindness Day 2020 – [Watch](#)
- Building Resilience in New Normal, 2020 – [Watch](#)
- Overcoming Anxiety & Depression, 2019 – [Watch](#)
- Tayyab Rashid, Hold the Door for Others, 2019 – [Watch](#)
- Stigma and Cultural Nuance in Psychotherapy, 2018 – [Watch](#)

WORK FEATURED IN MEDIA

- What are Your Character Strengths, 2018 – [Watch](#)
- Character Day 2016, LiveCast Q&A with Dr. Rashid, 2016 – [Watch](#)
- Flourish at UTSC: In Introduction to a Strength-based Program, 2016 – [Watch](#)
- Flourish at UTSC – Strength-Based Program Introduction, 2014 – [Watch](#)
- Character Strengths and Counselling/Psychotherapy, VIA Pioneer Series, 2014 – [Watch](#)
- TEDxUTSC – About Happiness & Strength-Based Living, January 2013 – [Watch](#)
- Positive Interventions in Clinical Practice, Values in Action Institute, 2011 – [Watch](#)
- Using Strengths in Times of Trauma, Values in Action Institute, 2011 – [Watch](#)

MEDIA ARTICLES & INTERVIEWS

- What Is Positive Psychotherapy? Benefits & Model: by Elaine Mead, January 11 2020 – [Read](#)
- Dr. Tayyab Rashid earns outstanding practitioner award, U of Toronto Scarborough News – [Read](#)
- How Student Mental Health Issues Have Changed – Paul Attfield, Globe & Mail, October 18, 2016 – [Read](#)
- Why Are You Never Happy? – Kathy Gulli, Maclean's (March 16, 2016, pp. 48-51) – [Read](#)
- Healthy Minds: Student-Led Mental Health Initiatives at U of T – Cynthia Macdonald, University of Toronto Magazine, Winter 2016 – [Read](#)
- Therapy That Keeps on the Sunny Side of Life – Elizabeth Bernstein, Wall Street Journal (Sept 26, 2006) – [Read](#)
- How Happy Are You? What Modern Science Can Teach You About Happiness – Richard Conniff, Men's Health (Jan/Feb 2006, pp. 118-123) – [Read](#)
- Howdy Stranger; Globe & Mail Citizen; Fall 2005 – [Read](#)
- From Vicarious Trauma to Resilience – Beirut, Lebanon, April 2019 – [Read](#)
- Good Therapy: Positive Psychotherapy – Using Strengths to Promote Balance – [Read](#)
- CBC Town Hall: Off Course, On Campus – Addressing Stigma Among Young Males Seeking Mental Health Treatment – [Listen](#)
- Off Course On Campus Town Hall, Canadian Broadcasting Cooperation (CBC), 2014 – [Watch](#)
- I grew up in a happy, normal family, Micah Toub, Globe & Mail, September 16, 2008 – [Read](#)
- Are You Happy? What modern science can teach you about turning that frown upside down. Men's Health, January 6, 2006 – [Read](#)

PODCASTS

- Beyond Childhood Moral Injury – A discussion with Kathy Andersen, Nadia Jamil, Tayyab Rashid, and Sara Alaoui on overcoming childhood moral injury, March 2024 – [Listen](#)
- Eudaimonia – Understanding the deep-rooted desire for meaning and flourishing, with Dr. Tayyab Rashid – Exploring Positive Psychology and its impact on well-being, November 2023 – [Watch](#)
- The Power of Being Seen, April 2023: Discussing positive psychology's role in financial behaviours and well-being with Dr. Rashid; Series: The Most Hated F-Word Podcast – [Listen](#)
- Learn with Sue Langley, July 2022 – [Listen](#)
- Positive Psychology: What Does Flourishing Look Like? Psych Debate 6 Psych Debates: a resident-physician-led educational project, Aug 8, 2021 – [Listen](#)
- Positive Psychotherapy, TherapyShow, Podcast with Dr. Bridget Nash, March 2020 – [Listen](#)

VIDEOS CREATED

- Explore Your Character Strengths, a video showcasing 24 character strengths, 2024 – [Watch](#)
- What are Your Character Strengths, with Persian subtitles, 2023 – [Watch](#)
- What are Your Character Strengths, 2023 – [Watch](#)
- Indigenous Wellbeing, 2022 – [Watch](#)
- Silver Lining During COVID-19, 2021 – [Watch](#)
- Rising Every time We Fall: Black Icons of Strengths – [Watch](#)
- Happy at the World Congress, International Positive Psychology Association, July 2019 – [Watch](#)

AWARDS & HONOURS

TEACHING AWARDS

| | |
|--|------|
| U of T Excellence in Innovation Award, Combatting Racism: From Bystander to Upstander | 2021 |
| Continuing Education Excellence Award, American Psychological Association | 2020 |
| Excellence Award Teaching Positive Psychology Interventions to Students, TDSB | 2010 |
| Morris Viteles Award for supervising Best Honors Thesis | 2005 |
| Positive Psychology, Outstanding Syllabus Award, Positive Psychology Teaching Task Force | 2002 |
| New Jersey Psychological Foundation's Minority Scholarship Award | 2002 |

RESEARCH AWARDS

| | |
|--|------|
| Middle Eastern Psychological Association, Distinguished Award | 2017 |
| Research Award, Unpacking Clinical Change, (CACUSS) | 2014 |
| Research Fellowship, Mind and Life Summer Institute, Garrison, NY | 2004 |
| Research Fellow, Positive Psychology Summer Institute, Milan, Italy | 2004 |
| Arthur A. Schere Graduate Student Research Award, New Jersey Psychological Association | 2002 |
| Best Graduate Research Award, 9th Annual Research Exhibition, FDU, Teaneck, NJ | 2002 |

LEADERSHIP AWARDS

| | |
|--|------|
| Leaders in Learning Award, (CACUSS) | 2019 |
| Chancellor Award, Emerging Leader, University of Toronto | 2018 |
| Innovation Award for Program in Student Services, Strengths-Based Resilience, CACUSS | 2018 |
| Outstanding Practitioner Award, International Positive Psychology Association | 2017 |
| Middle Eastern Psychological Association, Distinguished Award | 2017 |
| Emerging Professional Award, CACUSS | 2015 |
| Excellence Through Innovation Award, University of Toronto | 2015 |
| Innovation Award – Flourish, CACUSS | 2015 |
| Dr. McCreay Hold the Door Healer Award, Hold the Door, Inc. NJ | 2007 |