

Stephen Lewis, Ph.D



Stephen P. Lewis, PhD is an Associate Professor in the Department of Psychology at the University of Guelph. His research focuses on self-injury among youth and emerging adults, with emphasis on understanding online self-injury communication, addressing self-injury in educational settings, understanding and promoting self-injury recovery, and advocating for individuals with lived experience of self-injury. In line with these efforts, Dr. Lewis shared his own lived experience in a 2015 TEDx Talk and continues a range of advocacy activities. Dr. Lewis is an invited member and current President of the International Society for the Study of Self-Injury (ISSS) and co-founder of International Consortium on Self-Injury in Educational Settings (ICSES). He is also Co-Founder and Co-Director of Self-injury Outreach and Support (SiOS: www.sioutreach.org). SiOS an international non-profit initiative reached in over 160 countries across the globe and provides current information and helpful resources about self-injury to those with lived experience of self-injury, as well as their caregivers and families, friends, teachers and the health professionals who work with them.

NON-SUICIDAL SELF-INJURY AMONG YOUTH: ESSENTIALS & RECOMMENDATIONS FOR EMERGING SCHOOL PSYCHOLOGISTS (CE: 3 credits for OPQ & 2.75 credits for CPA)

Non-suicidal self-injury (NSSI), the purposeful and immediate damage (e.g., cutting) of one's own body tissue without conscious suicidal intent represents a highly prevalent and paramount concern among today's youth. Indeed, up to one in five school-aged youth report having self-injured. Students who engage in NSSI are at heightened risk for social isolation and myriad mental health difficulties. Worrisomely, a growing and robust line of evidence highlights the unique role of NSSI in the context of suicide risk. Despite many gains in NSSI research, efforts to effectively disseminate NSSI knowledge are lagging - especially in school settings. Furthermore, NSSI remains shrouded in misconceptions and stigma, which contributes to low help-seeking and difficulty disclosing NSSI to others. Accordingly, the current workshop offers a student-centered understanding of the current evidence-base concerning youth NSSI and highlights research-informed guidelines for effective responding within the school context.

Learning Objectives

By the end of the workshop, attendees should be able to:

1. Understand the association between self-injury and suicide
2. Discuss the interpersonal and social functions of self-injury
3. Identify recommended strategies for use when working with youth who self-injure
4. Identify key considerations and approaches for addressing self-injury in schools
5. Identify resources for use when working with youth, schools, and families