



EDUCATION

Pennsylvania State University, University Park, Pennsylvania

Doctor of Philosophy (Ph.D.) in Human Development and Family Studies, 2013 – 2017

Dissertation: Using Contemplative Practices to Promote College Students' Socioemotional Competencies and Healthy Transition to College: A Conceptual and Empirical Analysis, advisor: Dr. Mark Greenberg

Teachers College, Columbia University, New York

Master of Arts (M.A.) in Developmental Psychology, 2008 - 2010

Thesis: Factors Influencing Mental Health and Psychological Development: Perspective of Children's Experience, advisor: Dr. Jeanne Brooks-Gunn

University of Economics, Prague, Czech Republic

Master's degree (Ing.) in Regional Aspects and Public Administration with focus on Business Psychology, accelerated undergraduate and graduate combined program, 2002 - 2008

Thesis: Work Satisfaction and Motivation: An Analysis and Evaluation of Quality Management Methods in Czech Republic Public Administration

PROFESSIONAL EXPERIENCE

Facilitator (2009 – present), courses in Czech and English

- Mindful self-compassion courses for the public
- Wellbeing and stress management workshops for teachers, schools and companies
- Mindfulness and stress management courses for college students

Group leader and researcher (2017 - 2019), National Institute for Mental Health, Prague, project on children psychosocial competencies in Czech elementary schools, PI: Kami Dvorakova

Research investigator and doctoral advisor (2017 – 2019), Department of Addictology, Charles University, Prague, study of teachers' well-being aiming to reduce teachers' stress and burnout, PI: Kami Dvorakova

Curriculum development specialist (2017), Contemplative Universities Alliance, University of Virginia, Virginia, study of first-year college students' resiliency and flourishing (A Life Worth Living course), Co-PIs Richard Davidson, David Germano, Mark Greenberg, Robert Roeser

Curriculum development specialist and facilitator (2017), the Edna Bennett Pierce Prevention Research Center, Pennsylvania State University, Pennsylvania, study investigating the impact of self-care professional development program on employees' health and wellbeing in the Bureau of Juvenile Justice Services, PI Sebrina Doyle

Co-investigator and project coordinator (2014 - 2017), the Edna Bennett Pierce Prevention Research Center, Pennsylvania State University, Pennsylvania, study of college students' health and wellbeing using innovative technologies (Learning to BREATHE program for college students), Co-PIs Mark Greenberg, Kami Dvorakova

Graduate fellow and student teacher (2009 – 2010), the Rita Gold Early Childhood Center, Teachers College, Columbia University, New York, study of peer relationships and the effects of transition on social behavior, PI Susan Recchia

Research assistant (2009 - 2010), grant writing and measurement evaluation team, Mindfulness Project Lab, Teachers College, Columbia University, New York, Mindfulness-based Stress Reduction Program as classroom intervention, PI Lisa Miller

Research assistant (2008 - 2009), data collection team, the National Center for Children and Families, Teachers College, Columbia University, New York, study of the patterns of childcare subsidy use among low-income families, PI Jeanne Brooks-Gunn

In-Home Therapy Clinician (2011 – 2013), Spanish-speaking Team, the North Suffolk Mental Health Association, Massachusetts

Children and Teen Advocate (2009), Tundra Women's Coalition, Domestic Violence and Sexual Assault Emergency Shelter, Alaska

RESEARCH GRANTS

Project Leader, from RSJ Foundation to National Institute of Mental Health, 2017 - 2019

Project: *Mental health education in the Czech educational system* (\$75,000)

Principal Investigator, Mind & Life 1440 Foundation (2016-2019)

Project: *Heartfulness in education: The effects of mindful self-compassion training on teachers' wellbeing, student-teacher relationships, and school climate* (\$15,000).

Principal Investigator, Prague City Hall (2017)

Project: *Continuing education and qualification of teachers in the Czech Republic: Educational research project aiming to reduce teachers' stress and burnout* (\$6,000)

Co-investigator, Clinical and Translational Science Institute (2014-2016)

Project: *Using Innovative Methods to Study the Effect of Mindfulness Training on the Health and Well-Being of First Year College Students* (\$40,000).

FELLOWSHIPS & AWARDS

Compassion and Caring Fellowship with the Edna Bennett Pierce Prevention Research Center, Pennsylvania State University, 2016 - 2017

Pre-Doctoral Research Fellowship with the National Institute on Drug Abuse (NIDA) Prevention and Methodology Training Program (T32-DA-017629), 2014 – 2016

University Graduate Fellowship with the College of Health and Human Development, Pennsylvania State University, 2013 - 2014

Knoll Educational Endowment Fund for Professional Development (\$5,500), 2013 – 2017

UNIVERSITY TEACHING EXPERIENCE

Instructor, Mindful Stress Management Skills for Helping Professionals class, Department of Human Development and Family Studies, Pennsylvania State University, Fall 2015 & Fall 2016

Teaching Assistant, Helping Professions class, Department of Human Development and Family Studies, Pennsylvania State University, Spring 2016

Facilitator, Learning to BREATHE (L2B) mindfulness-based program for college students, Pennsylvania State University, 2014 - 2015

PROFESSIONAL DEVELOPMENT TRAININGS

CARE for Teachers, Washington

Cultivating Awareness and Resilience in Education Teacher Training, 2017

Mind and Life Institute Europe, Chiemsee, Germany

Summer Research Institute, 2015, 2016, 2017

Mind and Life Institute, Garrison, New York

Summer Research Institute – Transforming Craving, 2014

The Bennett Pierce Prevention Research Center, Pennsylvania

Learning to BREATHE Teacher Training, 2014

Center for Mindful Self-Compassion, Massachusetts

Mindful Self-Compassion Teacher Training, 2014

South Boston Yoga Studio, Massachusetts

200-hour Yoga Teacher Training Program, 2013

Institute for Meditation and Psychotherapy, Boston, Massachusetts

Certificate program in Mindfulness in Psychotherapy, 2012 –2013

RESEARCH PUBLICATIONS

- Dvořáková, K.**, Greenberg, M. T., & Roeser, R. W. (2018). On the role of mindfulness and compassion skills in students' coping, well-being, and development across the transition to college: A conceptual analysis. *Stress and Health*. DOI: 10.1002/smi.2850
- Riggs, N. R., Greenberg, M. T., & **Dvorakova, K.** (2019). Mindfulness Substance Use Prevention (book chapter). *Prevention of Substance Use* (Eds. Petras, H., Sloboda, Z., Sloboda, Hingson, R. & Robertson, L.).
- Mahfouz, J., Levitan, J., Schussler, D., Broderick, T., Dvorakova, K., Agrusti, M., & Greenberg, M. (2018). Ensuring College Student Success Through Mindfulness-Based Classes: Just Breathe. *College Student Affairs Journal*, 36(1), 1-16.
- Dvorakova, K.**, Kishida, M., Elavsky, S., Li, J., Broderick, T., Agrusti, M., & Greenberg, M. (2017). Promoting healthy transition to college through mindfulness training with first-year college students: Pilot randomized controlled trial, *Journal of American College Health*, DOI: 10.1080/07448481.2017.1278605.
- Recchia, S. L., & **Dvorakova, K.** (2012). How three young toddlers transition from an infant to a toddler child care classroom: Exploring the influence of peer relationships, teacher expectations, and changing social contexts. *Early Education & Development*, 23(2), 181-201.
- Dvorakova, K.**, Jennings, P.A, Brown, J. L., & Greenberg, M.T. (under review). The Association of Age and Years of Experience with Teachers' Mindfulness, Distress tolerance, and Enjoyment of Teaching.
- Dvorakova, K.**, Kishida, M., Elavsky, S., Broderick, T., Agrusti, M., & Greenberg, M. (in prep). First-year College Students' Health and Well-being: The Effects of Mindfulness Training at 3-month Follow-up and Potential Mechanisms of Change.