



COUNSELOR EDUCATION PROGRAM CACREP VITAL STATISTICS & ANNUAL PROGRAM REPORT 2022-2023

The purpose of this annual report is to inform students, the public, and community stakeholders about student enrollment, student success, key findings, decisions, and modifications of the program in line with our program mission statement and objectives. The information below is based upon the 2022-2023 academic year, as required by the Council on Accreditation for Counseling & Related Educational Programs (CACREP).

FIU's Counselor Education program is comprised of three CACREP accredited tracks:

- Rehabilitation Counseling (Track coordinator: **Dr. Valerie Dixon**)
- School Counseling (Track coordinator: **Dr. Zachary Pietrantonio**)
- Clinical Mental Health Counseling (Track coordinator: **Dr. Christina McGrath Fair**)

Other administrative/service appointments include:

- Program Director, **Dr. Valerie Dixon**
- CACREP Liaison, **Dr. Valerie Dixon**
- Chi Sigma Iota (Delta Iota) Chapter Faculty Advisor, **Dr. Christina McGrath Fair and Dr. Zachary Pietrantonio**
- Clinical Coordinator, **Dr. Alena Prikhidko**
- SARCA Faculty Advisor, **Dr. Valerie Dixon**
- Continuing Education Coordinator, **Dr. Christina McGrath Fair**
- Comprehensive Exam Coordinator, **Dr. Christina McGrath Fair**

FACULTY DEMOGRAPHICS

During the 2022-2023 academic year, there has been some transition in the faculty. The core faculty during Fall 2022 were Drs. Valerie Dixon, Christina McGrath Fair, Alena Prikhidko, Michelle Bradham-Cousar, Tameeka Hunter and Zachary Pietrantonio. Dr. Hunter transferred to another university. The Fall 2023 semester faculty consisted of Drs. Dixon, Prikhidko, McGrath Fair, Bradham-Cousar, and Pietrantonio. Core faculty members include tenure-track/earning and clinical faculty lines. Each semester, adjunct faculty members serve the course needs of our students.

CORE FACULTY	Male	Female
African American/Black	0	2
American Indian/Native Alaskan	0	0
Asian American	0	0
Caucasian/White	1	2

Hispanic/Latino/Spanish American	0	0
Native Hawaiian/Pacific Islander	0	0
Multi-Racial	0	0
Panamian/Black	0	1

PROGRAM DEMOGRAPHICS

For this academic year, beginning Fall 2022 we received 175 applications to our CACREP-accredited Master's program in Counselor Education. Students enroll in a full-time cohort model, which ensures timely graduation in 2.5 to 3 years.

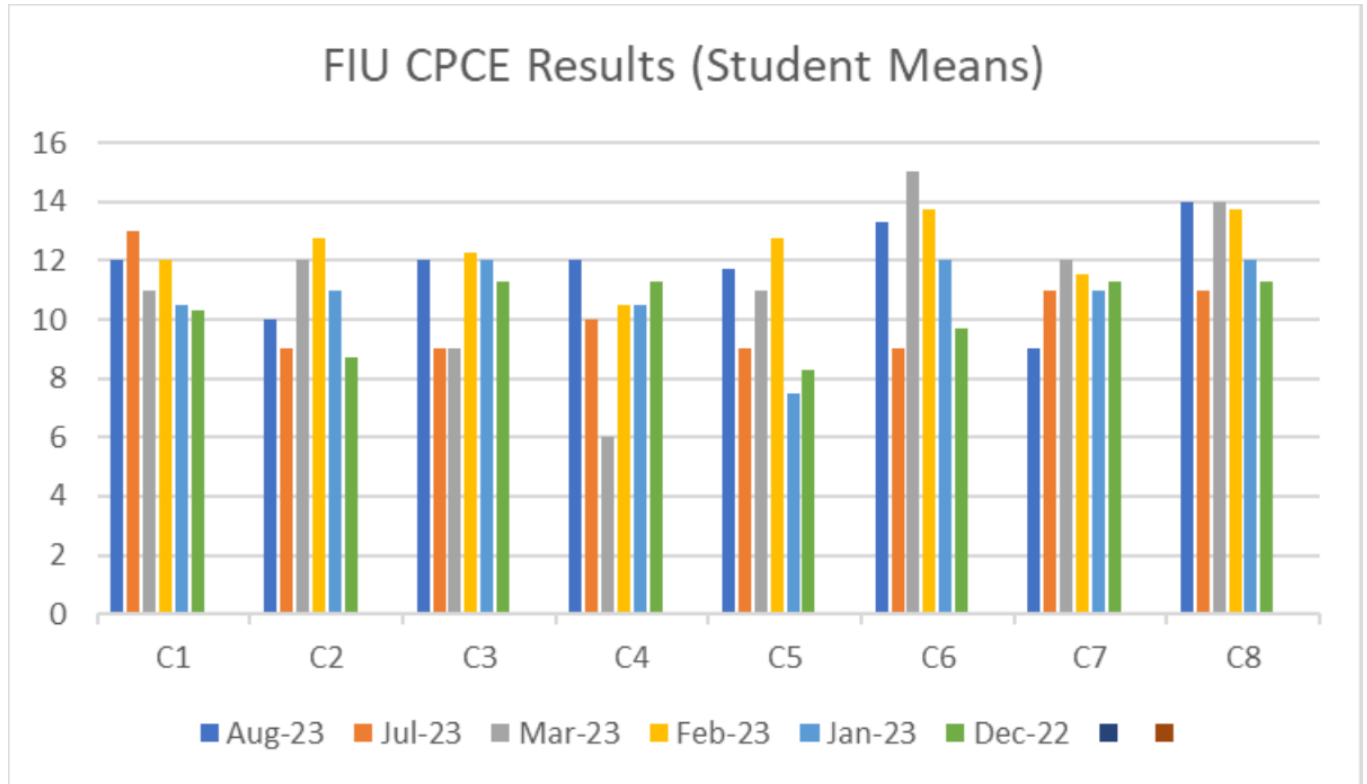
STUDENTS	Male	Female
African American/Black	1	11
American Indian/Native Alaskan	0	0
Asian American	1	1
Caucasian/White	5	11
Hispanic/Latino/Spanish American	5	42
Native Hawaiian/Pacific Islander	0	1
Multi-Racial	0	5
Other/Undisclosed	0	1

Clinical Mental Health Counseling Track (60 semester credits)

Our mission is to prepare competent clinical mental health counselors to significantly impact diverse individuals in a variety of settings (e.g., hospital, agencies, private practice). Our program trains counselors to meet the challenges involved in working in a multiethnic, multicultural, and urban environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical and responsible clinical mental health counselors who function to help others achieve positive personal change.

Currently, we have 79 students enrolled in the CMHC track. In the past year, we have had a total of 23 graduates. The CPCE is a graduation requirement for all CMHC students. Currently, students are provided authorization to take the exam once they are registered for practicum courses. The updated testing administration process includes students registering with CCE: Go to the CPCE registration link and fill out the required information (https://www.cce@global.org/Registration/CPCE_APB_Welcome), complete this registration at least 7 business days (not calendar) before testing to allow sufficient processing time. Once students complete the registration, they will receive an "Authorization to Test" email from Pearson within 7 business days. Students can test up to 3 times within the 6-month eligibility period if their eligibility will not expire before the test date. Eligibility period extensions can be granted by the exit exam coordinator on a case-by-case basis.

The results of these three administrations for 2022-2023 are:



The passing rate for the CPCE is 100%. The job placement rate for Clinical Mental Health Counseling graduates is 90%.

Rehabilitation Counseling Track (RC) (60 semester credits)

Our mission is to prepare competent rehabilitation counselors to fulfill the national critical shortage of diverse and trained professionals who can provide vocational and rehabilitation counseling and services to individuals with physical and mental disabilities in a variety of settings (e.g., vocational rehabilitation agencies, private and forensic vocational rehabilitation services, rehabilitation centers, veteran hospitals, treatment centers, assisted living facilities). Secondly, to provide educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Thirdly, to produce ethical and responsible rehabilitation counselors who assist clients with physical, intellectual, and emotional disabilities reach their vocational and independent goals.

Currently, we have 19 students enrolled in the RC track. In the past year, we have had a total of 6 graduates in the 2022-2023 academic year. The CRC is a graduation requirement for all RC students. Thus, the passing rate is 100%. The job placement rate for Rehabilitation Counseling graduates is 100%.

School Counseling Track (57 semester credits)

Our mission is to prepare competent professional school counselors to significantly impact diverse individuals in a variety of settings (e.g., K-12) through the implementation of a data-driven comprehensive school counseling program. Our program trains counselors to meet

the challenges involved in working in a multiethnic, multicultural, and urban school environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical and responsible school counselors who facilitate learning, development, and achieve positive change for students within urban, diverse school settings.

Currently, we have 19 students in enrolled in the SC track. In the past year, we have had a total of 10 graduates during the 2021-2022 academic year. Successfully passing the following Florida Teacher Certification Exams (FTCE) exams: General Education exam, Professional Education exam, and the Subject Area Exam in Guidance and Counseling, is a graduation requirement of all SC students: Thus, the passing rate is 100%. The job placement rate for School Counseling graduates is 100%.

MAJOR PROGRAM ACTIVITIES

The program is using online system Tevera to assess student data informing the program development. All new student files are maintained electronically. All students use Tevera during their practicum and internship courses/experiences.

The program admissions occur once per year in the Fall for the CMHC track and twice per year in the Fall and Spring for SC and RC tracks. The program continues to use cohort model, implemented in 2018. Students enroll in 3 courses per semester for fall and spring semesters, and a minimum of 2 courses for summer terms. The faculty is constantly working on adding new site placements for the Field Experiences and revising the current list of placements, so that we can better ensure quality experiences and appropriate supervision. Additionally, faculty ensures that all supervisors have received appropriate training or possess supervisory credentialing by the state of Florida.

Each fall semester, all faculty convene to review student dispositions and academic progress of each student in the CMHC track; while each spring semester, faculty reviews all students enrolled in the RC and SC tracks. The counselor education student dispositions are listed in the table below.

<i>FIU Counselor Education Student Dispositions</i>	
W	Willingness to be committed to the counseling profession
O	Open to feedback & change
R	Responsible, respectful, & ethical
L	Lifelong learner through professional development
D	Dedicated to self-reflection
S	Self-efficacy in counseling knowledge & skills
A	Authentic and genuine with self & others
H	Honest & forthright
E	Empathic
A	Advocate for social justice & equality
D	Development towards a professional counseling identity

In sum, we are excited to report a total of 26 graduates during this academic year, with 93 currently enrolled, across all three specializations. Moreover, among the three tracks, our students have provided more than 26,000 hours of counseling service to the community.

Faculty Achievements

Dr. Valerie Dixon

Funded Research:

Dixon, V. E. (PI) & Pietrantonio, Z. (Co-PI) (2023-2027). *Project Pathways at Florida International University*. Department of Education training grant.

Funded amount: 1,277,008.25

Dixon, V. E. (PI). (2020-2025). Training “A.B.L.E” Rehabilitation Counselors at Florida International University. Department of Education RSA Long-term training grant.

Funded amount: 900,000.00

Dixon, V. E. (PI). (2019-2024). Training “Beyond Possible” Rehabilitation Counselors at Florida International University. Department of Education RSA Long-term training grant.

Funded amount: 900,000.00

National Invited Presentations:

Dixon, V. E. (2022). ARCA: Future initiatives and professional outlook perspectives. 2022 Association of Veterans Affairs Vocational Rehabilitation Professionals. Virtual.

National Conference Presentations:

Bradham-Cousar, M., Dixon, V.E., and Moore, L. (2023). Students with Special Needs and School Counselor Collaboration. 2022/2023 American Counseling Association (ACA) Virtual Conference.

Dunlap, P., & Dixon, V.E. (2021). Modern Slavery: The intersection of disability and human trafficking. 2020 American Counseling Association (ACA) Conference and Expo. Virtual.

Leadership and Service:

Immediate Past-President-- American Rehabilitation Counseling Association 2023-24

President- American Rehabilitation Counseling Association 2022-23

President-Elect- American Rehabilitation Counseling Association 2021-22

Director, Organization, Administration and Management Council, American Rehabilitation Counseling Association 2016-2021

Program Director- Counselor Education. Florida International University 2021-present

Rehabilitation Counseling Track Coordinator- Counselor Education. Florida International University 2011-present

Faculty Advisor- Student American Counseling Association (SARCA). Florida International University. 2018-present

Dr. Christina McGrath Fair

Invited Presentations

Daylor, S., Wescott, J., & **McGrath Fair, C.** (2022). *Advocacy Against Anti-LGBTGEQIAP+ Legislation: What Counseling Professionals Can Do*, Society for Sexual, Affectional, Intersex, and Gender Expansive Identities Webinar Series, Virtual.

McGrath Fair, C. (2021). *Florida Boundaries & Ethics 3-hour CE*, Presentation for FCA Convention Pre-convention, Virtual.

State Presentations

McGrath Fair, C., Machado, M., & Shure, L. (2021). *Mentor Relationships in Social Justice Counseling*, Presentation at the Florida Counseling Association Convention, Virtual.

Perez, B., Machado, M., Shure, L., & **McGrath Fair, C.** (2023). *Evaluation of an Advocacy and Social Justice Mentorship Program*, Content Session at ACES Biannual Conference, Hyatt Regency, Denver, CO.

McGrath Fair, C. & Gorritz, F. (2023). *Advocating for the LGBTQIA+ Community in the Times of Political Upheaval*, Education Session at the Florida Counseling Association Convention, Embassy Sites USF, Tampa, FL.

Awards

2023 FIU CASE Award for Teaching

2021 Florida Counseling Association Member of the Year

Leadership & Service

Chi Sigma Iota – Delta Iota Chapter Faculty Advisor

Counselors for Social Justice – Co-chair Mentorship Committee
 Florida Counseling Association – SAIGE-FL Past President, FCA Foundation Board Member, FCA Convention Coordinator
 Association of Counseling Sexology & Sexual Wellness – Chair Social Justice & Advocacy Committee
 Society for Sexual, Affectional, Intersex, & Gender Expansive Identities – Conference Committee Member

Dr. Alena Prikhidko

Publications

Swank, J. M., Weaver, J. L., & Prikhidko, A. (2021). Children and Adolescents' Lived Experiences During the COVID-19 Pandemic. *The Family Journal*. <https://doi.org/10.1177/10664807211052303>

International Investigation of Parental Burnout (IIPB) Consortium. (2021). Parental Burnout Around the Globe: A 40-country study. *Affective Science*, 2(1), 58-79

Kenny, M., **Prikhidko, A.** (2021). Mothers' Attitudes Toward Child Sexual Abuse Prevention in Schools. *Journal of Child and Adolescent Trauma*, <https://doi.org/10.1007/s40653-021-00361-1>

Long, H., **Prikhidko, A.**, Bendeck, A.C., Yumusak, S. (2021). Measurement invariance of Intensive Parenting Attitudes questionnaire across gender and race. *Journal of Family Psychology*. Advance online publication. <https://doi.org/10.1037/fam0000889>

Prikhidko, A., & Kenny, M. (2021). Examination of parents' attitude toward and efforts to discuss child sexual abuse prevention with their children. *Child and Youth Services Review*, 121, 105810. <https://doi.org/10.1016/j.chilyouth.2020.105810>

Prikhidko, A., Long, H., & Wheaton, M. G. (2020). The effect of concerns about COVID-19 on anxiety, stress, parental burnout, and emotion regulation: The role of susceptibility to digital emotion contagion. *Frontiers in Public Health*, 8, 894. <https://doi.org/10.3389/fpubh.2020.567250>

Swank, J., Jo, L., & **Prikhidko, A.** (2020). Children and adolescents' lived experiences during COVID-19. Revised and Resubmitted. *Journal of Children and Adolescents*.

Prikhidko, A., & Swank, J. (2020). Exhausted parents experience of anger: The relationship between anger and burnout. *The Family Journal*, 28(3), 283-289. <https://doi.org/10.1177/1066480720933543>

Wheaton, M., & **Prikhidko, A.** (2020). Is fear of COVID-19 contagious? The effects of emotion contagion and social media use on anxiety in response to the coronavirus pandemic. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.567379>

Jacob, C., & **Prikhidko, A.** (2020). Exploring emotion regulation in counselors' management of attraction to clients. *Journal of Creativity in Mental Health*, 1-14. Advance Online Publication. <https://doi.org/10.1080/15401383.2020.1856015>

Prihidko, A., Su, Y.-W., Housckeshnet, A., & Swank, J.(2020). Emotion regulation for counselors-in-training: A Grounded Theory. *Counselor Education and Supervision*, 59(2), 96-111. <https://doi.org/10.1002/ceas.121169>

Book Chapter

Prihidko, A. (2020). Domestic Violence in Russia: Marriage and Family Counseling Approach. *International Handbook on Marriage and Family Therapy*. Guilford Press

Conference Presentations

Prihidko, A., Long, H., Wheaton, M. (2021). The Effect of Covid-19 on Parental Burnout: Digital Emotion Contagion. International Conference on Parental Burnout

Dr. Michelle Bradham-Cousar

Books and Book Chapters

Bradham-Cousar, M., Blanco, S., Machuca, R., & Galvez, D. (accepted, 2022). Latino/Hispanic Men, Cultural Identity, and Career Development. In *Latino Male Identity: A Mental Health Crisis of Otherness, Indifference, and Exclusion*. Information New Age Publishing Group.

Refereed Journal Articles

Bradham-Cousar, M. (in progress, 2023). Accessibility in Communities for People with Disabilities in STEM. *Journal of Accessibility and Design for all*.

Bradham-Cousar, M., (in progress, 2023). Equity? Black Men Health Disparity in Mental Health. *Journal of Multicultural Development*.

Johnson Austin, S., Gabbidon, K., **Bradham-Cousar, M.**, & Moore, L.L. (in progress, 2022). Equity in STEM: Supporting Marginalized Women in Academia. *The International Journal of STEM Education*.

Bradham-Cousar, M., McCullough, K., & Nicholas, D. (in progress, 2022). Vocational Evaluation and Spirituality. *Counseling and Values*.

Non-Refereed

Resolution No. F3 (2021). 2021-12-09 Council Agenda.pdf (revize.com) Sears, R., Reichgelt, J., McHale, J., Gallardo, G., Reese, G., Dutton, T. Akiwumi, F., Thompson-Dorsey, D., **Bradham-Cousar, M.**, Edmond, J., Blackshear, J. Structural Racism Study: Building Bridges and Supporting Racial Equity. p.173-384

Presentation

Lane, T., Mariella-Walrond, H., Tahir, F., **Bradham-Cousar, M.**, Austin-Johnson, S., & Darko, S. (January 2024) Role Incongruity Prejudice for Women of Color Faculty in STEM Disciplines. Hawaii

International Conference on Education. Waikoloa, HI.

Premuda-Conti, P., & **Bradham-Cousar, M.** (August 2023) Engaging your parasympathetic nervous system to restore your balance. Florida Behavioral Health Conference. Orlando, FL.

Bradham-Cousar, M., Gabbidon, K., & Johnson Austin, S., (June 2023). Equality? Disability Vital Talent Pool: Faculty Women of Color. 2023 ADVANCE Equity in STEM Community Convening; Women in Engineering ProActive Network. Durham, N.C.

Clark T, Bradham W, **Bradham-Cousar M.** (May 2023). Hispanic Engineering Access/ Acceso Hispano a la Ingenieria. Professional Training for Service Providers. University of Puerto Rico, San Juan, PR.

Bradham W, **Bradham-Cousar M.** (May 2023). Mathematics; STEM and Disabilities\ STEM y Discapacidades. Professional Training for Service Providers. University of Puerto Rico, San Juan, PR.

Bradham-Cousar, M., Guyton, C., McCullough, K, & Gonzalez-Abreu, A. (March 2023). Faculty Alliance with the CACREP Counselor Education Curriculum, Counselor Education and Competencies of Disability. American Counseling Association, Toronto, Canada.

Bradham-Cousar, M., Blanco, S., Machuca, R., & Galvez, D., (March 2023) Latino/Hispanic Men, Cultural Identity, and Career Development. American Counseling Association, Toronto, Canada.

Johnson Austin, S., **Bradham-Cousar, M.** & Gabbidon, K. (February 2023). Intersectionality: Professional identity formation and the success of women of color in higher education STEM disciplines. Collaborative Network for Engineering and Computing Diversity. New Orleans, LA.

Bradham-Cousar, M., Guyton, C., McCullough, K, & Rodriguez, G. (2022). Faculty Alliance with the CACREP Counselor Education Curriculum, Counselor Education and Competencies of Disability. American Counseling Association, Toronto, Canada.

Bradham-Cousar, M., Blanco, S., Machuca, R., & Galvez, D., (2023) Latino/Hispanic Men, Cultural Identity, and Career Development. American Counseling Association, Toronto, Canada.

Johnson Austin, S., **Bradham-Cousar, M.** & Gabbidon, K. (2023). Intersectionality: Professional identity formation and the success of women of color in higher education STEM disciplines. Collaborative Network for Engineering and Computing Diversity. New Orleans, LA.

Bradham-Cousar, M. & Guyton, C., (2022). Integrating Disability Competencies into CACREP Counselor Training Programs: Considerations for Best Practice. Florida Counseling Association, Orlando, FL.

Bradham-Cousar, M., Dixon, V., & Moore, L. (2022). Students with Special Needs and School Counselor Collaboration. American Counseling Association, Alexandria, VA

Bradham-Cousar, M. (2022). Military Veterans with TBI and Mental Health. Texas Tech University Health Sciences Center. Veteran Mental Health Symposium, Lubbock, Texas.

Johnson Austin, S., **Bradham-Cousar, M.**, Moore, L., & Gabbidon, K. (2022). Equity in STEM:

Supporting SISTAs' persistence in the academy via C10 framework during a pandemic. Women in Engineering ProActive Network (WEPAN), Washington, DC.

Bradham-Cousar, M. (2022). Rehabilitation Engineering and Traumatic Brain Injury. Equity in STEM (Science, Technology, Engineering and Math). Florida AGEPR Research Symposium. Tampa, Florida.

Bradham-Cousar, M. & Smith, S. (2022). Non-Profit Organizational Risk Management for Sustainability. American Counseling Association. Alexandria, VA.

Bradham-Cousar, M., Gabbidon, K., & Johnson Austin, S., Moore, L. (2022). 2.0: Supporting Sistas' Presence in the Academe via C10. USF Diversity & Inclusion Conference, Tampa, Florida.

Bradham-Cousar, M. & Smith, S. (2022). Risk Management for State 2 State development. American Counseling Association. Alexandria, VA.

Moore, L., **Bradham-Cousar, M.,** Gabbidon, K., & Johnson Austin, S. (2021). Supporting Sistas' Presence in the Academe via C10. Education for Justice: The 2nd Annual Anchin Center Conference, Tampa, Florida.

Bradham-Cousar, M. (2021). Careers in Rehabilitation Counseling. Albany State University, Albany, GA.

Grants Funded

2023 National Science Foundation, AGEPR (\$347,449), P.I. Hodges, CO P.I. Bradham-Cousar
 2023 ADVANCE Equity in STEM Community Convening; WEPAN (\$1865) P.I. Bradham-Cousar
 2022 American Society for Engineering Education (\$5000) P.I. Johnson-Austin, CO P.I. Bradham-Cousar
 2022 APA ENG ASEE (\$5000) P.I. Dr. Johnson-Austin
 2022 Bethune Cookman (\$3000) P.I. **Dr. Bradham-Cousar**
 2021 Structural Racism for St. Petersburg (\$50,000) Dr. P.I. Dr. Sears

Grants Pending Award

2023 National Institute of Health (NIH) P. I. **Dr. Bradham-Cousar**

Grants not Funded

2022 Humanities Area Studies Research (HAS) P.I. **Dr. Bradham-Cousar**
 2022 ARC Network (P.I.) **Dr. Bradham-Cousar**
 2021 CRSP Collaborative Projects on Equity (P.I.) **Dr. Bradham-Cousar**

Journal Reviewer

2022 Adultspan Journal

Leadership and Service

American Rehabilitation Counseling Association Development and Collaboration Chair (2022- 2025)

Florida Counseling Association Bylaws committee member (2023-2024)

American Counseling Association Southern Region Chair (2020-2023)

American Counseling Association Bylaws Chair (2021-2022)

Dr. Tameeka Hunter

Book Chapter

Kucharczyk, S., Frazier, K., **Hunter, T.**, Perryman, K., Thomas, J., Speight, R. & Bengston, E. (in press). Teaming for transition: A model for interdisciplinary, collaborative preparation of secondary education professionals. In D. D. Slanda & L. Pike (Eds.). *Handbook of Research on Interdisciplinary Preparation for Equitable Special Education*. IGI Global. https://www.igi-global.com/book/_/301606

Peer-Reviewed Conference Presentation

Hunter, T., Perryman, K., & Thomas, H. (Accepted, 2023, April 1). Using Creative Therapies with Clients with Disabilities [Clinician Education Session]. ACA 2023 Conference & Expo, Ontario, Canada.

Dr. Zachary Pietrantonio

Papers

Juang, Y., Chen, S., & **Pietrantonio, Z.** (2023) Pre-service elementary school counselors' perceptions of the play therapy training in Taiwan. *International Journal of Play Therapy*.

Chen, S., Chen, C., Su, Y., Hyung, J. H., & **Pietrantonio, Z.** (2023). Content analysis of child and adolescent counseling outcome studies in counseling journals. *Journal of Child and Adolescent Counseling*, 9(2), 84-100.

Pietrantonio, Z., Chitiyo, J., Chitiyo, A., Pena, J., & Fernandez, K. (2023). Perceived preparedness of school practitioners to identify and report child maltreatment. *Social Development Issues*, 45(3).

Pietrantonio, Z., Chitiyo, J., & Alasa, V. (2023). Survey results of school practitioner preparedness to address child maltreatment in Fiji. *International Journal of Child Maltreatment: Research, Policy, & Practice*.

Pietrantonio, Z., Chitiyo, J., Chen, S., McDaniel, S., & Bhuptani, M. (2023). Maltreatment in schools: A consultation framework for school personnel. *International Journal of Child Maltreatment: Research, Policy, & Practice*.

Chitiyo, A., Chitiyo, J., & **Pietrantonio, Z.** (2022) Rights-based education programming: A complementary approach for addressing poverty, education inequality, and development in Zimbabwe. *Journal of International Education and Practice*, 5(1). doi: <https://doi.org/10.30564/jiep.v5i1.4770>

Book

Chitiyo, J., & **Pietrantonio, Z.** (In press). *Social justice and culturally affirming education in the K-12 settings*. Hershey, PA: IGI Publishing

Chapters

Chand, R., Alasa, V., Chitiyo, J., & **Pietrantonio, Z.** (2022). Preparation of pre-service teachers: Assessment of Generation Z students. In J. Keengwe (Ed.), *Handbook on Digital-Based Assessment and Innovative Practices in Education*. Hershey, PA: IGI Publishing

McDaniel, S., **Pietrantonio, Z.**, & Chen, S. (2022). Supporting students with disabilities in transition: Collaboration between school counselors and special educators. In L. Meda & J. Chitiyo, (Eds.), *Inclusive Pedagogical Practices Amidst a Global Pandemic: Issues and Perspectives Around the Globe*. New York: Springer.

Alasa, V., Chitiyo, J., & **Pietrantonio, Z.** (2022). Entrepreneurship education: Equalizing opportunities for women with disabilities. In J. Keengwe, (Ed.), *Handbook of Research on Promoting Global Citizenship Education*. Hershey, PA: IGI Publishing.

Presentations

Pietrantonio, Z., Chitiyo, J., Chitiyo, A., *Pena, J. Q., & *Fernandez, K. (2023, March). *Training outcomes: Survey results about identifying and reporting child maltreatment*. Poster accepted at the annual conference of the American Counseling Association. Toronto, ON, Canada

Shi, Y., **Pietrantonio, Z.**, & See, M. (2022, December). *International mental health education, services, and research: Working across cultural boundaries with humility, creativity, and perseverance*. Keynote presented at the annual international conference of the National Board of Certified Counselors Foundation. Online

Pietrantonio, Z., Chitiyo, J., & Alasa, V. (2022, November). *Educators' attitudes, knowledge, and training experiences of youth maltreatment in Fiji*. Education session presented at the annual international conference of the Oceania Comparative and International Education Society. Lautoka, Fiji

Pimentel, M., & **Pietrantonio, Z.** (2022, October). *Supporting undocumented students in schools: Reflections of training strategies for counselors*. Education session presented at the biennial conference of the Western Association of Counselor Education and Supervision. Portland, OR, USA

Chen, S., **Pietrantonio, Z.**, See, M., & Shi, Y. (2022, October). *Supporting East and Southeast Asian clients: A panel on culturally centered training and practices*. Education session presented at the biennial conference of the Western Association of Counselor Education and Supervision. Portland, OR, USA

Professional Appointments

Professional appointments

Reviewer for the International Journal of Psychotherapy

Reviewer for Preventing School Failure: Alternative Education for Children and Youth

Treasurer for the Western Association of Counselor Education and Supervision

Budget and Finance Committee for the Association of Counselor Education and Supervision

As the only public, CACREP-accredited institution serving the greater Miami-Dade area, we are committed to promoting excellence in counseling and serving the academic and mental health needs in our community.

Sincerely,

Dr. Valerie E. Dixon

Valerie E. Dixon, Ph. D, CRC, LMHC, NCC
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Coordinator, Rehabilitation Counseling Program
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CC: All Counselor Education Faculty
All Counselor Education Advisory Board
Members Department Chair
CASE Dean
Provost's
Office