

**COUNSELOR EDUCATION PROGRAM**

**CACREP VITAL STATISTICS & ANNUAL PROGRAM REPORT 2023-2024**

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 2023-2024 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. Michelle Bradham-Cousar)**
* School Counseling (Track coordinator: **Dr. Zachary Pietrantoni**)
* Clinical Mental Health Counseling (Track coordinator: **Dr. Alena Prikhidko)**

Other administrative/service appointments include:

* Program Director, **Dr. Christina McGrath Fair**
* CACREP Liaison, **Dr. Christina McGrath Fair**
* Chi Sigma Iota (Delta Iota) Chapter Faculty Advisor, **Dr. Christopher Cheung and Dr. Zachary Pietrantoni**
* Clinical Coordinator, **Dr. Alena Prikhidko**
* SARCA Faculty Advisor, **Dr. Michelle Bradham-Cousar**
* Continuing Education Coordinator, **Dr. Christina McGrath Fair**
* Comprehensive Exam Coordinator, **Dr. Alena Prikhidko**

**FACULTY DEMOGRAPHICS**

During the 2023-2024 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 Pietrantoni. Dr. Hunter transferred to another university. The Fall 2023 semester faculty consisted of Drs. Dixon, Prikhidko, McGrath Fair, Bradham-Cousar, and Pietrantoni. 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 | 1 |
| 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 2023 we received 160 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 | 17 |
| American Indian/Native Alaskan | 0 | 0 |
| Asian American | 1 | 1 |
| Caucasian/White | 4 | 13 |
| Hispanic/Latino/Spanish American | 5 | 49 |
| Native Hawaiian/Pacific Islander | 0 | 0 |
| Multi-Racial | 0 | 0 |
| 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 62 students enrolled in the CMHC track. In the past year, we have had a total of 4 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 2 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 administrations for 2023-2024 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 14 students enrolled in the RC track. In the past year, we have had a total of 4 graduates in the 2023-2024 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.

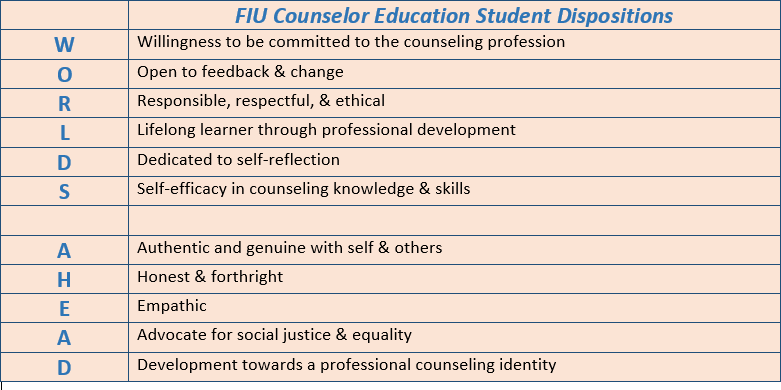
Currently, we have 16 students in enrolled in the SC track. In the past year, we have had a total of 2 graduates during the 2023-2024 academic year. Successfully passing the following Florida Teacher Certification Exams (FTCE) exams: General Education exam, Professional Education exam, and the Subject 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.



In sum, we are excited to report a total of 10 graduates during this academic year, with 92 currently enrolled, across all three specializations. Moreover, among the three tracks, our students have provided more than 10,000 hours of counseling service to the community.

**Faculty Achievements**

**Dr. Valerie Dixon**

**Funded Research:**

Dixon, V. E. (PI) & Pietrantoni, 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 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.

**Leadership and Service:**

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

President- American Rehabilitation Counseling Association 2022-23

Program Director- Counselor Education. Florida International University 2021-2024

Rehabilitation Counseling Track Coordinator- Counselor Education. Florida International University 2011-2024

Faculty Advisor- Student American Counseling Association (SARCA). Florida International University. 2018-2024

**Dr. Christina McGrath Fair**

**Peer Reviewed Publications**

Shure, L., Machado, M., & **McGrath Fair, C.** (2024). Mentoring for Social Justice, submitted manuscript.

**Presentations**

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

**Awards**

2024 Florida Chi Sigma Iota Faculty Advisor of the Year

**Service**

Chi Sigma Iota Honor Society – Delta Iota Chapter

2020 – 2024 Advisor, Florida Conference Committee Member

Counselors for Social Justice

2019-present Mentorship Committee Co-Chair

Florida Counseling Association

2020-2024 FCA Foundation Board Member

2019-present Convention Coordinator (2022-present); Convention Committee Member

Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (formerly ALGBTIC)

2019-present Conference Committee, Volunteer Chair/Co-chair (2020)

Florida International University, Counselor Education Program

2024-present Program Director

2022-2024 Clinical Mental Health Counseling Track Coordinator

2020 Continuing Education Coordinator

**Dr. Alena Prikhidko**

**Peer-Reviewed Publications**

**Prikhidko, A.,** Long, H., Pathirana, M. (2022)\*. A Qualitative exploration of maternal anxiety:

Implications for helping professionals. Maternal and Child Health Journal, 26. 2444-2453.

https://doi.org/10.1007/s10995-022-03546-8. [2021 Impact Factor: 2.319; 5-year Impact Factor:

2.936; 2015 SJR Score: 0.823; h-index: 90; The overall rank of Maternal and Child Health

Journal is 5511, acceptance rate 20%] [Cited by: 1]

Lin, G.-X., Mikolajczak, M., Keller, H., Akgun, E., Arikan, G., Aunola, K., Barham, E., Besson, E., Blanchard, M. A., Boujut, E., Brianda, M. E., Brytek-Matera, A., César, F., Chen, B.-B., Dorard, G., dos Santos Elias, L. C., Dunsmuir, S., Egorova, N., Escobar, M. J., … Roskam, I. (2023). Parenting Culture(s): Ideal-Parent Beliefs Across 37 Countries. Journal of Cross-Cultural

Psychology, 54(1), 4–24. <https://doi.org/10.1177/00220221221123043>

Roskam, I., Aguiar, J., Akgun, E., Arena, A.F., Arikan, G., Kaisa Aunola, K., … Mikolajczak, M.

(2023). Three reasons why parental burnout is more prevalent in individualistic countries: A

mediation study in 36 countries. Social Psychiatry and Psychiatric Epidemiology. Published

online. https://doi.org/10.1007/s00127-023-02487-z. [2021 Impact Factor: 4.519; 5-year Impact

Factor: 5.528; 2023 SJR Score: 1.682; h-index: 128; The overall rank of Social Psychiatry and

Psychiatric Epidemiology journal is 1722, acceptance rate journal is not sharing] [Cited by: 1]

Trello, A., **Prikhidko, A.** (under review). Chapter 9: Ethnicity, National Identity, and Ethnocentrism. Multicultural Counseling Textbook.

Long, H., **Prikhidko, A.** (submitted on May 4, 2023). Direct and indirect relationships between

intensive parenting attitudes, emotion regulation, and parental anger. Journal of Child and

Family Studies.

**Service**

Clinical Coordinator Counselor Education Program – 2020-present

CRESP Merit Committee – 2020-present

Peer Reviewer – Journal of Counseling and Development; International Journal of

Advancement in Counseling, Journal of Affective Disorders, Community, Work and Family –

2019-present

AARC Social Media Committee Co-chair – 2020 – present

**Dr. Michelle Bradham-Cousar**

**Peer Reviewed Publications**

​Johnson Austin, S., Gabbidon, K., **Bradham-Cousar, M.**, & Moore, L.L. (in progress, 2023). Equity in STEM: Supporting Marginalized Women in Academia. The International Journal of STEM Education.

​**Bradham-Cousar, M.**, McCullough, K., & Nicholas, D. (in progress, 2023). Vocational Evaluation and Spirituality. Counseling and Values.

​**Bradham-Cousar, M.** (in progress, 2023). Career Self-efficacy in Latino Males. In Latino Male Identity: A Mental Health Crisis of Otherness, Indifference, and Exclusion. Information New Age Publishing Group.

**Grants Funded**

2023 National Science Foundation, AGEP ($347,449), P.I. Hodges, CO P.I. Bradham-Cousar

2023 ADVANCE Equity in STEM Community Convening; WEPAN ($1865) P.I. Bradham-Cousar

**Presentations**

​**Bradham-Cousar, M.** & Johnson-Austin, S. (2024). Career Development Equality and Disability for Women of Color in STEM. ADVANCE Equity in STEM Community Convening. Baltimore, Maryland.

​**Bradham-Cousar, M.,** Mitcham, M., McCullough, K., Silver, N. (2024). Empowering Youth: A Comprehensive Approach to Addressing Suicidality in Pre ETS-Youth and Marginalized Communities. American Counseling Association, New Orleans, Louisiana.

​Lane, T.B, Mariella-Walrond, H., Darko, S., Johnson-Austin, S., **Bradham-Cousar, M.,** Tahir Jan, F. (2024). Role Congruity Prejudice Toward Women of Color Faculty in the STEM Disciplines. Hawaii International Conference on Education. Waikoloa, Hawaii.

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

​**Bradham-Cousar, M.,** Gabbidon, K., & Johnson Austin, S., (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.** (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.** (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.

**Service**

​​Faculty Advisory Committee for the FIU Library Artificial Intelligence (AI) Task Force (2023-2025)

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

​American Counseling Association Southern Region Past Chair (2021-2023)

**Dr. Zachary Pietrantoni**

**Professional Appointments**

International Journal of Psychotherapy

Journal Reviewer: Review and recommend manuscripts for publication

2021-Current

Preventing School Failure: Alternative Education for Children and Youth Journal

Consulting Journal Editor: Review and recommend manuscripts for publication

2019-Current

Journal of School Counseling

Editorial Board: Review and recommend manuscripts for publication

2015-Current

Association of Counselor Education and Supervision

Budget and Finance Committee: Review and approve spending and operating budget of $2,000,000+

2022-2023

**Funded Grants**

U.S. Department of Education Mental Health Grant

Project pathway: FIU and M-DCPS Partnership to increase certified school counselors in South Florida who provide school-based mental health services to culturally and linguistically diversity students for April 2023 to December 2027.

$2,440,502

**Peer Reviewed Publications**

Chitiyo, J., & **Pietrantoni, Z.** (2023). Social justice and culturally affirming education in the K-12 settings. Hershey, PA: IGI Publishing.

**Pietrantoni, Z.**, Chen, S., \*Vollaro, C., & \*Lopez, M. (In review). How are school counselors prepared to identify and report child maltreatment for racially and ethnically diverse students?: A phenomenological study. International Journal of Child Maltreatment: Research, Policy, and Practice.

**Pietrantoni, Z.**, \*Vollaro, C., & \*Lopez, M. (In review). Addressing diversity in child maltreatment: A case study of pre-service school counselors training. Child Abuse and Neglect: The International Journal.

**Pietrantoni, Z.**, Chen, S., \*Vollaro, C., & \*Lopez, M. (In review). Training experiences of pre-service school counselors in identifying, reporting, and preventing child maltreatment: A phenomenological study. Professional School Counseling.

**Pietrantoni, Z.**, Chitiyo, J., Su, Y., Chen, S., & \*Fleites, A. (In review). Inclusive education of culturally diverse students with exceptional learning needs: Competence of pre-service school counselors and general education teachers in interdisciplinary collaboration. Teaching and Supervision in Counseling.

\*Pimentel, M., & **Pietrantoni, Z.** (In review). Supporting students who are undocumented: Best practices for school counselors. Professional School Counseling.

Chen, S., **Pietrantoni, Z.**, See, M., & Shi, Y. (In review). Practical approaches for supporting work with East and Southeast Asian newcomers and their families. Journal of Humanistic Counseling.

**Pietrantoni, Z.**, Chitiyo, A., Chen, S., & Chitiyo, J. (2024). A content analysis of professional standards of child maltreatment training. International Journal on Child Maltreatment: Research, Policy, and Practice.

Juang, Y., Chen, S., & **Pietrantoni, Z.** (2023). Pre-service elementary school counselors’ perceptions of the play therapy training in Taiwan. The Asia-Pacific Education Researcher. https://doi.org/10.1007/s40299-023-00768-4

Chen, S., Chen, C., Su, Y., Hyun, J. H., & **Pietrantoni, Z.** (2023). Content analysis of child and adolescent counseling outcome studies in counseling journals. Journal of Child and Adolescent Counseling, 9(2), 84-100. doi: 10.1080/23727810.2023.2232140

**Pietrantoni, Z.**, Chitiyo, J., Chitiyo, A., \*Péna, J., & \*Fernandez, K. (2023). Perceived preparedness of school practitioners to identify and report child maltreatment. Social Development Issues, 45(3). doi: https://doi.org/10.3998/sdi.4487

**Pietrantoni, 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, 6, 613-631. https://doi.org/10.1007/s42448-023-00159-8

**Pietrantoni, 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. https://doi.org/10.1007/s42448-023-00155-y

**Presentations**

**Pietrantoni, Z.**, Chitiyo, J., Su, Y., Chen, S., & \*Fleites, A. (2024, June). Inclusive education training: Competence of pre-service school practitioners. Educational session accepted at the annual international conference of the International Association of Special Education. Pilsen, Czech Republic

**Pietrantoni, Z.**, Shi, Y., & Chen, S. (2023, November). Training and supervising counselors to support Chinese speaking clients: A phenomenological analysis of conceptualizing mental health needs. Educational session presented at the annual international conference of the National Board of Certified Counselors Foundation. Online

**Pietrantoni, Z.**, Chitiyo, J., Chitiyo, A., & Alasa, V. (2023, August). Cross-cultural comparisons of school practitioner preparation to identify and report child maltreatment. Paper presented at the biennial conference of the International Consortium for Social Development. Gävle, Sweden

Chen, S., Chen, C., Su, Y., Hyun, J. H., **Pietrantoni, Z.,** & Kim, N. (2023, September). A 10-year content analysis of child and adolescent counseling outcome studies in counseling journals. Poster session presented at the annual conference of the Association for Assessment and Research in Counseling. Nashville, TN, USA

\*Daylor, S., McGrath-Fair, C., & **Pietrantoni, Z.** (2023, October). A school counselor’s guide to supporting LGBTQIA+ students. Educational session presented at the annual conference of the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities. Online

**Service**

Conference on Child Social and Emotional Well-Being

Conference Co-Founder: Create and implement international conference to support the social and emotional well-being of children and families

2023-Current

Council for Accreditation of Counseling and Related Education Programs

Site Review Team Member: Review and recommend school counseling programs for accreditation and/or renewal of accreditation

2019-Current

California Commission on Teacher Credentialing

Board of Institutional Reviewers: Reviewed and recommend school counseling programs for accreditation and/or renewal of accreditation

2019-2023

Florida International University

ARCH Mentor: Mentor two undergraduate honors students in research, publication, and presentation processes resulting in two publications and 3 presentations

2023-Current

Florida International University

PhD Candidate Dissertation Committee: Mentor doctoral candidate through successful prospectus of the dissertation

2023-Current

Florida International University

Graduate Faculty Department Committee Review: Review UGS graduate faculty dissertation advisor/graduate faculty application

2023-Current

School Psychology Advisory Council Member: Collaborative problem solve program policies, curriculum, and recruitment

2023-Current

CSI Chapter Faculty Advisor: Monitor membership applications and oversee activities of chapter initiatives

2023-Current

School Counseling Program Coordinator: Implement and evaluate program policies, curriculum, and remediation

2022-Current

Accreditation/Assessment Coordinator: Collect, interpret, and report outcome data for CAEP, CACREP, NASP, and FLDOE accreditation and credentialing purposes

2022-Current

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,

Christina McGrath Fair, PhD, LMHC-QS

Program Director, Counselor Education

Florida International University

College of Arts, Sciences and Education

School of Education and Human Development

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CC: All Counselor Education Faculty

All Counselor Education Advisory Board

CRSP Department Chair

SEHD Dean

CASE Dean

Provost’s Office