



## **Administrative Positions**

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### **Interim Dean**

*(12/2021 – present)*

College of Community Innovation and Education  
University of Central Florida  
Orlando, Florida 32816-1250

I serve as the chief academic and administrative officer for the College of Community Innovation and Education. The College of Community Innovation and Education includes eight academic units (three schools and five department) with appropriately 300 faculty and staff members serving around 9,000 students. I manage the budget for the College and support the College in achieving the university and college's strategic plan. In addition, I make personnel evaluations and tenure and promotion (T&P) recommendations. I also lead college planning and strategic initiatives; budget development; program development and approval processes; and college impact, performance, and visibility initiatives. I represent the college at university meetings and functions, oversee program review as required by the state legislature, support student and personnel award initiatives, and other duties as assigned by the provost.

### **Associate Dean for Graduate Affairs and Faculty Excellence**

*(07/2019—12/2021)*

College of Community Innovation and Education  
University of Central Florida  
Orlando, Florida 32816-1250

My responsibilities include direct supervision of the College of Community Innovation and Education's (CCIE) Offices of Graduate Affairs and Clinical Experiences. I oversee the College's (a) graduate recruitment and retention efforts, (b) graduate student funding and awards, (c) graduate academic appeals, (d) graduate program additions and modifications, and (e) doctoral programs (Ph.D. in Education, Ph.D. in Public Affairs, Ed.D. in Curriculum and Instruction, and Ed.D. in Educational Leadership). In addition, I oversee the College's clinical and field experiences, serve as the school district liaison, and represent the CCIE on university and college committees relating to graduate affairs. Further, I oversee faculty development, promotion and tenure, recognition, evaluation, and governance. I also complete other duties as assigned by the Dean. CCIE has approximately 9,000 students enrolled in programs within the college's eight different academic units with 232 full-time faculty members.

### **Interim Associate Dean for Graduate and Clinical Affairs**

*(08/2018—6/2019)*

College of Community Innovation and Education  
University of Central Florida  
Orlando, Florida 32816-1250

My responsibilities include direct supervision of the College of Community Innovation and Education's (CCIE) Offices of Graduate Affairs and Clinical Experiences. I oversee the College's (a) graduate recruitment and retention efforts, (b) graduate student funding and awards, (c) graduate academic appeals, (d) graduate program additions and modifications, and (e) doctoral programs (Ph.D. in Education, Ph.D. in Public Affairs, Ed.D. in Curriculum and Instruction, and Ed.D. in Educational Leadership). In addition, I oversee the College's clinical and field experiences, serve as the school district liaison, and represent the CCIE on university and college committees relating to graduate affairs. Further, I complete other duties as assigned by the Dean.

**Department Chair**  
(07/2018—08/2018)**Dept. of Counselor Education & School Psychology**  
College of Community Innovation and Education  
University of Central Florida  
Orlando, Florida 32816-1250

My responsibilities include direct supervision of 15 faculty members and 2 support staff in the Counselor Education and School Psychology Programs. I make personnel evaluations and tenure and promotion (T&P) recommendations. In addition, I facilitate cumulative progress evaluation (CPE) processes, faculty activity reports, and student appeals. Further, I lead department planning and strategic initiatives; budget development; program and course development and approval processes; and departmental impact, performance, and visibility initiatives. I also represent the department at university meetings and functions, oversee program review as required by the state legislature, support student and personnel award initiatives, and other duties as assigned.

**Department Chair**  
(08/2014—6/2018)**Department of Child, Family, & Community Sciences**  
College of Education & Human Performance  
University of Central Florida  
Orlando, Florida 32816-1250

My responsibilities include direct supervision of 39 faculty members and 5 support staff in the Counselor Education Program, the Early Childhood Education Program, the Exceptional Education Program, the Higher Education and Policy Studies Program, and School Psychology Program. I make personnel evaluations and tenure and promotion (T&P) recommendations. In addition, I facilitate cumulative progress evaluation (CPE) processes, faculty activity reports, and student appeals. Further, I lead department planning and strategic initiatives; budget development; program and course development and approval processes; and departmental impact, performance and visibility initiatives. I also represent the department at university meetings and functions, oversee program review as required by the state legislature, support student and personnel award initiatives, and other duties as assigned.

**Associate Department Chair**  
(05/2013—08/2014)**Department of Child, Family, & Community Sciences**  
College of Education & Human Performance  
University of Central Florida  
Orlando, Florida 32816-1250

My responsibilities included acting as chair of the department in the absence of the chair. I assisted the chair in matters of personnel evaluations, student appeals, tenure and promotion (T&P) process, cumulative progress evaluation (CPE) process, faculty activity reports, department planning and strategic initiatives, student and personnel award nominations, budget development, program and course development and approval process, representing the department at university meetings and functions, impact, performance and visibility, program review as required by the state legislature, and other duties typically performed by the chair.

## Academic Positions

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### **The Robert N. Heintzelman Eminent Scholar Endowed Chair**

(07/2018—present)

**University of Central Florida**

The primary responsibility of the Robert N. Heintzelman Eminent Scholar Endowed Chair is "to conduct research into the determination of the basic cause of greed in humanity and to determine the appropriate manner and method(s) of eliminating the cause of greed."

<https://ccie.ucf.edu/cesp/projects/heintzelman/>

### **Professor (*with tenure*)**

(2014—present)

**University of Central Florida**

Dept. of Counselor Education & School Psychology  
College of Community Innovation & Education  
Orlando, Florida 32816-1250

Responsibilities include teaching graduate and doctoral level courses; advising master's and doctoral students; serving on and chairing dissertation committees; maintain active research agenda and scholarly publications; securing external funding; and participating in professional, university, college, departmental, and programmatic related service.

### **Associate Professor (*with tenure*)**

(2008—2014)

**University of Central Florida**

Counselor Education Program

### **Assistant Professor**

(2005-2008)

Dept. of Child, Family, & Community Sciences

College of Education & Human Performance

*School Counseling Program Coordinator*

Orlando, Florida 32816-1250

(2005—2014)

Responsibilities include teaching graduate and doctoral level courses (3/3 teaching load); serving as the school counseling program director (MA, M.Ed, & Ed.S); aligning school counseling curricula and experiences to NCATE, FL-DOE, and CACREP accreditation standards; advising master's and doctoral students; serving on and chair dissertation committees; maintain active research agenda and scholarly publications; secure external funding; and participate in professional, university, college, departmental, and programmatic related service.

### **Assistant Professor**

*School Counseling Coordinator*

(2004-2005)

**Chapman University**

School of Education

Counseling & School Psychology Program

One University Drive

Orange, California 92866-1005

Responsibilities included teaching graduate level courses (3/3 teaching load); coordinating the school counseling track; aligning school counseling curricula and experiences to CACREP (2001) accreditation standards; advising master's students; maintain active research agenda and scholarly publications; secure external funding; and participate in professional, college, and programmatic related service.

**Assistant Professor**  
(2002-2004)

**Appalachian State University,**  
Reich College of Education  
Dept. of Human Development & Psychological Counseling  
Boone, North Carolina 28608-2075

Responsibilities included teaching graduate level courses (3/3 teaching load); aligning school counseling curricula and experiences to NCATE and CACREP (2001) accreditation standards; advising master's students; maintain active research agenda and scholarly publications; and participate in professional, college, departmental, and programmatic related service.

## **Leadership and Partnership Initiative (Examples)**

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### **Community Partnership and Research Initiative** (2016-present)

I led the development of a community and research partnership entitled “*Behavior Indicator Training (BIT): Mental Health Literacy for All Educators to Support Students’ Overall Mental Health Functioning*” between the UCF CCIE and Seminole County Public Schools (SCPS). The primary purpose of this project is to provide educators (e.g., teachers, administrators, and support staff) from across the SCPS (approximately 7,500 employees) with high quality professional development training focused on students’ mental health functionality (e.g., anxiety, depression, self-injurious behavior, and suicidality). The goal of the project is to promote educators’ knowledge and efficacy relating to common mental health disorders experienced by their students. Earlier intervention for these students may contribute to improved peer-to-peer relations, overall mental health functioning, and safer schools for all students.

<https://ccie.ucf.edu/behavioral-indicator-training/>

### **Community Partnership and Research Initiative** (2014-present)

I led the development of a community and research partnership entitled “*The school-based counseling intervention program for high need elementary school students and their families*” between the UCF-CCIE and SCPS, providing and researching the efficacy of school-based mental health counseling services on elementary school students and their families. An aim of the UCF-CCIE and SCPS partnership is to serve high need elementary school students and families while gathering initial data to secure external research funding to maintain and expand the partnership. <https://ccie.ucf.edu/scps/>

### **Faculty Development and Mentorship Initiative** (2010-2014)

I led a project within the UCF-CEDHP to support tenure-earning faculty members through the promotion and tenure process and in developing their research line. The program included leading monthly meetings with tenure-earning faculty members focused on (a) constructing strong curriculum vitae; (b) navigating the organizational structures at the departmental, college, and university levels; and (c) developing sound research investigations that were attractive to high impact national refereed journals.

### **University Undergraduate Admissions and School Counseling Initiative** (2012-2014)

I led a program between UCF’s Office of Undergraduate Admissions and the CEDHP’s School Counseling Program to strengthen the profile of applicants to UCF’s undergraduate programs. Specifically, the program included leading meetings between UCF undergraduate admissions officials and school counselors throughout Central Florida to gain an increased understanding of high school students’ college aspirations and develop strategies to attract strong high school students to apply for admissions to UCF (e.g., National Merit Scholars)

## **Clinical / Educational Positions**

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- 1999-2002            Family and Individual Counselor  
New Horizons Family Counseling Center  
Williamsburg, Virginia  
*Counseling individuals and families referred by six school districts, where most of the families and individuals were multi-stressed, with complicating issues including substance abuse, mental illness, family violence, sexual abuse, and lack of financial resources.*
- 1994-1999            Professional School Counselor  
Thomas Dale High School  
Chester, Virginia  
*Counseling caseload of approximately 325 adolescent age students, representative to Student Assistance Team, Special Education Department, and Test Coordinator.*

## **Professional Certification & Licensure**

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- Certification: National Certified Counselor (NCC #64131), (2001—present)  
National Board for Certified Counselors
- Certification: National Certified School Counselor (NCSC #64131), (2001—present)  
National Board for Certified Counselors
- Certification: National Certified Clinical Mental Health Counselor (NCCMHC #64131),  
(2002—present)  
National Board for Certified Counselors
- Licensure: Licensed Professional Counselor (LPC #4074)  
North Carolina Board of Licensed Professional Counselors (2002-2010)
- Licensure: North Carolina School Counselor (K-12) License  
State of North Carolina Department of Public Instruction (2002-2007)
- Licensure: Pupil Personnel License, Secondary School Counselor  
Commonwealth of Virginia, State Board of Education (1995-2002)

## **Advanced Professional Training**

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- Training Institute of Academic Leadership (IAL). Department Chair Workshop, Howey-in-the-Hills, FL. (June 2015).
- Training Institute of Academic Leadership (IAL). Department Chair Workshop, Howey-in-the-Hills, FL. (September 2014).
- Training National Institute of Health (NIH) Regional Seminar: *Program Funding and Grant Administration*, Baltimore, MD. (June 2014).
- Training National Council for Accreditation of Teacher Education (NCATE) *Accreditation for Continuous Improvement of Educator Preparation*, Atlanta, GA. (April 2011)
- Training: Learning First Alliance Summit on Public Schools in 21<sup>st</sup> Century America, Washington, DC. (*March 2007*).
- Training: Council for Accreditation of Counseling and Related Educational Program (CACREP) on-site team member, the American Counseling Association national conference, Atlanta, GA. (*April 2005*)
- Training: Alphabet soup for family consultants: Working with families and children with disabilities, Dr. Denyse Doerries, Training and Technical Assistance Center, The College of William & Mary, (*December 2001*).
- Training: Structural Family Therapy training, Dr. Denyse Doerries and Julia Canestrari, LCSW, (*October 1999*).
- Training: Rational Emotive Behavior Therapy (REBT), Dr. Gerald Gandy, Medical College of Virginia, (*Spring 1999*).
- Training: Motivational Enhancement Therapy (MET), Dr. Chris Wagner, Medical College of Virginia, (*Spring 1999*).



## **Honors, Awards, & Professional Recognition**

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- 2021      **Sink Award for Outstanding Publication in the *Journal of School-based Counseling Policy and Evaluation* (JSCPE).** The International Society for Policy Research and Evaluation in School-Based Counseling recognizes individuals who published outstanding theoretical/conceptual or research-based manuscripts in the *Journal of School-based Counseling Policy and Evaluation*. This yearly award is selected by the journal's editorial board through a voting process that is facilitated by the journal editor. This award is named after Dr. Christopher Sink, who was the founding editor of the journal. Dr. Sink exemplified professionalism, scholarship, and service through his dedication to this journal and the Society as a whole. Articles recognized by this award stand out as exceptional publications that advanced the field of school-based counseling policy and evaluation.
- 2020      **ACA (American Counseling Association) *Thomas Hohenshil National Publication Award*.** The *ACA Thomas Hohenshil National Publication Award* recognizes an ACA member who has made outstanding contributions to the publication of counseling-related literature.
- 2020      **Association for Specialist in Group Work (ASGW) *Al Dye Award*.** The *ASGW Al Dye Award* recognizes an article published in the *Journal for Specialists in Group Work* (JSGW) that best advances the practice of group work.
- 2017      **University of Central Florida *Luminary Award*.** The *UCF Luminary Award* recognizes faculty members who have achieved notable accomplishments in research activity over the past three years, demonstrating significant impact that is recognized nationally and internationally.
- 2017      **University of Central Florida *Scroll & Quill Society*.** The *UCF Scroll & Quill Society* recognizes faculty members who have demonstrated sustained scholarly contributions (over a period of at least 10 years at UCF), and have brought positive national and/or international attention to the institution through this scholarly work.
- 2017      **ACA (American Counseling Association) 2017 *Extended Research Award*.** *ACA Extended Research Award* recognizes an ACA member who has conducted high-quality research on issues of significance to the counseling profession over the course of at least 10 years.
- 2016      **ACES (Association for Counselor Education and Supervision) 2016 *Research in Counselor Education and Supervision Award*.** The *ACES Research in Counselor Education and Supervision Award* honors a significant research project addressing issues concerning the education and supervision of counselors.

- 2015 **University Excellence in Graduate Teaching Award, University of Central Florida.** The *University Excellence in Graduate Teaching Award* recognizes one faculty member's outstanding graduate-level teaching at the UCF.
- 2015 **Excellence in Graduate Teaching Award, College of Education and Human Performance, University of Central Florida.** The *Graduate Teaching Award* recognizes outstanding graduate-level teaching in the College of Education and Human Performance at the UCF.
- 2015 **ACA (American Counseling Association) 2015 Fellow Award.** The *ACA Fellow Award* is given to an ACA member of professional distinction who has been recognized for significant and unique contributions in professional practice, scientific achievement and governance, or teaching and training.
- 2014 **Scholarship of Teaching and Learning Award, University of Central Florida.** The UCF-SoTL recognizes significant contributions to an individual's discipline and educational community regarding the scholarship of teaching and learning.
- 2014 **Teaching Incentive Award, University of Central Florida.** The UCF-TIP recognizes excellence in teaching and significant efforts to improve student learning and instruction.
- 2014 **Southern Association for Counselor Education and Supervision (SACES, 2014) Outstanding Teaching Award.** The *SACES Outstanding Teaching Award* recognizes an individual educators' excellence for teaching, including developing innovative curriculum, researching pedagogical strategies, and mentoring students.
- 2014 **Association for Assessment and Research in Counseling (AARC, 2014) Exemplary Practice Award.** The *AARC Exemplary Practices Award* recognizes individuals that best exemplify the mission of the AARC, including outstanding research practices which have significance for the counseling profession.
- 2013 **University of Central Florida (2013) Award for Faculty Excellence in Mentoring Doctoral Students in the Social Sciences, Humanities, Education, Business, Fine Arts, and Health Sciences.** The *UCF Award for Faculty Excellence in Mentoring Doctoral Students* recognizes the dedication and mentoring shown by faculty members who helped guide their students through their academic and professional development.
- 2013 **ACA (American Counseling Association) 2013 David K. Brooks, Jr. Distinguished Mentor Award.** The *David K. Brooks, Jr. Distinguished Mentor Award* recognizes the invaluable influence of a professional mentor and salutes the ACA member whose actions adhere to this special type of teaching which David Brooks supported throughout his career.

- 2013 **Chi Sigma Iota (2013) Outstanding Research Award.** The Chi Sigma Iota *Outstanding Research Award* recognizes and honors individuals &/or research teams that completed research investigations that show promise for outstanding contributions to the counseling profession.
- 2012 **Excellence in Research Award, College of Education, University of Central Florida.** The *Excellence in Research Award* recognizes outstanding research completed at UCF (scholarship advancing the body of knowledge in one's field).
- 2011 **ACA (American Counseling Association) 2011 Research Award.** The *ACA Research Award* honors and recognizes high-quality, original research conducted by an ACA member in areas of interest to the counseling profession.
- 2010 **Excellence in Graduate Teaching Award, College of Education, University of Central Florida.** The *Graduate Teaching Award* recognizes outstanding graduate-level teaching at the UCF.
- 2009 **Scholarship of Teaching and Learning Award, University of Central Florida.** The UCF-SoTL recognizes significant contributions to an individual's discipline and educational community regarding the scholarship of teaching and learning.
- 2009 **Teaching Incentive Award, University of Central Florida.** The UCF-TIP recognizes excellence in teaching and significant efforts to improve student learning and instruction.
- 2009 **Research Incentive Award, University of Central Florida.** The UCF-RIA recognizes significant research efforts and contributions to an individual's discipline, which are recognized by their peers and the profession.
- 2009 **ACES (Association for Counselor Education and Supervision) 2009 Distinguished Mentor Award.** The *ACES Distinguished Mentor Award* recognizes an individual who has been a significant mentor to graduate counseling students, emerging counseling educators, supervisors, and counselors.
- 2009 **ACES (Association for Counselor Education and Supervision) 2009 Publication in Counselor Education and Supervision Award.** The *ACES Publication in Counselor Education and Supervision Award* recognizes a significant publication that contributes to the body of knowledge in counselor education, counseling supervision and/or counseling.
- 2009 **President's Recognition at Board of Trustee Meeting, University of Central Florida.** At a fall 2009 UCF Board of Trustee meeting, I was recognized by the UCF President for his distinctive honors and accomplishments.

- 2007 **SACES (Southern Association for Counselor Education and Supervision) 2007 Individual Achievement for Pre-tenure Counselor Educators Award Recipient.** The *SACES Individual Achievement for Pre-tenure Counselor Educator Award* recognizes an individual who has demonstrated consistent service to the counseling profession through publications (scholarly works), leadership and administration (service), and an ongoing research agenda.
- 2002 **ACES (Association for Counselor Education and Supervision) Research Award.**
- 2002 **Kappa Delta Pi** (International Honor Society in Education), Alpha Xi Chapter
- 2000 **Chi Sigma Iota** (Counseling Academic and Professional Honor Society International), Omega Mu Chapter

## RESEARCH AND SCHOLARSHIP ACTIVITIES

### Research Interest and Focus

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- Counseling and clinical supervision
- Development and validation of psychological assessments
- Therapeutic interventions for children and adolescents

Please note: *In counseling, psychology, and education, the primary author is listed first.*

**\* Denotes student collaboration on scholarly publications**

### Dissertation

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Lambie, G. W. (2002). The contribution of ego development level to degree of burnout in school counselors. (Doctoral dissertation, The College of William & Mary, 2002). *Dissertation Abstracts International*, 63, 508. (UMI No. 3041698)

### Book Chapters (peer-reviewed)

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11. \*Mullen, P. R., \*Griffith, C., \*Greene, J. H., & Lambie, G. W. (2017). Social media and professional school counselors: Ethical and legal considerations. In T. P. Remley, Jr., W. D. Rock, & R. M. Reed (Eds.), *Ethical and legal issues in school counseling* (4th ed.)(pp. 65-86). Reprinted article from *Journal of School Counseling*, 12(8). Retrieved from <http://www.jsc.montana.edu/articles/v12n8.pdf> (reprint)
10. Swank., J. M., & Lambie, G. W. (2016). Measuring counseling competencies. In P. Bauer and M. Weinhardt (Eds.). *Teaching and learning counseling in social work: Foundations, methods and skills* (pp. 43-60). Germany: Schneider Verlag. **Invited**
9. Lambie, G. W., & \*Blount, A. J. (2016). Tailoring supervision to the supervisee's developmental level. In K. Jordan (Ed.). *Couple, marriage and family therapy supervision* (pp. 71-86). New York, NY: Spring Publishing. **Invited**
8. \*DeLorenzi, L., & Lambie, G. W. (2012). Group procedures and theories of counseling. In J. W. Nutta, K. Mokhtari, & C. Strebel (Eds.). *Preparing every teacher to reach English learners: A practical guide for teacher educators* (pp. 239-243). Cambridge, MA: Harvard Education Press. **Invited**
  - **Recipient of the AACTE (American Association of Colleges for Teacher Education) 2013 Outstanding Book Award**

7. **Lambie, G. W.,** \*Ieva, K. P., Van Horn, S., \*Ohrt, J. H., \*Lewis, S., & Hayes, B. G. (2011). Learning disabilities. In C. Sink (Ed.). *Mental health interventions for school counselors* (pp. 154-176). Belmont, CA: Brooks/Cole, Cengage Learning, Inc. **Invited**
6. **Lambie, G. W.** (2011). Substance abuse: Implications for school counseling practice. In C. Sink (Ed.). *Mental health interventions for school counselors* (pp. 87-105). Belmont, CA: Brooks/Cole, Cengage Learning, Inc. **Invited**
5. **Lambie, G. W.** (2010). Child abuse and neglect: A practical guide for professional school counselors. In M. A. Hermann, T. P. Remley, Jr., & W. C. Huey (Eds.), *Ethical and legal issues in school counseling* (3<sup>rd</sup> ed., pp. 314-331). Alexandria, VA: American School Counselor Association. (**reprint**)
4. **Lambie, G. W.,** & Sias, S. M. (2007). Striving for meaningfulness & self-acceptance: An existential-humanistic group therapy activity. In D. Viers (Ed.). *The group therapist's notebook: Homework, handouts, and activities for use in psychotherapy* (pp. 49-54). New York: Haworth Press.
3. Sias, S. M., & **Lambie, G. W.** (2007). Adult children of alcoholics/children of alcoholics: Family description. In D. Viers (Ed.). *The group therapist's notebook: Homework, handouts, and activities for use in psychotherapy* (pp. 113-118). New York: Haworth Press.
2. **Lambie, G. W.,** & Sias, S. (2005). Communicating with teens: Movie exchange. In K. M. Hertlein & D. Viers (Eds.). *The couple and family therapist's notebook: Homework, handouts, and activities for use in psychotherapy* (pp. 169-176). New York: Haworth Press.
1. Sias, S., & **Lambie, G. W.** (2005). Communicating with children: Feelings game. In K. M. Hertlein & D. Viers (Eds.). *The couple and family therapist's notebook: Homework, handouts, and activities for use in psychotherapy* (pp. 93-100). New York: Haworth Press.

**Publications in Refereed Journals:*****National & International Refereed Journals***

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110. **Lambie, G. W.**, Tabet, S. M., & Stickl Haugen, J. (in press). Measuring inspiration in educators: The Educator Inspire Scale (EIS). *Teacher Development*. (Accepted, 10/2022)
109. Campbell, L. O., Howard, C., **Lambie, G. W.**, & Gao, X. (2022). The efficacy of a computer-adaptive reading program on Grade 5 students' reading achievement. *Education and Information Technology*. <https://doi.org/10.1007/s10639-022-10953-5> (Impact Factor: 2.917)
108. **Lambie, G. W.**, Stickl Haugen, J., & Tabet, S. M. (2022). Development and initial validation of the Multidimensional Dispositional Greed Assessment (MDGA) with adults. *Cogent Psychology*, 9(1), <https://doi.org/10.1080/23311908.2021.2019654>
107. Campbell, L. O., Sutter, C. C., Watkins-Escobedo, S., **Lambie, G. W.**, Howard, C., \*Tintsman Jones, J. L. (2021). The influence of a computer-adaptive reading program on fourth-grade students' reading achievement scores. *Journal of Literacy and Technology*, 22(2), 70-96. [http://www.literacyandtechnology.org/uploads/1/3/6/8/136889/jlt\\_v22\\_2\\_cambell\\_sutter\\_escobedo\\_lambi\\_howard\\_jones.pdf](http://www.literacyandtechnology.org/uploads/1/3/6/8/136889/jlt_v22_2_cambell_sutter_escobedo_lambi_howard_jones.pdf)
106. **Lambie, G. W.**, & Stickl Haugen, J. (2021). Assessment of Clinical Mental Health Counseling Competencies for preparation programs. *Counselor Education and Supervision*, 1–10. <https://doi.org/10.1002/ceas.12221>.
105. \*Borland, J. R., Joe, J. R., \*Perleoni, M. K., Solomon, C., & **Lambie, G. W.** (2021). Humanistic counseling with Latinx youth from low-income communities. *Journal of Child and Adolescent Counseling*, 7(2), 132-147. <https://doi.org/10.1080/23727810.2021.1948269>
104. \*Tabet, S. M., **Lambie, G. W.**, & Golubovic, N. (2021). An investigation of college student-athletes' mental health stigma, help-seeking attitudes, depression, anxiety, and life stress scores using structural equation modeling. *Journal for the Study of Sports and Athletes in Education*, 15(3), 245-267. <https://doi.org/10.1080/19357397.2021.1924562>
103. Stickl Haugen, J., Waalkes, P., & **Lambie, G. W.** (2021). A national survey of school counselors' experiences with student death by suicide. *Professional School Counseling*, 25(1). <https://doi.org/10.1177/2156759X21993804>
102. **Lambie, G. W.**, & Stickl Haugen, J. (2021). The Assessment of School Counseling Competencies as a tool to support school counseling students, supervisors, and training programs. *Professional School Counseling*, 25(1). <https://doi.org/10.1177/2156759X20981050>

101. \*Harris, S., Hundley, G., & **Lambie, G. W.** (2021). The effects of neurofeedback on depression, anxiety, and academic self-efficacy. *Journal of College Student Psychotherapy*, 35(1), 15-29 DOI: 10.1080/87568225.2019.1606689
100. Campbell, L. O., \*Tinstman Jones, J., & **Lambie, G. W.** (2020). Online academic incivility among adult learners. *Adult Learning*, 31(3), 109-119.  
<https://doi.org/10.1177/1045159520916489>
99. \*Mumbauer-Pisano, J., Kelchner, V. P., & **Lambie, G. W.** (2020). An exploratory factor analysis of the Counseling Session Experience Scale for Children (CSES). *Journal of Child and Adolescent Counseling*, 6(3), 215-227.  
<https://doi.org/10.1080/23727810.2020.1835418>
98. Blount, A. J., Dillman Taylor, D. L., & **Lambie, G. W.** (2020). Wellness in the helping professions: Historical overview, wellness models, and current trends. *Journal of Wellness*, 2(2). DOI: 10.18297/jwellness/vol2/iss2/6  
<https://ir.library.louisville.edu/jwellness/vol2/iss2/6>
97. \*McKinzie Bennett, C., **Lambie, G. W.**, Bia, H., & Hundley, G. (2020). Neurofeedback training to address college students' symptoms of anxiety and stress: A quasi-experimental design. *Journal of College Student Psychotherapy*.  
<https://doi.org/10.1080/87568225.2020.1791777>
96. Kelchner, V. P. Campbell, L. O., Howard, C. C., Bensinger, J., & **Lambie, G. W.** (2020). The influence of school-based family counseling on elementary students and their families. *The Family Journal: Counseling and Therapy for Couples and Families*, 208(3), 273-282. <https://doi.org/10.1177/1066480720933537>
95. DePue, M., Liu, R., **Lambie, G. W.**, & Gonzalez, J. (2020). Examining the effects of the supervisory relationship and therapeutic alliance on client outcomes in novice therapists. *Training and Education in Professional Psychology*. <https://doi.org/10.1037/tep0000320> (5-Year Impact Factor: 1.459)
94. Petko, J. T., Sivo, S. A., & **Lambie, G. W.** (2020). The research self-efficacy, interest in research, and research mentoring experiences of doctoral students in counselor education. *The Journal of Counselor Preparation and Supervision*, 13(1).  
<http://dx.doi.org/10.7729/131.1310>
93. \*Tabet, S. M., \*Perleoni, M., Dillman Taylor, D., Kelchner, V., & **Lambie, G. W.** (2020). The factor structure of Child Behavioral Checklist scores with elementary school students referred to counseling within low-income communities. *Assessment for Effective Intervention*. <https://doi.org/10.1177/1534508419895094> (CiteScore = 1.450)



92. Sutter, C. C., Campbell, L. O., & **Lambie, G. W.** (2020). Predicting second-grade students' yearly standardized reading achievement using a computer-adaptive assessment. *Computers in the Schools*. <https://doi.org/10.1080/07380569.2020.1720611> (2018 CiteScore = 1.14 – value from Scopus)
91. \*Solomon, C., & **Lambie, G. W.** (2020). Hispanic teachers' experiences with occupational stressors while working in Title I elementary schools. *Journal of Latinos and Education*, 19(2), 148-163. <https://doi.org/10.1080/15348431.2018.1483245> (2018 CiteScore = 0.67 – value from Scopus)
90. \*Bloom Z. D., & **Lambie, G. W.** (2020). The Adolescent Measure of Empathy and Sympathy in a sample of merging adults. *Measurement and Evaluation in Counseling and Development*, 53(2), 89-103. DOI: 10.1080/07481756.2019.1667243 (1.851 Impact Factor, 2019; 15% acceptance rate per editor, 2014)
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- Recipient of the ASGW (Association for Specialists in Group Work) 2019 *Al Dye Award*
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<http://tpcjournal.nbcc.org/wp-content/uploads/2016/11/Pages360-374-Blount-ClinicalSupervisorsPerceptions.pdf>
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<http://onlinelibrary.wiley.com.ezproxy.net.ucf.edu/doi/10.1002/ceas.12053/abstract>
- Recipient of the ACES (Association for Counselor Education and Supervision) 2016 *Research in Counselor Education & Supervision Award*
63. \*Bloom, Z., \*Gutierrez, D., & **Lambie, G. W.**, & \*Ali, S. (2016). Counselors' comfort with sexuality, attitudes towards pornography, and propensity to assess for issues related to client pornography use. *Journal of Mental Health Counseling*, 38(4), 327-345. DOI: 10.17744/mehc.38.4.04 <http://dx.doi.org.ezproxy.net.ucf.edu/10.17744/mehc.38.4.04> (30% acceptance rate per editor, 2014)
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(22% acceptance rate per editor, 2013)
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42. \*Johnson, J. M., & **Lambie, G. W.** (2012). A multicultural personal growth groups as a pedagogical strategy with counseling graduate students. *The Journal for the Scholarship of Teaching & Learning*, 12(3), 125-141. (30% acceptance rate per editor, 2013)  
<https://eric.ed.gov/?q=EJ992121&id=EJ992121>
41. \*Swank, J. M., **Lambie, G. W.**, & Witta, E. L. (2012). An exploratory investigation of the Counseling Competencies Scale: A measure of counseling skills, dispositions, and behaviors. *Counselor Education & Supervision*, 51(3), 189-206.  
<http://dx.doi.org.ezproxy.net.ucf.edu/10.1002/j.1556-6978.2012.00014.x> (10% acceptance rate per editor, 2013)
- Recipient of the ACES (Association for Counselor Education and Supervision) 2012 Research in Counselor Education & Supervision Award
  - Recipient of the Chi Sigma Iota 2013 Outstanding Research Award

40. **Lambie, G. W.,** \*Ieva, K. P., & \*Ohrt, J. H. (2012). Impact of a counseling ethics course on graduate students' learning and development, *International Journal for the Scholarships of Teaching and Learning*, 6(1), Retrieved January 6, 2012, from [http://academics.georgiasouthern.edu/ijstol/v6n1/articles/Lambie\\_et\\_al/index.html](http://academics.georgiasouthern.edu/ijstol/v6n1/articles/Lambie_et_al/index.html). (11% acceptance rate per journal publication, 2011)
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38. Burden, J. W., & **Lambie, G. W.** (2011). Sociocultural competencies for sport coaches: A proposal for coaches and coach education. *Journal of Coaching Education*, 4(3), 3-28. <https://journals.humankinetics.com/doi/pdf/10.1123/jce.4.3.3>
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36. **Lambie, G. W.,** & \*Vaccaro, N. (2011). Doctoral counselor education students' levels of research self-efficacy, perceptions of the research training environment, and interest in research. *Counselor Education & Supervision*, 50(4), 243-258. <https://doi.org/10.1002/j.1556-6978.2011.tb00122.x> (11.4% acceptance rate per co-editors, 2010)
35. \*Young, T. L., **Lambie, G. W.,** \*Hutchinson, T., & \*Thurston-Dyer, J. (2011). The integration of reflectivity in developmental supervision: Implications for clinical supervisors. *The Clinical Supervisor*, 30(1), 1-18. <https://doi.org/10.1080/07325223.2011.532019> (Approximately a 35% acceptance rate per editor for 2009-2010)
34. Davis, K. M., **Lambie, G. W.,** & \*Ieva, K. P. (2011). Influence of familial spirituality: Implications for school counseling professionals. *Counseling and Values*, 55(2), 199-209. <https://doi.org/10.1002/j.2161-007X.2011.tb00032.x> (12% acceptance rate per editor for 2008-2010) **Invited**
33. **Lambie, G. W.,** \*Ieva, K. P., \*Mullen, P. M., & Hayes, B. G. (2011). Ego development, ethical decision-making, and ethical and legal knowledge in school counselors. *Journal of Adult Development*, 18, 50-59. <https://link.springer.com/article/10.1007/s10804-010-9105-8> (.762 Impact Factor, 2016)
32. **Lambie, G. W.,** & Milsom, A. (2010). A narrative approach to supporting students diagnosed with learning disabilities. *Journal of Counseling & Development*, 88(2), 196-203. <https://doi.org/10.1002/j.1556-6678.2010.tb00009.x> (1.356 Impact Factor, 2017; 10 to 15% acceptance rate per editor for 2007-2009)

31. \*Shillingford, M. A., & **Lambie, G. W.** (2010). Contribution of professional school counselors' values and leadership practices on their programmatic service delivery. *Professional School Counseling, 13*(4), 208-217. <http://journals.sagepub.com/doi/pdf/10.1177/2156759X1001300401> (12% acceptance rate per managing editor for 2010)
30. **Lambie, G. W.**, Hagedorn, W. B., & \*Ieva, K. P. (2010). Social-cognitive development, ethical and legal knowledge, and ethical decision making of counselor education students. *Counselor Education & Supervision, 49*(4), 228-246. <https://doi.org/10.1002/j.1556-6978.2010.tb00100.x> (11.4% acceptance rate per co-editors, 2010)
  - Recipient of the ACA (American Counseling Association) 2011 *Research Award*
29. **Lambie, G. W.**, Smith, H. L., & \*Ieva, K. P. (2009). Graduate counseling students' levels of ego development, wellness, and psychological disturbance: An exploratory investigation. *Adultspan Journal, 8*(2), 114-127. <https://doi.org/10.1002/j.2161-0029.2009.tb00064.x> (Acceptance rate not available)
28. \*Ohr, J., H., **Lambie, G. W.**, & \*Ieva, K. P. (2009). Supporting Latino and African-American students in advanced placement courses: A school counseling program's approach. *Professional School Counseling, 13*(1), 59-63. <http://journals.sagepub.com/doi/pdf/10.1177/2156759X0901300104> (11% to 17% acceptance rate per managing editor)
27. **Lambie, G. W.**, & Sias, S. M. (2009). An integrative psychological developmental model of supervision for professional school counselors-in-training. *Journal of Counseling & Development, 87*, 384-355. <https://doi.org/10.1002/j.1556-6678.2009.tb00116.x> (1.356 Impact Factor, 2017; 10 to 15% acceptance rate per editor for 2007-2009)
  - Recipient of the ACES (Association for Counselor Education and Supervision) 2009 *Publication in Counselor Education and Supervision Award*
26. \*Edwards, N. N., & **Lambie, G. W.** (2009). A Person-Centered counseling approach as a primary therapeutic support for women with a history of childhood sexual abuse. *Journal of Humanistic Counseling, Education, and Development, 48*(1), 23-35. <https://doi.org/10.1002/j.2161-1939.2009.tb00065.x> (30% acceptance rate per editor)
25. \*Walter, S. M., **Lambie, G. W.**, & \*Ngazimbi, E. E. (2008). A Choice Theory counseling group succeeds with middle school students who displayed disciplinary problems. *Middle School Journal, 40*(2), 4-12. <https://doi.org/10.1080/00940771.2008.11461666> (20% acceptance rate per editor)
24. \*Ngazimbi, E. E., **Lambie, G. W.**, & \*Shillingford, M. A. (2008). The use of Narrative Therapy with clients diagnosed with bipolar disorder. *Journal of Creativity in Mental Health, 3*(2), 157-174. <https://doi.org/10.1080/15401380802226661> (Average 30% acceptance rate per editor)



23. Sias, S. M., & **Lambie, G. W.** (2008). An integrative social-cognitive developmental model of supervision for substance abuse counselors-in-training. *Journal of Teaching in the Addictions*, 7(1), 57-74. <https://doi.org/10.1080/15332700802072282>  
(10 to 15% acceptance rate per editor)
22. **Lambie, G. W.**, Davis, K. M., & Miller, G. (2008). Spirituality: Implications for professional school counselors' ethical practice. *Counseling and Values*, 52(3), 211-223. <https://doi.org/10.1002/j.2161-007X.2008.tb00105.x>  
(12% acceptance rate per editor for 2008-2010)
21. \*Patel, S. H., **Lambie, G. W.**, & \*Glover, M. M. (2008). Motivational counseling: Implication for counseling juvenile sex offenders. *Journal of Addictions & Offenders Counseling*, 28(2), 86-100. <https://doi.org/10.1002/j.2161-1874.2008.tb00035.x>  
(18% acceptance rate per editor)
20. **Lambie, G. W.**, Sias, S. M., Davis, K. M., Lawson, G., & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling & Development*, 86(1), 18-25. <https://doi.org/10.1002/j.1556-6678.2008.tb00621.x>  
(1.356 Impact Factor, 2017; 10 to 15% acceptance rate per editor for 2007-2009)
19. \*Shillingford, M. A., **Lambie, G. W.**, & \*Walter, S. M. (2007). An integrative, cognitive-behavioral, systemic approach to working with students diagnosed with Attention Deficit Hyperactivity Disorder. *Professional School Counseling*, 11(2), 105-112. <http://journals.sagepub.com/doi/pdf/10.1177/2156759X0701100205>  
(11% to 17% acceptance rate per managing editor)
18. \*Curry, J., & **Lambie, G. W.** (2007). Enhancing school counseling accountability: The large group guidance portfolio. *Professional School Counseling*, 11(2), 145-148. <http://journals.sagepub.com/doi/pdf/10.1177/2156759X0701100210>  
(11% to 17% acceptance rate per managing editor)
17. Akos, P., **Lambie, G. W.**, Milsom, A., & \*Gilbert, K. (2007). Early adolescents' aspirations and academic tracking: An exploratory investigation. *Professional School Counseling*, 11(1), 57-64. <http://journals.sagepub.com/doi/pdf/10.1177/2156759X0701100108>  
(11% to 17% acceptance rate per managing editor)
16. Ray, S. L., & **Lambie, G. W.**, & \*Curry, J. (2007). Building caring schools: Implications for professional school counselors. *Journal of School Counseling*, 5(14), Retrieved September 7, 2007, from <http://www.jsc.montana.edu/article/v5n14.pdf>.
15. \*Vaccaro, N., & **Lambie, G. W.** (2007). Computer-based counselors-in-training supervision: Ethical and practical implications for counselor educators and supervisors. *Counselor Education & Supervision*, 47(1), 46-57. <https://doi.org/10.1002/j.1556-6978.2007.tb00037.x>  
(16% acceptance rate per editor, 2007)

14. \*Hundley, G., & Lambie, G. W. (2007). Russian speaking immigrants from the Commonwealth of Independent States in the United States: Implications for mental health counselors. *Journal of Mental Health Counseling*, 29(3), 242-258. <https://doi.org/10.17744/mehc.29.3.34016u53586q4016>  
(30% acceptance rate per editor)
13. Young, M. E., & Lambie, G. W. (2007). Wellness in school and mental health systems: Organizational influences. *The Journal of Humanistic Counseling, Education and Development*, 46(1), 98-113. <https://doi.org/10.1002/j.2161-1939.2007.tb00028.x>  
(30% acceptance rate per editor) **Invited**
12. Lambie, G. W. (2007). The contribution of ego development level to burnout in school counselors: Implications for professional school counseling. *Journal of Counseling & Development*, 85(1), 82-88. <https://doi.org/10.1002/j.1556-6678.2007.tb00447.x>  
(1.356 Impact Factor, 2017; 10 to 15% acceptance rate per editor for 2007-2009)
11. Sias, S. M., Lambie, G. W., & Foster, V. A. (2006). Conceptual and moral development of substance abuse counselors: Implications for training. *Journal of Addictions & Offenders Counseling*, 26(2), 99-110. <https://doi.org/10.1002/j.2161-1874.2006.tb00011.x>  
(18% acceptance rate per editor)
10. Lambie, G. W. (2006). Burnout prevention: A humanistic perspective and structured group supervision activity. *Journal of Humanistic Counseling, Education, and Development*, 45(1), 32-44. <https://doi.org/10.1002/j.2161-1939.2006.tb00003.x>  
(30% acceptance rate per editor)
9. Davis, K. M., Williamson, L. L., & Lambie, G. W. (2005). Sexual minority adolescents: Professional school counselors' ethical responsibilities. *Journal of GLBT Issues in Counseling*, 1(1), 127-140. [https://doi.org/10.1300/J462v01n01\\_09](https://doi.org/10.1300/J462v01n01_09)
8. Davis, K. M., & Lambie, G. W. (2005). Family engagement: A collaborative, systemic approach for middle school counselors. *Professional School Counseling*, 9(2), 144-151. <http://journals.sagepub.com/doi/pdf/10.1177/2156759X0500900202>  
(11% to 17% acceptance rate per managing editor) **Invited**
7. Lambie, G. W. (2005). Child abuse and neglect: A practical guide for professional school counselors. *Professional School Counseling*, 8(3), 249-258. [https://www.jstor.org/stable/42732466?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/42732466?seq=1#page_scan_tab_contents)  
(11% to 17% acceptance rate per managing editor)
6. Lambie, G. W., & Sias, S. M. (2005). Children of alcoholics: Implications for professional school counseling. *Professional School Counseling*, 8(3), 266-273. [https://www.jstor.org/stable/42732468?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/42732468?seq=1#page_scan_tab_contents)  
(11% to 17% acceptance rate per managing editor)

5. Smith, T. W., & Lambie, G. W. (2005). Adolescent abuse and neglect: A practical guide for teachers. *Middle School Journal*, 36(3), 33-40. (20% acceptance rate per editor)  
<https://doi.org/10.1080/00940771.2005.11461483>
4. Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to school counseling: A historical proposition. *Professional School Counseling*, 8(2), 124-131.  
[https://www.jstor.org/stable/42732614?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/42732614?seq=1#page_scan_tab_contents)  
(11% to 17% acceptance rate per managing editor)
3. Lambie, G. W. (2004). Motivational Enhancement Therapy: A tool for professional school counselors working with adolescents. *Professional School Counseling*, 7(4), 268-276.  
[https://www.jstor.org/stable/42732591?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/42732591?seq=1#page_scan_tab_contents)  
(11% to 17% acceptance rate per managing editor)
2. McAdams, C. R., & Lambie, G. W. (2003). A changing profile of aggression in schools: Its impact and implications for school personnel. *Preventing School Failure*, 47(3), 122-130.  
(39% acceptance rate per editor)  
<https://doi.org/10.1080/10459880309604440>
1. Lambie, G. W., & Rokutani, L. J. (2002). A systems approach to substance abuse identification and intervention for school counselors. *Professional School Counseling*, 5(5), 353-359.  
<https://search.proquest.com/openview/dddced413ec46b5c565df30dc5ecf94b/1?pq-origsite=gscholar&cbl=11185>  
(11% to 17% acceptance rate per managing editor)

### ***State Refereed Journals***

4. \*Curry, J. R., & Lambie, G. W. (2012). Internal Working Models: A strategy for enhancing counselor supervision. *Louisiana Journal of Counseling*, XIX, 14-27.
3. \*Limberg, D., \*Bell, H., & Lambie, G. W. (2012). Developmental, solution-focused supervision for counselors-in-training. *Wisconsin Counseling Journal*, 26, 3-14.
2. Lambie, G. W., & Davis, K. M. (2007). Adolescent heroin abuse: Implications for the consulting professional school counselor. *The Journal of Professional Counseling: Practice, Theory, and Research*, 35(1), 1-17.
1. Lambie, G. W., & Smith, T. W. (2004). Adolescent substance abuse: A practical resource for teachers. *The South Carolina Middle School Journal*, 7(1), 30-32.

### **Articles Submitted for Publication in Refereed Journals:**

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- Lambie, G. W., \*Frawley, C., Stickl Haugen, J., & \*Haile, G. M.** (in review). A predictability investigation of college students' level of dispositional greed and their grit and narcissism scores. *Personality and Individual Differences*. (Submitted, 06/2021)
- Moore, C. M., Mullen, P. R., Hinchey, K., & **Lambie, G. W.** (in review). A differential item functioning study of Counselor Competency Scale-Revised scores. *Counselor Education & Supervision*. (Submitted, 03/2022).
- Andraka-Christou, B., Randall-Kosich, O., Totaram, R., Atkins, D., Mazurenko, O., **Lambie, G. W., & Cortelyou-Ward, K.** (in review). Methods for operationalizing eight dimensions of person-centered care for substance use disorder treatment facilities. *Qualitative Health Research*. (Submitted, 02/2022)
- \*Wright, G., & Lambie, G. W.** (in review). School-based mental health counseling with Black/African American male in Title I elementary school students. *Journal of Multicultural Counseling and Development*. (Revise-&-Resubmit, 11/2021; Submitted, 08/2020)
- Joe, J. R., **\*Borland, J., \*Perleoni, M., & Lambie, G. W.** (in review). A humanistic school-based mental health counseling intervention with clients enrolled in Title I elementary schools. *School Mental Health*. (Submitted, 02/2020).
- \*Haile, G., Lambie, G. W., Taylor, D., & Tabet, S. M.** (in review). Integrating pre-performance routines into clinical supervision for substance abuse counselors-in-training. *The Journal of Addictions & Offender Counseling*. (Submitted, 12/2020)
- \*Mitchell, M. D., Lambie, G. W., & Bia, H.** (in review). The development and factor structure of the Multicultural Competency Assessment©. *Measurement and Evaluation in Counseling and Development*. (Revise-&-Resubmit, 10/2019; Submitted, 07/2019)
- Sutter, C. C., Campbell, L. O., & **Lambie, G. W.** (in review). The predictability of a computer-adaptive assessment on second graders' yearly standardized reading achievement scores. *Scientific Studies in Reading*. (Submitted, 10/2019)
- \*Hilaire, B., Campbell, L.O., Lambie, G.W., & Stickl Haugen, J.** (in review). The role of school counselors in promoting safe school environments. *Journal of Child and Adolescent Counseling*. (Submitted, 10/2021)
- \*Griffith, C., Lambie, G. W., Barden, S., Gutierrez, D., & Mullen, P. R.** (in review). A group counseling curriculum to reduce suicidality among LGBTQ youth: Results from a randomized controlled trial. *Professional School Counseling*. (Submitted, 08/2018)

## **Research Funding (*Internal & External Funding*)**

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### **Awarded Funding**

- 2020      **Lambie, G. W.**, Campbell, L., O., & Hartshorne, R. (Principal Investigator). *The influence of a student-centered classroom environment of second-grade students' academic achievement, school-based behavior, and social-emotional functionality*. 100 Women Strong, Central Florida Foundation; **\$64,897**. (External Foundation Funding)  
 Research Credit Split: Lambie (**50%**), Campbell (25%), and Hartshorne (25%)  
 Indirect Funding: \$4,246.00
- 2017      Campbell, L. O., & **Lambie, G. W.** (Co-principal Investigator; September 2017 – September 2019). *Reading assessment validity, program fidelity and teacher*. The Imagination Station, **\$756,251.00**. (Research Contract Funding)  
 Research Credit Split: Campbell (60%) and Lambie (**40%**)  
 Indirect Funding: \$115,360.00
- 2016      **Lambie, G. W.** (Principal Investigator; August 2016 – August 2017). *Supporting the whole child using the Sanford Harmony Program: Professional development for educators on students' social-emotional needs*. The Sanford Inspired Higher Education Consortium, **\$68,696.90**. (External Foundation Funding)  
 Research Credit Split: Lambie (**100%**)  
 Indirect Funding: \$0.00
- 2015      **Lambie, G. W.**, \*Solomon, C., Joe, J. R., & Campbell, L. (Principal Investigator; 2015-2016). *Influence of school-based counseling services on elementary school students*. The UCF Toni Jennings Exceptional Education Institute (TJEEI), **\$3,850.00**. (Internal Funding)
- 2015      **Lambie, G. W.**, & Barden, S. M. (Principal Investigator; June 2015 – July 2016). *Development and validation of the Educator Inspire Scale*. The Sanford Inspired Higher Education Consortium, **\$39,861.00**. (External Foundation Funding)
- 2013      **Lambie, G. W.**, & Little, M. E. (Principal Investigator; 2013). *The impact of a motivation interviewing intervention on early adolescents with a specific learning disability*. The UCF Toni Jennings Exceptional Education Institute (TJEEI), **\$5,000.00**. (Internal Funding)
- 2013      Little, M. E., Wenzal, T., & **Lambie, G. W.** (Co-principal Investigator; 2013). Project "Safety NET": Networking educational teams to meet the needs of all learners. The UCF Toni Jennings Exceptional Education Institute (TJEEI), **\$5,000.00**. (Internal Funding)

- 2008 Hayes, B. G., Robinson, E. H., III, & **Lambie, G. W.** (Co-Principal Investigators). *Evaluation of character education models*. Contracted funded by Pinellas County Public Schools, Florida, **\$30,000.**
- 2007 Hayes, B. G., Robinson, E. H., III, & **Lambie, G. W.** (Co-Principal Investigators). *Evaluation of character education models*. Contracted funded by Pinellas County Public Schools, Florida, **\$30,000.**
- 2002 Research Grant Award, Association for Counselor Education and Supervision (ACES). *The contribution of ego development level to degree of burnout in school counselors*. **\$250.00**
- 2001 Minor Research Grant Award, The College of William & Mary. *An examination of the relationship between school counselor ego functioning and burnout: Its implications for counselor prevention and intervention*. **\$350.00.**
- 2001 Graduate Education Association (GEA) Mini-Grant Award, The College of William & Mary. American Counseling Association Annual Conference, San Antonio, Texas. **\$275.00.**
- 2000 Minor Research Grant Award, The College of William & Mary. *Incidence of proactive and reactive aggression among children and adolescents: An assessment of frequency and trends*, assisting Dr. Charles McAdams. **\$500.00.**

### Awards Unfunded

- 2018 Dillman Taylor, D., Barden, S. M., & **Lambie, G. W.** (Co-Principal Investigator). Project EMPOWER: Providing quality mental health services to underserved children and families. Florida Blue Foundation, **\$296,353.00.** (External Foundation Funding)  
Research Credit Split: Dillman Taylor (40%), Barden (30%) and Lambie (30%)  
Indirect Funding: \$0.00
- 2017 Barden, S. M., & **Lambie, G. W.** (Co-principal Investigator; February 2018 – January 31, 2021). *Mental health Awareness and Prevention Project (MAPP)*. Florida Blue Foundation, **\$299,934.00.** (External Foundation Funding)  
Research Credit Split: Barden (55%) and Lambie (45%)  
Indirect Funding: \$0.00

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### Funded Technology Fee Proposal

- 2018 **Lambie, G. W., & \*Tabet, S. M.** (principal investigator). *Strengthening student instruction through technology enhancements for CCIE Community Counseling and Research Center*. UCF Information Technologies and Resources. **\$280,556.36**

## State Appropriation Funded Research

### 2016-2017

Research Team: Robinson, S. L., Campbell, L. O., & Lambie, G. W.

Title: An investigation of the effects of the Istation Reading program on the reading performance of elementary school students in the state of Florida.

Description: The research examining the Istation Reading program includes longitudinal results, and district studies. (Mixed Methods; **\$5,000,000.00** state appropriation)

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### 2015-2016

Research Team: Robinson, S. L., Campbell, L. O., & Lambie, G. W.

Title: An investigation of the effects of the Istation Reading program on the reading performance of elementary school students in the state of Florida.

Description: The research examining the Istation Reading program includes implementation case studies. (Mixed Methods; **\$3,000,000.00** state appropriation)

State Report: Campbell, L. O., Lambie, G. W., Hahs-Vaughn, D., & Bai, H. B. (2015). The Florida Report 2015: The Istation Report. The Morgridge International Reading Center. Distribution for Florida Senate, Public Record, Governor's Office.  
[https://education.ucf.edu/mirc/docs/Florida\\_Report\\_Finalized\\_for\\_Public\\_Distribution.pdf](https://education.ucf.edu/mirc/docs/Florida_Report_Finalized_for_Public_Distribution.pdf)

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### 2014-2015

Research Team: Robinson, S. L., Campbell, L. O., Lambie, G. W., Hahs-Vaughn, D., & Bai, H. B.

Title: An investigation of the effects of the Istation Reading program on the reading performance of elementary school students in the state of Florida.

Description: The Morgridge International Reading Center (MIRC) at UCF was selected as the state of Florida's research center to establish a research protocol and to examine the effects of the Istation Reading program on the reading performance of students enrolled in grades pre-K – 5 in Florida schools beginning with the 2014 – 2015 school year. (Quantitative; **\$4,500,000.00** state appropriation)

## **Instrument Development**

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12. **Lambie, G. W.,** Dillman, T., & Stickl Haugen, J. (2020). *The Assessment of Clinical Mental Health Counseling Competencies*©. Unpublished instrument.

The *Assessment of Clinical Mental Health Counseling Competencies*© (ACMHCC©) is a measure designed to assess trainees' counseling skills, dispositions, and behaviors in four domains: (a) Clinical Mental Health Counseling Therapeutic Skills, (b) Clinical Diagnosis and Assessment, (c) Clinical Treatment and Intervention, and (d) Professional Dispositions and Behaviors.

**Lambie, G. W.,** & Stickl Haugen, J. (2021). Assessment of Clinical Mental Health Counseling Competencies for preparation programs. *Counselor Education and Supervision*, 1–10. <https://doi.org/10.1002/ceas.12221>.

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11. **Lambie, G. W.,** & Stickl Haugen, J. (2020). *The Assessment of School Counseling Competencies*© (ASCC). Unpublished instrument.

The *Assessment of School Counseling Competencies*© (ASCC©) is a measure designed to assess school counseling trainees' student learning outcomes in four domains: (a) school counseling program development; (b) academic, career, and social/emotional student services; (c) evaluation and assessment; and (d) professional dispositions and behaviors.

**Lambie, G. W.,** & Stickl Haugen, J. (2021). The Assessment of School Counseling Competencies as a tool to support school counseling students, supervisors, and training programs. *Professional School Counseling*, 25(1). <https://doi.org/10.1177/2156759X20981050>

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10. **Lambie, G. W.,** Stickl Haugen, J., & Tabet, S. M. (2021). *Development and factor structure of the Multidimensional Dispositional Greed Assessment*. Unpublished instrument. The *Multidimensional Dispositional Greed Assessment*© (MDGA©) is designed to measure an individual's level of greed. For the DGA, greed is the desire to get more than one has or keep what one has at all costs, including material or non-material things and goods, and the tendency to never be satisfied. The main areas measured by the MDGA include individuals' levels of: (a) excessive desire for more, material things and goods; (b) excessive desire for more, non-material things; (c) ignoring the potential cost of getting one's desire; (d) the tendency to never be satisfied; (e) a motivation to acquire things; and (f) a motivation to hold on things. (IRB ID: STUDY00000246)

**Lambie, G. W.,** Stickl Haugen, J., & Tabet, S. M. (2022). Development and initial validation of the Multidimensional Dispositional Greed Assessment (MDGA) with adults. *Cogent Psychology*, 9(1), <https://doi.org/10.1080/23311908.2021.2019654>

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9. **Lambie, G. W.**, Tabet, S. M., & Stickl Haugen, J., (2021). *The Educator Inspire Scale*® (EIS). *Development and validity*. Unpublished instrument.

The *Educator Inspire Scale*® (EIS) is designed for educators-in-training (completing their clinical experiences / student-teaching) and practicing educators to evaluate their own levels of inspirational qualities. The four primary areas measured by the EIS include educators' levels of: (a) motivational leadership; (b) empathy; (c) resilience; and (d) passion. (IRB # 16-11992)

**Lambie, G. W.**, Tabet, S. M., & Stickl Haugen, J. (in press). Measuring inspiration in educators: The Educator Inspire Scale (EIS). *Teacher Development*. (Accepted, 10/2021)

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8. Mumbauer, J., Kelchner, V., & **Lambie, G. W.** (2020). *Counseling Session Experience Scale for Children*© (CSES). Unpublished instrument.

The *Counseling Session Experience Scale for Children*© (CSES) is designed to assess elementary school aged students' experiences with individual counseling sessions. The two primary areas examined by the CSES are (a) the therapeutic relationship in counseling and (b) supporting the client change process in counseling. The CSES is aligned with the theoretical tenets of *Motivational Interviewing* (Miller & Rollnick, 2012) with elementary school aged clients. (IRB#: 15-11547)

\*Mumbauer-Pisano, J., Kelchner, V. P., & **Lambie, G. W.** (2020). An exploratory factor analysis of the Counseling Session Experience Scale for Children (CSES). *Journal of Child and Adolescent Counseling*. <https://doi.org/10.1080/23727810.2020.1835418>

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7. Blount, A. J., & **Lambie, G. W.** (2018). *Helping Professional Wellness Discrepancy Scale* (HPWDS). Unpublished instrument.

The *Helping Professional Wellness Discrepancy Scale*® (HPWDS) is designed to measure helping professionals' perceived levels of wellness, aspirational levels of wellness, and the discrepancy between perceived and aspirational levels of wellness. The five primary domains examined by the HPWDS are (a) professional and personal development activities, (b) religion/spirituality, (c) leisure activities, (d) burnout, and (e) helping professional optimism.

Blount, A. J., & **Lambie, G. W.** (2018). Development and factor structure of the Helping Professional Wellness Discrepancy Scale. *Measurement and Evaluation in Counseling and Development*, 51(2), 92-110.

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6. Swank, J. M., & Lambie, G. W. (2016). *Research Competencies Scale*® (RCS®). Unpublished instrument.

The *Research Competencies Scale*® (RCS) is designed to assess doctoral students' and faculty members' perceived level of research competencies. The four primary areas assessed by the RCS include the following: (a) research inquiry / literature reviews, (b) research methodology / processes (e.g., quantitative & qualitative methods), (c) research ethics, and (d) dissemination of research / scholarly writing. The RCS—Self-Assessment Version is designed for doctoral students and faculty members to evaluate their own level of research competencies. (IRB #2013-U-0060)

Swank, J. M., & Lambie, G. W. (2016). Development of the Research Competencies Scale. *Measurement and Evaluation in Counseling and Development*, 49(2), 91-108. doi:10.1177/0748175615625749.

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5. \*Mullen, P. M., Lambie, G. W., & Conelly, A. H. (2014). *Ethical and Legal Issues in Counseling Self-Efficacy Scale* (ELICSES). Unpublished instrument (IRB#: 12-08865). The *Ethical and Legal Issues in Counseling Self-Efficacy Scale*® (ELICSES®) is designed to examine practicing counselors' and counseling students' confidence regarding ethical and legal issues in counseling. The 12 primary areas examined by the ELICSES include the following: (a) professional identity, (b) ethical and legal terms/concepts; (c) ethical decision-making; (d) confidentiality, privileged communication, and privacy; (e) suicide and client violence; (f) abuse and neglect; (g) counseling and educational records; (h) educational and civil rights laws; (i) counselor development and wellness; (j) discrimination laws and ethics; (k) boundaries and relationships; and (l) assessment and evaluation.

\*Mullen, P. R., Lambie, G. W., & Conley, A. H. (2014). Development of the Ethical and Legal Issues in Counseling Self-Efficacy Scale. *Measurement and Evaluation in Counseling and Development*, 47(1), 1-17.

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4. Lambie, G. W. (2011). *Research Knowledge Assessment*® (RKA®). Unpublished instrument (IRB#: 11-07812).

The *Research Knowledge Assessment* (RKA) is designed to assess College of Education graduate students' knowledge of research methodology. The eight primary areas assessed by the *RKQ* include the following: (a) literature reviews, (b) ethics in educational research, (c) research designs, (d) sampling, (e) data collection methodologies, (f) data analysis procedures, (g) data reporting, and (h) scholarly writing practices

Lambie, G. W., Hayes, B. G., \*Griffith, C., \*Limberg, D., & \*Mullen, P. R. (2014). An exploratory investigation of the research self-efficacy, interest in research, and research knowledge of Ph.D. in education students. *Innovative Higher Education*, 39(2), 139-153.

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3. **Lambie, G. W.** (2013). *Ethical and Legal Issues in Counseling Questionnaire (ELICQ)*. Unpublished instrument (IRB#: 08-05630).

The *Ethical & Legal Issues in Counseling Questionnaire (ELICQ®)* is designed to assess counseling students and practitioners' knowledge of ethical and legal issues relating to counselors practicing in mental health, family, and school settings. The 10 primary areas assessed by the *ELICQ* include the following: (a) professional identity, (b) ethical and legal terms/concepts; (c) ethical decision-making; (d) confidentiality; (e) suicide and client violence; (f) abuse and neglect; (g) counseling and educational records; (h) educational and civil rights laws; (i) counselor development and wellness; and (j) discrimination laws and ethics.

**Lambie, G. W.,** Hagedorn, W. B., & \*Ieva, K. P. (2010). Social-cognitive development, ethical and legal knowledge, and ethical decision making of counselor education students. *Counselor Education & Supervision, 49*(4), 228-246.

**Lambie, G. W.,** \*Ieva, K. P., \*Mullen, P. M., & Hayes, B. G. (2011). Ego development, ethical decision-making, and ethical and legal knowledge in school counselors. *Journal of Adult Development, 18*, 50-59.

**Lambie, G. W.** \*Ieva, K. P., & \*Ohrt, J. H. (2012). Impact of a counseling ethics course on graduate students' learning and development, 6(1), *International Journal for the Scholarships of Teaching and Learning*, Retrieved January 6, 2012, from [http://academics.georgiasouthern.edu/ijstol/v6n1/articles/Lambie\\_et\\_al/index.html](http://academics.georgiasouthern.edu/ijstol/v6n1/articles/Lambie_et_al/index.html).

**Lambie, G. W.,** \*Ieva, K. P., & \*Mullen, P. R. (2013). Graduate counseling students' learning, development, and retention of knowledge. *Journal of the Scholarship of Teaching and Learning, 13*(4), 54-67.

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2. **Lambie, G. W.** (2015). *Counselor Competencies Scale—Revised® (CCS-R®)*. Published instrument.

The CCS-R assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

**Lambie, G. W.,** \*Mullen, P. R., Swank, J. M., & \*Blount, A. J. (2018). The Counseling Competencies Scale: Validation and refinement. *Measurement and Evaluation in Counseling and Development, 51*(1), 1-15.

**In September 2016, the rights to the CCS-R were purchased by Clinical Training Manager (CTM; <https://clinicaltrainingmanager.com/>)**

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1. **Lambie, G. W.** & Swank, J. M. (2012). *Counselor Competencies Scale*®. Unpublished Instrument.

The *Counselor Competencies Scale*® (CCS®) assesses counseling students' skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills, professional dispositions (dominant qualities), and professional behaviors, offering the students practical areas for improvement to support their development as effective and ethical professional counselors.

**Lambie, G. W.,** & \*Ascher, D. L. (2016). A qualitative evaluation of the Counseling Competencies Scale with clinical supervisors and their supervisees. *The Clinical Supervisor*, 35(1), 98-116. DOI=10.1080/07325223.2015.1132398

\*Swank, J. M., **Lambie, G. W.,** & Witta, E. L. (2012). An exploratory investigation of the Counseling Competencies Scale: A measure of counseling skills, dispositions, and behaviors. *Counselor Education & Supervision*, 51(3), 189-206

\*Swank, J. M., & **Lambie, G. W.** (2012). The assessment of CACREP core curricular areas and students learning outcomes using the Counseling Competencies Scale. *Counseling Outcomes Research and Evaluation*, 3(2), 116-127.

\*DePue, M. K., & **Lambie, G. W.** (2014). Change in counseling students' empathy and counseling competency during practicum. *Counseling Outcomes Research and Evaluation*, 5(2), 89-101.

**Lambie, G. W.,** \*Swank, J. M., Young, M. E., Robinson, E. H., Jones, K. D., & Hagedorn, W. B. (2010). *The Counseling Competencies Scale (CCS): A measure of counseling skills, dispositions, and behaviors*. Unpublished instrument (IRB#: SBE-09-06375).

## Refereed Proceedings

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Campbell, L. O., **Lambie, G. W.**, Bai, H. & Hahs-Vaughn, D. (2017). Investigating summer reading percentile changes in comprehension among a national sample of fourth grade students. E. D' Angelo (Ed.), *Proceedings of 20th European Conference on Literacy*. [https://docs.google.com/document/d/1r\\_XaKM3yGfKbLuAWT\\_IQZ477tn3\\_IC-1IXKgeUBdrVw/edit?usp=sharing](https://docs.google.com/document/d/1r_XaKM3yGfKbLuAWT_IQZ477tn3_IC-1IXKgeUBdrVw/edit?usp=sharing)

## Program Evaluation White Papers

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Campbell, L. O., Sutter, C. C., **Lambie, G. W.**, & \*Tintsmann Jones, J. (2019). *Measuring the predictability of Istation Indicators of Progress Early Reading (ISIP-ER) scores on Renaissance STAR Reading 2019* [White paper]. <https://drive.google.com/open?id=1JzQKdjoXxrH5yunNhUbLZOIvdGPLpiRg>

Campbell, L. O., **Lambie, G. W.**, Sutter, C. C., Bickham, A. R., & Pulse, L. P. (2018). *Measuring the predictability of Istation Indicators of Progress Early Reading (ISIP-ER) scores on Florida Standards Assessment (FSA) scores* [White paper]. [https://drive.google.com/open?id=1ddfdD30VdAsBAVmR9znLT\\_qHg601lScN](https://drive.google.com/open?id=1ddfdD30VdAsBAVmR9znLT_qHg601lScN)

## ERIC/VISTAS Documents

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**Lambie, G. W.**, & Sias, S. M. (2006). Motivational Enhancement Therapy: An effective approach for counseling unmotivated adolescents. In G. R. Walz, J. C. Bleuer, & R. K. Yep (Eds.). *VISTAS: Compelling perspectives on counseling 2006* (pp. 37-41). Alexandria, VA: American Counseling Association.

## Non-refereed Publications / Newsletters

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Blount, A. J., **Lambie, G. W.**, & Kissinger, D. B. (2016, November). Wellness matters. *Counseling Today*, 59(5), 52-59.

\*Walter, S. M., & **Lambie, G. W.** (2009, Spring). The counseling internship: Supervision experience, developmental levels, and occupational stress of site supervisors and interns. *ACES Spectrum*, 69(3), 44-48.

**Lambie, G. W.** (2006, Fall). 2006 SACES awards recipients. *SACES Newsletter*, 10 & 12.

**Lambie, G. W.** (2005, Winter). 2004 SACES awards recipients. *SACES Newsletter*, 3.

**Lambie, G. W.** (2004, July/August). Breaking the silence. *ASCA: School Counselor*, 27-31.

**Lambie, G. W.** (2003, Fall). 2003 SACES awards recipients. *SACES Newsletter*, 5-6.

**Lambie, G. W.**, & Sias, S. (2002, Winter). Substance abuse from a systems perspective: An integrative paradigm. *Virginia Association of Marriage and Family Counselors*, 9(2), 6.

**Lambie, G. W.** (2001-2002, Fall/Winter). Student interest corner. *Virginia Association of Marriage and Family Counselors*, 9(1), 3.

Krumpe, S., **Lambie, G. W.**, & Sias, S. (2001, Spring). Reflections from second year doctoral students. *Virginia Association for Counselor Education and Supervision*, 6(1), 2.

## Papers Presented at Refereed Professional Conferences

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### *International & National*

75. Knoeppel, R. C., Mayes, R. D., Rochester, S. E., **Lambie, G. W.**, & Pope-Davis, D. (2021, April). *The job market and the promotion and tenure process: Implications from the pandemic*. Paper presented at the American Educational Research Association (AERA) virtual conference. **Invited**
74. **Lambie, G. W.**, & Stickl Haugen, J. (2021, March). *Greed: The development and utility of the Heintzelman Greed Scale*. Presentation proposal submitted to be presented at the American Counseling Association Conference, Orlando, FL.
73. Sutter, C. C., Campbell, L. O. & **Lambie, G. W.** (2020, Apr 17 - 21) *Struggling students' reading achievement: Benefits of technology beyond the walls of the classroom* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/szwvhk4> (Conference Canceled)
72. Campbell, L. O., Sutter, C. C., \*Tintzman Jones, J. & **Lambie, G. W.** (2020, Apr 17 - 21) *Teacher perspectives on promising practices for computer adaptive reading* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/w4gbf44> (Conference Canceled)
71. \*Borland, J. R., Joe, J. R., Perleoni, M. K., Solomon, C., & **Lambie, G. W.** (2020, March). *Humanistic counseling with Hispanic youth from low-income communities*. Paper accepted to presented at the national conference of the American Counselor Association Conference (ACA), San Diego, CA.
70. Kim, N., **Lambie, G. W.**, Mumbauer, J. (2019, October). *Burnout in school counseling: Implications for school counselor educators and supervisions*. Paper presented at the Association of Counselor Education and Supervision (ACES) Conference, Seattle, WA.
69. Sutter, C.C., Campbell, L. O., & **Lambie, G. W.** (2019, October). *Personalized computer adaptive reading for all learners*. Paper presented at the Association for Educational Communication and Technology (AECT) Convention, Las Vegas, NV.

68. **Lambie, G. W.**, & Stickl Haugen, J. (2019, September). *The development and factor structure of the Heintzelman Greed Scale (HGS)*. Paper presented at the national conference of the Association for Assessment and Research in Counseling (AARC) Conference, San Antonio, TX.
67. \*Tabet, S. A., & **Lambie, G. W.** (2019, September). *An investigation of college student-athletes' mental health stigma, help-seeking attitudes, depression, anxiety, and life stress scores using structural equation modeling*. Paper presented at the national conference of the Association for Assessment and Research in Counseling (AARC) Conference, San Antonio, TX.
66. Sutter, C. C., Campbell, L. O., **Lambie, G. W.**, & Hislop, K. (2019, April). *Democratizing reading evidence in a computer-adaptive learning environment: The question for improving achievement inequalities*. Paper presented at the American Educational Research Association (AERA) conference, Toronto, Canada
65. Campbell, L. O., Sutter, C. C., Hislop, K., & **Lambie, G. W.** (2019, April). *Hearing the voice of the teacher: Perspectives of professional development*. Paper presented at the American Educational Research Association (AERA) conference, Toronto, Canada
64. \*Tabet, S. A., & **Lambie, G. W.** (2019, March). *An investigation of student-athletes' mental health stigma using SEM*. Paper presented at the American Counseling Association (ACA) Conference in New Orleans, LA.
63. \*Perleoni, M. K., **Lambie, G. W.**, Kelchner, V. P., & Borland, J. (2019, March). *Trauma-informed school-based counseling with children living in poverty*. Paper presented at the American Counseling Association (ACA) Conference in New Orleans, LA.
62. \*Perleoni, M. K., **Lambie, G. W.**, & Kelchner, V. P. (2018, September). *The influence of a school-based mental health counseling intervention on elementary students with IEPs*. Paper presented at the national conference of the Association for Assessment and Research in Counseling Conference (AARC), Richmond, VA.
61. **Lambie, G. W.**, et al. (2018, April). *Division E fireside chat: Adolescent mental health in schools and community: Supporting students and families in an uncertain political landscape*. Paper presented at the American Educational Research Association (AERA) Conference in New York, NY.
60. \*Bennett, C. M., & **Lambie, G.W.** (2018, April). *Neurofeedback training for stressed and anxious college students: A call for counselor educators to connect*. Paper presented at the American Educational Research Association (AERA) Conference in New York, NY.
59. \*Kim, N., **Lambie, G. W.**, & \*Mumbauer, J. B. (2018, April). *What affects school counselor burnout? Implications for school counselors*. Paper presented at the American Counseling Association (ACA) Conference in Atlanta, GA.

58. \*Perleoni, M. K., **Lambie, G. W.**, Joe, J. R., Kelchner, V., & \*Borland, J. (2018, April). *School-based counseling with elementary school students in low SES communities*. Paper presented at the American Counseling Association (ACA) Conference in Atlanta, GA.
57. **Lambie, G.W.** (2017, September). *Development of the Educator Inspire Scale*. Paper presented at the Association for Assessment and Research in Counseling (AARC) Conference in Phoenix, AZ.
56. \*Bennett, C. M., & **Lambie, G.W.** (2017, September). *Taming anxiety: The effect of neurofeedback on college students' levels of anxiety and cortisol*. Paper presented at the Association for Assessment and Research in Counseling (AARC) Conference in Phoenix, AZ.
55. Campbell, L.O., **Lambie, G. W.**, Bai, H., & Hahs-Vaughn, D. (2017, July). *Investigating summer reading percentile changes in comprehension among a national sample of fourth grade students*. 20<sup>th</sup> European Conference on Literacy. Madrid, Spain.
54. **Lambie, G. W.**, Cooper, R., Holt, M. K., & Blitz, L. (2017, April). *Division E fireside chat: Brining mental health into the classroom: Policy, programs, and practices for resilience*. Paper presented at the American Educational Research Association (AERA) Conference in San Antonio, TX.
53. \*Harris, S., **Lambie, G. W.**, & Bia, H. (2017, April). *The relationship between supervisors' self-efficacy and their supervisees' satisfaction in the clinical supervisory relationship*. Paper presented at the American Educational Research Association (AERA) Conference in San Antonio, TX.
52. Campbell, L., O., **Lambie, G. W.**, Hahs-Vaugh, D. L., & Bai, H. (2017, April). *Investigating summer reading achievement through curriculum based measures among fourth grade students*. Paper presented at the American Educational Research Association (AERA) Conference in San Antonio, TX.
51. **Lambie, G. W.** (2016, September). *The Counselor Competencies Scale—Revised (CCS-R): Continued refinement and practical implications*. Paper presented at the Association for Assessment and Research in Counseling (AARC) Conference in Fort Lauderdale, FL.
50. DePue, K., **Lambie, G. W.**, & Gonzalez, J. (2016, September). *The supervisor-supervisee relationship and the therapeutic alliance (TA)*. Paper presented at the Association for Assessment and Research in Counseling (AARC) Conference in Fort Lauderdale, FL.
49. DePue, K., **Lambie, G. W.**, & Liu, R. (2016, April). *The supervisor-supervisee relationship and the therapeutic alliance (TA)*. Paper presented at the American Counseling Association (ACA) Conference in Montreal, Canada.



48. \*Solomon, C., \*Belser, C. T., \*Bierbrauer, S. L., & **Lambie, G. W.** (2016, April). *Students, families, and counselors' experiences with a school-based counseling program*. Paper presented at the American Counseling Association (ACA) Conference in Montreal, Canada.
47. **Lambie, G. W.**, Mullen, P. R., & Blount, A. W. (2015, October). *The Counselor Competencies Scale—Revised (CCS-R): New research and practical implications*. Paper presented at the Association for Counselor Education and Supervision (ACES) Conference in Philadelphia, PA.
46. Rubel, D., Spurgeon, S., Wester, K. L., **Lambie, G. W.**, Smith, R. L., & Chang, C. (2015, October). *ACES inform plenary session: Philosophical and value-grounded research in the counseling profession: "How are we going?"* Panel presentation at the Association for Counselor Education and Supervision (ACES) Conference in Philadelphia, PA.  
**Invited**
45. \*Blount, A. J., & **Lambie, G. W.** (2014, September). *Development of the Wellness Discrepancy Scale (WDC): Examining psychometric properties of wellness, scale development, & research methodology*. Paper presented at the Association for Assessment and Research in Counseling (AARC) Conference, Quad Cities, Ill.
44. Mullen, P. R., \*Blount, A. J., Fox, J., Swank, J. M., & **Lambie, G. W.** (2014, September). *The art and science of scale development and validation*. Paper presented at the Association for Assessment and Research in Counseling (AARC) Conference, Quad Cities, Ill.
43. **Lambie, G. W.**, Robinson, S., Robinson, E. H., & \*Flasch, P. (2014, May). *The Counseling Competencies Scale (CCS): Development and practical implications*. Paper at the British Association for Counselling & Psychotherapy Conference in London, England.
42. \*Flasch, P., Robinson, S., Robinson, E. H., **Lambie, G. W.**, \*Sims, K., & \*Bloom, Z. (2014, May). *Creating caring communities: Implication of altruistic caring on counselors and communities*. Paper presented at the British Association for Counselling & Psychotherapy Conference in London, England.
41. \*Limberg, D., **Lambie, G. W.**, & Robinson, E. H. (2014, May). *The contribution of school counselors' level of altruism to their degree of burnout*. Paper presented at the British Association for Counselling & Psychotherapy Conference in London, England.
40. \*Limberg, D., Robinson, E. H., **Lambie, G. W.**, Ohrt, J. H., & \*Flasch, P. (2014, April). *The contribution of school counselors' level of altruism to their degree of burnout*. Paper presented at the American Education Research Association (AERA) Conference in Philadelphia, PA.

39. \*DePue, M. K., & **Lambie, G. W.** (2014, March). *Counselor development: An exploratory investigation of counselor empathy and the supervisory relationship*. Paper presented at the American Counseling Association Conference in Honolulu, HI.
38. Swanks, J. M., & **Lambie, G. W.** (2014, March). *Development of the Research Competencies Scale: A measure of students' & counselor educators' research competencies*. Paper presented at the American Counseling Association Conference in Honolulu, HI.
37. Swanks, J. M., & **Lambie, G. W.** (2013, October). *The Research Competencies Scale: A measure of students' and counselor educators' research competencies*. Paper presented at the Association for Counselor Education and Supervision Conference in Denver, CO.
36. \*DePue, M. K., **Lambie, G. W.**, \*Gonzalez, J., & \*Martin, J. L. (2013, October). *Change in counseling students' empathy and counseling competencies during their practicum experience*. Paper presented at the Association for Counselor Education and Supervision Conference in Denver, CO.
35. **Lambie, G. W.**, \*Martin, J. L., \*Windt, A. J., \*Gonzalez, J., \*Wood, A., \*LaMothe, S., \*Graham, J., & \*Uwamahoro, O. (2013, March). *Continued validation of the Counseling Competencies Scale: A measure of trainees' skills, dispositions, and behaviors*. Paper presented at the American Counseling Association Conference in Cincinnati, OH.
34. \*LaMothe, S., & **Lambie, G. W.**, \*Wood, A., & \*Greene, J. H. (2013, March). *Response-to-intervention and professional school counseling service delivery: An exploratory investigation*. Paper presented at the American Counseling Association Conference in Cincinnati, OH.
33. **Lambie, G. W.**, \*Lamb, C., \*Limberg, D., & \*Mullen, P. R. (2012, September). *Doctoral education students' levels of research knowledge, research self-efficacy, and interest in research: A cross-sectional investigation*. Paper presented at the Association for Assessment in Counseling and Education Conference in Orlando, FL.
32. \*DePue, M. K., & **Lambie, G. W.** (2012, September). *Assessing counselor development: The role of the supervisory relationship on the development of trainees' counseling competencies and empathy*. Paper presented at the Association for Assessment in Counseling and Education Conference in Orlando, FL.
31. **Lambie, G. W.**, Hayes, B. G., \*Limberg, D., \*Lamb, C., & \*Mullen, P. M. (2012, March). *Factors influencing counselor education faculty members' refereed article publication rates*. Paper presented at the American Counseling Association Conference in San Francisco, CA.

30. **Lambie, G. W.**, \*Ascher, D., Hayes, B. G., Van Horn, S., & \*Lamb, C. (2011, October). *Variables influencing counselor education faculty members' refereed article publication rates*. Paper presented at the Association for Counselor Education and Supervision Conference in Nashville, TN.
29. \*Ieva, K. P., **Lambie, G. W.**, & Hayes, B. G. (2011, October). *The contribution of school counselors' social-cognitive development, ethical and legal knowledge, and locus of control: An exploratory investigation*. Paper presented at the Association for Counselor Education and Supervision Conference in Nashville, TN.
28. \*Swank, J. M., Robinson, E. H., Sivo, S. A., **Lambie, G. W.**, Witta, E. L., & Hayes, B. G. (2011, April). *Assessing the psychometric properties of the Counseling Competencies Scale*. Paper presented at the American Educational Research Association Conference in New Orleans, LA.
27. \*Ascher, D. L., & **Lambie, G. W.** (2011, March). *The Counselor Competencies Scale©: A phenomenological investigation*. Paper presented at the American Counseling Association Conference in New Orleans, LA.
26. **Lambie, G. W.** (2010, March). *Mentoring graduate students in a multifaceted approach*. Paper presented at the International Mentoring Association Conference in Orlando, FL.
25. \*Ieva, K. P., & **Lambie, G. W.** (2010, March). *School counselors' level of ethical and legal knowledge, ethical decision-making, and ego development: An exploratory study*. Paper presented at the American Counseling Association Conference in Pittsburgh, PA.
24. \*Swank, J. M., & **Lambie, G. W.** (2010, March). *The Counseling Competencies Scale©: A measure of counseling skills, dispositions, and behaviors*. Paper presented at the American Counseling Association Conference in Pittsburgh, PA.
23. \*Ieva, K. P., & **Lambie, G. W.** (2009, October). *School counselors' levels of ethical and legal knowledge, ethical decision-making, and social-cognitive development: An exploratory investigation*. Paper presented at the Association for Counselor Education and Supervision Conference in San Diego, CA.
22. **Lambie, G. W.**, & \*Ieva, K. P. (2009, June). *School counselors' ethical & legal knowledge and ethical decision-making: What we know and where we need to go*. Half day pre-conference workshop presented at the American School Counselor Association Conference, Dallas, TX.
21. \*Ohrt, J. H., **Lambie, G. W.**, \*Foster, J. M., \*Burt, I., & \*Lewis, S. (2009, March). *Supporting minority students in advanced placement courses: A school counseling program's approach*. Paper presented at the American Counseling Association Conference, Charlotte, NC.

20. \*Ieva, K. P., Hayes, B. G., **Lambie, G. W.**, \*Shillingford, M. A., & \*Lewis, S. (2009, March). *The preparation of professional school counselors to support students in urban educational settings*. Paper presented at the American Counseling Association Conference, Charlotte, NC.
19. **Lambie, G. W.**, \*Ieva, K. P., \*Ohrt, J. H., \*Shillingford, M. A., & Hayes, B. H. (2008, June). *A systemic, strength-based approach for school counselors to engage unsupportive school personnel*. Paper presented at the American School Counselor Association Conference, Atlanta, GA.
18. \*Ohrt, J. H., \*Ieva, K. P., & **Lambie, G. W.**, & \*Shillingford, M. A. (2008, June). *Minority students in advanced placement courses: Implications for professional school counselors*. Paper presented at the American School Counselor Association Conference, Atlanta, GA.
17. **Lambie, G. W.** (2007, November). *An effective approach to counseling "resistant" & "challenging" early adolescents & adolescents: Motivational Enhancement Therapy*. Learning institution (15 hour) facilitated at the European Branch of the American Counseling Association Conference in Bad Herrenalb, Germany.
16. **Lambie, G. W.** (2007, November). *An effective approach to counseling "resistant" & "challenging" early adolescents & adolescents: Motivational Enhancement Therapy*. Paper presented (two-hour session) at the European Branch of the American Counseling Association Conference in Bad Herrenalb, Germany.
15. **Lambie, G. W.**, Sias, S. M., & \*Curry J. (2007, October). *An integrative psychological developmental model of supervision for professional school counselors-in-training*. Paper presented at the Association for Counselor Education and Supervision Conference in Columbus, OH.
14. Smith, H. L., & **Lambie, G. W.** (2007, October). *The relationship between ego development, wellness, and psychological disturbance in master's-level counseling students: Implications for counselor educators*. Paper presented at the Association for Counselor Education and Supervision Conference in Columbus, OH.
13. \*Curry, J., **Lambie, G. W.**, & \*Chiofalo, J. (2007, June). *The senior portfolio project*. Paper presented at the American School Counselor Association Conference, Denver, CO.
12. Sias, S. M., & **Lambie, G. W.** (2006, April). *Student reactions to attending 12-step meetings: Implications for Counselor Education*. Paper presented at the American Counseling Association Conference, Montreal, Canada.
11. **Lambie, G. W.**, Davis, K. M., & Sias, S. M. (2005, October). *A workshop for counselor educator and students to support their scholarly writing*. Paper presented at the Association for Counselor Education and Supervision Conference in Pittsburgh, PA.

10. **Lambie, G. W.** (2005, October). *Burnout prevention: A humanistic perspective & structured group supervision activity*. Paper presented at the Association for Counselor Education and Supervision Conference in Pittsburgh, PA.
9. Bodenhorn, N., Grothaus, T., **Lambie, G. W.**, & Neukrug, E. S. (2005, October). *Academic job search process in counselor education*. Paper presented at the Association for Counselor Education and Supervision Conference in Pittsburgh, PA.
8. **Lambie, G. W.**, & Sias, S. M. (2005, April). *Motivational Enhancement Therapy: An effective approach for counseling unmotivated adolescents*. Paper presented at the American Counseling Association Conference in Atlanta, GA.
7. Smith, T. W., **Lambie, G. W.**, & McElrath, M. (2004, April). *Adolescent abuse and neglect: Fostering resiliency in students*. Paper presented at the National Middle School Association Conference in Minneapolis, MN.
6. **Lambie, G. W.** (2004, April). *Professional identity development, ethical and legal issues in professional school counseling*. Paper presented at the American Counseling Association Conference in Kansas City, MI.
5. **Lambie, G. W.**, & McAdams, C. R. (2003, March). *Changes in youth aggression require modification in counseling angry children*. Paper presented at the American Counseling Association Conference in Anaheim, CA.
4. **Lambie, G. W.**, & Sias, S. (2002, October). *The contribution of levels of ego development to degrees of burnout in school counselors: Implications for counselor education and supervision*. Paper presented at the Association for Counselor Education and Supervision Conference in Park City, UT.
3. Sias, S., & **Lambie, G. W.** (2002, October). *The relationship among conceptual and moral development, education, training, and experience of substance counselors: Research findings and implication for counselor education and supervision*. Paper presented at the Association for Counselor Education and Supervision Conference in Park City, UT.
2. Sias, S., & **Lambie, G. W.** (2002, March). *Conceptual and moral development of substance abuse counselors: What is the relationship to counselor level of education, training, and experience?* Paper presented at the American Counselor Association Annual Conference in New Orleans, LA.
1. McAdams, C., Foster, V., Gressard, C., & **Lambie, G. W.** (1999, October). *Client impact of client suicide in counselor training: Implications for counselor education and supervision*. Paper presented at the Association for Counselor Education and Supervision Conference in New Orleans, LA.

**Regional:**

23. \*Perleoni, M. K., **Lambie, G. W.**, Kelchner, V. P., Chase, A., & Wilson, N. (2018, October). *The influence of school-based mental health counseling services on elementary students on IEPs*. Paper presented at the regional conference of the Southern Association for Counselor Education and Supervision (SACES), Myrtle Beach, SC.
22. \*Harris, S., **Lambie, G. W.**, & Crunk, A. E. (2016, October). *Examining supervisors' self-efficacy and supervisees' satisfaction in the supervision relationship*. Paper presented at the Southern Association for Counselor Education and Supervision conference in New Orleans, LA.
21. DePue, M. K., **Lambie, G. W.**, Liu, R., & Gonzalez, J. (2016, October). *The supervisory relationship and the counselor-client therapeutic alliance*. Paper presented at the Southern Association for Counselor Education and Supervision conference in New Orleans, LA.
20. **Lambie, G. W.**, & \*Blount, A. J. (2014, October). *The Counseling Competencies Scale – Revised (CCS-R): Continued refinement and practical implications*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Birmingham, AL.
19. DePue, K. K., **Lambie, G. W.**, & \*Gonzalez, J. (2014, October). *Examining the predictability of the therapeutic alliance: The role of the supervisory relationship*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Birmingham, AL.
18. \*DePue, M. K., & **Lambie, G. W.** (2012, September). *Counseling and supervision: An exploratory investigation of counselor empathy and the supervisory relationship*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Savannah, GA.
17. \*Bell, C. H., **Lambie, G. W.**, & \*Zeligman, M. (2012, September). *Developing counselor educators: A model for cultivating future academics*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Savannah, GA.
16. \*Limberg, D., **Lambie, G. W.**, \*Super, J. T., Robinson, E. H., & Hayes, B. G. (2012, September). *Doctoral degrees in counselor education: The practice or research doctorate?* Paper presented at the Southern Association for Counselor Education and Supervision conference in Savannah, GA.
15. **Lambie, G. W.**, & Hayes, B. G. (2010, October). *Counselor educators' publication rates: What does the data tell us?* Paper presented at the Southern Association for Counselor Education and Supervision conference in Williamsburg, VA.

14. \*Munyon, M. D., & **Lambie, G. W.** (2010, October). *The counselor change continuum: A model for clinical supervision*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Williamsburg, VA.
13. **Lambie, G. W.** (2008, October). *The dissertation agreement: A developmental approach to supporting student success*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Houston, TX.
12. \*Swank, J. M., **Lambie, G. W.**, Jones, K. D., W. B., Butler, S. K., & \*O'Brien, E. (2008, October). *Evaluation of counseling students' skills & competencies in an on-campus clinic*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Houston, TX.
11. **Lambie, G. W.**, & Sias, S. (2006, September). *An integrative psychological developmental model of supervision for school counselors*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Orlando, FL.
10. **Lambie, G. W.**, Milson, A., & Akos, P. (2006, September). *Early adolescents' aspirations & academic tracking: Implications for counselor educators*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Orlando, FL.
9. **Lambie, G. W.** (2004, September). *Burnout prevention: A humanistic perspective and structured group supervision activity*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Athens, GA.
8. **Lambie, G. W.** (2004, September). *Awareness & acceptance of sexual values/biases: Implications for counselor education*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Athens, GA.
7. **Lambie, G. W.** (2003, September). *Teaching professional identity development, ethical and legal issues for school counselors*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Chattanooga, TN.
6. **Lambie, G. W.**, Williamson, L., & Davis, K. (2003, September). *Admissions and closure: Two critical components of a counselor education program*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Chattanooga, TN.
5. **Lambie, G. W.**, & Sias, S. (2001, October). *Counselor's cognitive developmental level and incidence of client aggression: What is the relationship?* Paper presented at the Southern Association for Counselor Education and Supervision conference in Athens, GA.
4. Sias, S., & **Lambie, G. W.** (2001, October). *Conceptual and moral development of substance abuse counselors: What is the relationship to counselor level of education, training, and experience?* Paper presented at the Southern Association for Counselor Education and Supervision conference in Athens, GA.

3. **Lambie, G. W., & Sias, S.** (2001, October). *Preparing counselors for the difficult dance: Working with angry clients*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Greensboro, NC.
2. Sias, S., & **Lambie, G. W.** (2000, October). *Supervision for supervisors: A peer supervision approach*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Greensboro, NC.
1. McAdams, C., Foster, V., Gressard, C., & **Lambie, G. W.** (2000, October). *Client suicide: Its frequency and impact on counselors*. Paper presented at the Southern Association for Counselor Education and Supervision conference in Greensboro, NC, October 2000.

***State:***

15. **Lambie, G. W.** (2018, January). *An effective approach for counseling unmotivated and challenging school-age clients: Motivational Interviewing*. Paper presented at the UCF Counseling Conference in Orlando, FL.
14. **Lambie, G. W.** (2017, January). *Moving from being a professional counselor to being a counselor educator: Pathways to earning a doctoral degree*. Paper presented at the UCF Counseling Conference in Orlando, FL.
13. **Lambie, G. W.** (2014, February). *Motivational Interviewing as an effective approach for counseling "unmotivated" and "challenging" adolescent & early adolescent student-clients*. Paper presented at the UCF Counseling Conference in Orlando, FL.
12. **Lambie, G. W.** (2007, November). *An effective approach for counseling "unmotivated" and "challenging" students*. Pre-convention presentation (three-hour) presented at the Florida Counseling Association annual conference in Daytona Beach, FL.
11. **Lambie, G. W., & \*Curry, J.** (2006, November). *Motivational Enhancement Therapy: An effective approach for counseling unmotivated students*. Paper presented at the FCA annual conference in Orlando, FL.
10. **Lambie, G. W., & \*Harding, E.** (2004, February). *Awareness & acceptance of our sexual values/biases: A necessary component of ethical counseling*. Paper presented at the NCCA annual conference in Charlotte, NC.
9. **Lambie, G. W., \*Adams, M. C., & \*Pennell, T.** (2004, February). *Motivational Enhancement Therapy: A perfect tool for counselors working with "resistant" & "challenging" adolescent clients*. Paper presented at the NCCA annual conference in Charlotte, NC.



8. **Lambie, G. W., \*Pennell, T. N., & \*Adams, M. C.** (2003, November). *Motivational Enhancement Therapy: A perfect tool for professional school counselors working with "challenging" students*. Paper presented at the NCSCA annual conference in Winston-Salem, NC.
7. **Lambie, G. W., \*Frady, C. B., \*Chapman, A., & \*Reinhardt, J.** (2003, November). *What should I do? Current ethical and legal practical guidelines for professional school counselors*. Paper presented at the NCSCA annual conference in Winston-Salem, NC.
6. **Lambie, G. W., \*Oakley, S. P., & \*Swanson, S. E.** (2003, February). *The high school athlete: What school counselors need to know*. Presentation presented at the NCCA annual conference in Charlotte, NC.
5. **Lambie, G. W.** (2002, November). *Moving from wrestling to the waltz: Counseling aggressive and angry students*. Paper presented at the NCSCA annual conference in Raleigh, NC.
4. **Lambie, G. W., & Milliken, T.** (2002, March). *The possible role and implication of school counselor stress and burnout on a counselor's ability to provide effective counseling to students*. Paper presented at the VSCA annual conference in Richmond, VA.
3. **Lambie, G. W., & Sias, S.** (2001, November). *Substance abuse from a systems perspective: An integrative paradigm*. Paper presented at the VCA annual conference in Richmond, VA.
2. **Lambie, G. W., & Sias, S.** (2001, March). *Substance abuse from a systems perspective: An integrative paradigm*. Paper presented at the VACES Graduate Student conference in Charlottesville, VA.
1. **Lambie, G. W., & Sias, S.** (2000, November). *The difficult dance: Working with angry clients*. Paper presented at the VCA annual conference in Roanoke, VA.

### **Invited Keynote Speaker for National Refereed Conference**

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**Lambie, G. W.** (2017, September). *Invited keynote speaker for the Association for Assessment and Research in Counseling (AARC) national conference, Phoenix, AZ.*

## **Invited Guest Speaker**

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- Lambie, G. W.** (2017, January). *Moving from being a professional counselor to being a counselor educator: Pathways to earning a doctoral degree*. Invited speaker for the UCF Counseling Conference, Orlando, FL.
- Lambie, G. W., & Van Horn, S. M.** (2012, February). *Providing effective and ethical supervision to school counseling student-interns: What supervisors need to know?* Invited speaker for the UCF Counseling Conference; Orlando, FL.
- Lambie, G. W.** (2011, September). *Publishing manuscripts in refereed journals: Concrete strategies to support your effectiveness*. Invited speaker for the Counselor Education Doctoral Student Organization, Orlando, FL.
- Lambie, G. W., & Van Horn, S. M.** (2011, February). *Ethical and effective supervision for school counseling student-interns: What internship supervisors need to know?* Invited speaker for the UCF Counseling Conference; Orlando, FL.
- Lambie, G. W.** (2011, January). *Ethical & legal knowledge: A refresher for today's professional school counselor*. Invited speaker for the Orange County Publics School's School Counselor Professional Development Training, Orlando, FL.
- Lambie, G. W.** (2010, October). *How to publish a national refereed manuscript*. Invited speaker for the Holmes Scholars Program, University of Central Florida, Orlando, FL.
- Lambie, G. W., & Van Horn, S. M.** (2010, February). *Ethical and effective supervision for school counseling student-interns: What internship supervisors need to know?* Invited speaker for the UCF Counseling Conference; Orlando, FL.
- Lambie, G. W., & Ieva, K. P.** (2008, November). *Motivational counseling: A practical approach with "unmotivated" & "challenging" students*. Invited guest speaker for the Florida Council of Independent Schools annual conference; Orlando, FL.
- Lambie, G. W.** (2008, February). *Motivational counseling: An effective approach for counseling "unmotivated" & "challenging" students*. Invited guest speaker for the Florida School Counselor Association Professional Development Institute; Orlando, FL.
- Lambie, G. W., Hirumi, A., & Dieker, L.** (2007, August). *Panel discussion: Manuscript publication*. Invited panel speaker for the Holmes Scholars Program, University of Central Florida, Orlando, FL.
- Lambie, G. W.** (2005). *Professional School Counselors: Advocates and collaborators for systemic change*. Invited keynotes speaker at the 2005 Annual Counselor Workshop, Seminole Community College (SCC), Sanford, FL.

**Lambie, G. W.** (2005, September). *The road ahead: Becoming a professional counselor*. Invited keynote speaker at the Chi Sigma Iota Upsilon Chi Chapter initiation reception, University of Central Florida, Orlando, FL.

**Lambie, G. W.** (2004, June). *Motivational Enhancement Therapy: A perfect tool for professionals working with substance abusing adolescents*. Invited guest speaker for the Al Green Appalachian Addictions Institute, Boone, NC.

**Lambie, G. W.** (2003, November). *Recent changes in youth aggression: Counseling the aggressive student*. Invited guest speaker for the professional in-service training for professional school counselors in northwest North Carolina sponsored by the Appalachian State University's Professional School Counseling Program, Boone, NC.

### **Editorial Board Experience**

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- 2011 – 2014 Editorial Board Member, *Counselor Education and Supervision*  
Association for Counselor Education and Supervision (ACES) **(Invited)**
- 2005 – 2011 Editorial Board Member, *Journal of Counseling & Development*  
American Counseling Association (ACA)
- 2004 – 2010 Editorial Board Member, *Professional School Counseling*  
American School Counselor Association (ASCA) **(Invited)**

## TEACHING AND SUPERVISION EXPERIENCE

### Courses Taught:

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Please note: *Dr. Lambie has consistently received scores of “Excellent” on his student teaching evaluations*

#### University of Central Florida

##### **IDS 7500: Seminar in Educational Research**

Admission to Ph.D. in Education Program. An examination of education related research initiatives.

*Fall 2016, Spring 2017, Fall 2017; & Spring 2018*

##### **IDS 7501: Issues & Research in Education**

Admission to PhD in Education. An examination of major issues impacting education and related practical and methodological issues in research.

*Fall 2012, 2013, & 2014*

##### **IDS 7502: Case Studies in Research Design**

Admission to PhD in Education. A critical analysis of education research design.

*Summer 2011, 2012, 2013, 2014, & 2015*

##### **MHS 7611: Supervision in Counselor Education**

Admission to PhD in Education—Counselor Education track. An examination of the process and various theories of supervision in counselor education

*Summer 2008, 2009, 2010, 2011, 2012, 2013, 2014, & 2016*

##### **MHS 7406: Advanced Theories in Counseling**

Admission to PhD program in Education—Counselor Education. Examination of counseling theories including historical foundations and emerging theories

*Fall 2006*

##### **MHS 7700: Professional Issues in Counselor Education**

Admission to PhD program in Education—Counselor Education. Emphasis on professional issues related to counselor education including teaching, research and service.

*Fall 2012*

##### **SPS 6815: Legal and Ethical Issues in Professional School Counseling**

Ethical and legal standards, their evolution, and application specific to professional school counseling will be presented in the form of case studies and ethical dilemmas.

*Summer 2008, 2009, & 2010*

**SDS 6947: *Internship in Professional School Counseling***

Supervised fieldwork experience in professional school counseling, emphasizing experiences that support the development of student interns' counseling competencies and delivery of comprehensive services to all students

*Fall 2007, 2008, 2009, 2010, 2011, & 2013; Spring 2008, 2009, 2010, 2011, 2012, & 2014*

**SDS 6620: *Coordination of Comprehensive Professional School Counseling Programs***

In-depth analysis of comprehensive developmental professional school counseling programs, including the coordination of these programs

*Summer 2006 & 2007; Spring 2006, 2007, 2008, 2009, 2010, 2011, & 2012*

**SDS 6411: *Counseling with Children and Adolescents***

Study of counseling theory, process, and techniques as applied to children and adolescents. Course will contain an experiential component

*Spring 2006*

**MHS 6401: *Techniques of Counseling***

The nature of counseling and its relationships to theoretical concepts

*Fall 2007 2008, 2009, 2010, 2011, 2012, & 2015; Spring 2007, 2009, 2010, 2011, 2014, & 2015*

**MHS 6500: *Group Procedures and Theories in Counseling***

This course is designed to give the student an understanding of the role of theories in group counseling as well as the many process applications of groups

*Spring 2008*

**MHS 6431: *Family Counseling II***

Presentation of techniques to work with entrenched, paradoxical, and fixed family systems that pose problems for the family and the counselor

*Fall 2005 & 2006*

**MHS 6702: *Ethical & Legal Issues***

Studies of ethical standards and legal issues in counseling and other human service professions

*Summer 2006 & 2007*

**MHS 6803: *Practicum in Counselor Education***

Supervised counseling emphasizing competence in (1) individual counseling, (2) working with groups, (3) tests in educational-career-personal counseling.

*Spring 2014*

**MHS 6830: *Counseling Internship***

Supervised placement in setting appropriate for program track.

*Fall 2005 & 2006; Spring 2006 & 2007*

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## **Chapman University**

### **EDUC 654: *Introduction to Educational Research***

This course is designed to develop students' knowledge and skills in educational research and inquiry, including qualitative and quantitative research methods, basic statistical analyses, psychometric concepts, critical evaluation of research and its methodology, cross-cultural methods of inquiry, and the ethical standards guiding educational research.

*Fall 2004*

### **CSP 511: *Introduction to the Ethical Practice of Professional School Counseling***

This is the introductory course to the graduate program in school counseling at Chapman University. It introduces students to the comprehensive developmental professional school counseling model advocated by the American School Counselor Association (ASCA), the roles counselors play in the public schools, the ethical and legal guidelines that shape the profession, and emergent practices in individual and group assessment, academic advisement, career counseling, crisis intervention, personal/social counseling, consultation, and systems change.

*Fall 2004*

### **CSP 512: *Advanced Counseling and Mental Health Intervention***

The emphasis is on gaining competency in using art, games, play techniques and writing assignments with children and youth, identifying and assisting clients to access community resources, implementing crisis interventions and management, assessing risk and intervening with clients who threaten suicide, helping pupils cope with loss, responding to violence and intervening with problems of drug and alcohol use.

*Spring 2005*

### **CSP 513: *Group Counseling Leadership and Intervention***

This course emphasizes theories, methods and an experiential understanding of group counseling, leadership and intervention with children and parents. Emphasis is placed on using these skills with children and youth of various age levels and in multicultural settings. Student will be expected to gain sufficient field experience to design, implement, and evaluate a group counseling intervention with children, youth, or parents in a school or agency setting.

*Winter Interterm 2005; Spring 2005*

### **CSP 515: *Practicum in Counseling and Intervention***

This course provides opportunities for counseling students to practice intervention skills under close supervision. Students will apply the knowledge and techniques learned in previous course work to the resolution of individual, group, and systems level problems. A minimum of 100 hours of fieldwork in an approved public school or agency setting is required. In addition to the required field-based experiences, students meet with a university instructor for a minimum of twenty-four hours of group seminar discussion and supervision.

*Spring 2005*

**CSP 620/621: *Supervision and Mentoring in School Counseling I/II***

Supervised field experience in professional school counseling, which leads to competency in direct and indirect services to pupils in the areas of academic, career/vocational, & personal & social development. In addition to the required field experience, student interns participate in a minimum of fifteen hours of on-campus group supervision & seminar each semester. By the completion of CSP 620 & CSP 621, students are expected to gain a total of 600 hours of experience. These hours may be done part-time over the course of an academic year or full time over a period of one semester. Students must complete a minimum of 200 clock hours at two of three school levels (elementary, middle, & high school). At least 400 clock hours must be completed & supervised in public school settings with K-12 pupils. A maximum of 200 of the 600 clock hours may be completed in an approved alternative setting outside public schools.

*Fall 2004; Spring 2005*

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**Appalachian State University****HPC 5310: *Introduction to Professional School Counseling***

The study of comprehensive, developmental school counseling programs; appropriate counselor roles (counseling, coordination, and consultation); and methods of providing services to students, families, and school personnel within a collaborative framework.

*Fall 2002 & 2003*

**HPC 5790: *Group Methods and Processes***

A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings

*Fall 2002; Spring 2003*

**HPC 5754: *Legal and Ethical Issues in Professional School Counseling***

An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.

*Summer 2003*

**HPC 6900: *Internship in Professional School Counseling***

Advanced students in counselor education will have supervised experiences in specific functions of the counselor education field in a public school system, post-secondary institution, or other appropriate agency. Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with the internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required.

*Fall 2002 & 2003; Spring 2003 & 2004*

**HPC 5560: *The Addictive Process***

An examination of sociological and psychological contributions to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse.

*Fall 2003; Spring 2004; Summer 2004*

**HPC 5140: *Psychological and Educational Testing***

A study of representative psychological and educational tests/inventories including the rationale which underlies testing

*Spring 2003; Summer 2003 & 2004*

**HPC 5989: *Graduate Research***

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels

*Fall 2003*

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**Old Dominion University****COUN 444/544: *Psychoeducational Groups***

The course combines lectures and experiential learning about psycho-educational groups. Principles and practices for developing and leading psychoeducational groups are emphasized.

\*Taught via teletechnet (Distance Learning) in over 10 states

*Fall 2001; Spring 2002*

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**The College of William & Mary****EDUC29: *Substance Abuse and Society***

This course examines substance use and abuse in contemporary society. Topics are treated from a multi-disciplinary perspective including biological, social, pharmacological, cultural, psychological, political, economic, and legal aspects of substance abuse. Patterns of addiction, intervention and rehabilitation in respect to substance abuse also are analyzed. Assessments of the costs, options, and alternatives to addiction along with educational efforts toward prevention are examined.

\*Co-Instructor & Co-Creator

*Spring 2001*



**EDUC42: *Supervised Practicum in Counseling***

The counseling practicum is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students complete a minimum of 140 hours of counseling experience in an agency setting under both college and field supervision. In addition, participation in a weekly group supervision session on campus is required.

\*Co-Instructor

*Spring 2000 & 2001*

**EDUF65: *Research Methods in Education***

A study of the methods and techniques generally employed in research. Emphasis is placed on understanding the research literature which forms the basis of professional education. The course includes the study of some selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement.

\*Teaching Assistant

*Summer 2000*

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## **Advanced Training in Teaching & Andragogy**

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- Summer 2013      **Scholarship of Teaching and Learning Day**  
University of Central Florida  
Daylong workshop was offered by the Faculty Center for Teaching and Learning (FCTL), providing training in the scholarship of teaching and learning (SoTL) to support faculty members' pedagogy and student learning outcomes
- Summer 2013      **2013 Summer Faculty Development Conference**  
University of Central Florida  
*Enhancement and modification of the Ph.D. in Education—Counselor Education track (CACREP, 2009, Standards) – Counselor Education Programmatic conference team identified areas for strengthening the Ph.D. in Education—Counselor Education track, aligning with CACREP (2009) Standards, and improving student learning outcomes measures and programmatic evaluation.*
- Summer 2012      **2012 Summer Faculty Development Conference**  
University of Central Florida  
*Curricular Mapping and Assessment (CACREP, 2009, Standards) – Counselor Education Programmatic conference team identified courses addressing CACREP (2009) Standards with formative and summative measures to evaluate student learning outcomes and programmatic evaluation.*
- Summer 2011      **2011 Summer Faculty Development Conference**  
University of Central Florida  
*Programmatic Evaluation and Accreditation (e.g., CACREP, 2009, Standards) – Counselor Education Program conference team identified course benchmark assignments and developed formative and summative assessment measures to align with CACREP (2009) and Florida Department of Education Standards.*
- Summer 2010      **2010 Summer Faculty Development Conference**  
University of Central Florida  
*Institutional Effectiveness (IE) and accreditation standard (e.g., CACREP, Standards) alignment – Counselor Education Program conference team will revise programmatic formative and summative assessment measures to align with CACREP (2009) Standards and UCF IE outcomes.*
- Winter 2009      **2009 Winter Faculty Development Conference**  
University of Central Florida  
*Programmatic assessment and accreditation – Counselor Education Program conference team developed programmatic assessment plan to align with updated state and national accreditation standards.*

- Summer 2008      **2008 Summer Faculty Development Conference**  
 University of Central Florida  
*Designing a practice-oriented doctoral degree in Education – College of Education conference team developed guidelines and curriculum for Ed.D in Education specialties (e.g., counseling, exceptional education, etc.).*
- Winter 2007      **2007 Winter Faculty Development Conference**  
 University of Central Florida  
*Assessment of counseling skills development – Counselor Education Program conference team developed a comprehensive UCF Community Counseling Clinic client delivery of services and practicum counseling student assessment program.*
- Summer 2006      **2006 Summer Faculty Development Conference**  
 University of Central Florida  
*Advanced teaching training to support faculty members' instructional development. Counselor Education Program conference team developed a comprehensive proposal and plan to offer a certificate in addictions counseling within their graduate program.*
- 2000-2001      **Teaching Enhancement Project**  
 The College of William & Mary  
*Advanced teaching preparation including the development of personal teaching philosophy and supervised videotape presentations of student teaching. The facilitators of the project were Dr. Jill Burruss, Dr. Victoria Foster, and Dr. Charles McAdams.*

## **Guest Lecturer**

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### **Appalachian State University**

- SPE4902      Practicum in Handicap Conditions  
*The Role of Professional School Counselors in Support Student with Special Needs and Special Education Teachers*

### **The College of William & Mary**

- EDC28      Prevention Strategies in Schools and Communities  
*Violence Prevention*
- IG82      Socio-Emotional Development and Guidance of the Gifted Learner  
*Counseling Techniques with Gifted Students*
- EDC32      Theories of Counseling and Psychotherapy  
*Existential Theory and Application*

### **University of Virginia and the College of William & Mary**

- EDC28      Prevention Strategies in Schools and Communities  
*Violence Prevention*

## Doctoral Dissertation Committees

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### Chair

11. Haile, G. M. (2021). *The contribution of college students' level of alcohol use to their grit, personal growth initiative, and emotional regulation scores using structural equation modeling*. Counselor Education, University of Central Florida). Chair: Dr. Glenn W. Lambie.
10. Tabet, S. M. (2019). *An investigation of college student-athletes' levels of mental health stigma, help-seeking attitudes, depression, anxiety, and life stress scores using structural equation modeling*. (Counselor Education, University of Central Florida). Chair: Dr. Glenn W. Lambie. (IRB#: SBE-18-14383). **Recipient of the UCF University Award for Outstanding Dissertation in the Social Science, Humanities, Education, Business, Art, and Health category.**
9. Solomon, C. (2017). *Hispanic teachers' experiences with stressors working in Title I elementary schools: A phenomenological investigation using a self-compassion framework*. (Counselor Education, University of Central Florida). Chair: Dr. Glenn W. Lambie. (IRB#: SBE-16-12596)
8. Ali, S. (2016). *The impact of a strengths-based group counseling intervention on LGBTQ+ late adolescents' coping, social support, and coming-out growth*. (Counselor Education, University of Central Florida). Chair: Dr. Glenn W. Lambie. (IRB#: SBE-15-11493)
7. Blount, A. J. (2015). *The Helping Professional Wellness Discrepancy Scale (HPWDS): Development and validation*. (Counselor Education, University of Central Florida). Chair: Dr. Glenn W. Lambie. **Recipient of the UCF College of Education and Human Performance's Outstanding Dissertation Award**
6. Mullen, P. R. (2014). *The contribution of school counselors' self-efficacy and professional quality of life to their programmatic service delivery*. (Counselor Education, University of Central Florida). Chair: Dr. Glenn W. Lambie.
5. Sherrell, R. S. (2014). *The contribution of college students' attachment styles, social media usage, and relationship broadcasting on their relationship development*. Counselor Education, University of Central Florida). Chair: Dr. Glenn W. Lambie.
4. Johnson, J. M. (2012). *Counselor education students' levels of ethnic identity and social-cognitive development: Effects of a multicultural counseling group experience*. Counselor Education, University of Central Florida). Chair: Dr. Glenn W. Lambie. (IRB#: SBE-11-07765) **Recipient of the UCF College of Education and Human Performance's Outstanding Dissertation Award**

3. Ascher, D. L. (2011). *A phenomenological investigation of the Counseling Competencies Scale*©. (Doctoral dissertation). Retrieved from [http://etd.fcla.edu/CF/CFE0003739/Ascher\\_David\\_L\\_201105\\_PhD.pdf](http://etd.fcla.edu/CF/CFE0003739/Ascher_David_L_201105_PhD.pdf)
2. Ieva, K. P. (2010). *The contribution of professional school counselors' social-cognitive development on their locus of control and levels of legal and ethical knowledge*. (Doctoral dissertation). Retrieved from [http://etd.fcla.edu/CF/CFE0003150/Ieva\\_Kara\\_P\\_201005\\_PhD.pdf](http://etd.fcla.edu/CF/CFE0003150/Ieva_Kara_P_201005_PhD.pdf)
1. Shillingford, M. A. (2009). *The contribution of school counselors' values and leadership practices on their professional activities*. (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI No. 3357883).

## Co-Chair

15. Jones Tinstman, J. L. (2021). *The predictability of children of military families' levels of resilience, help-seeking attitudes, and caregiver relationships to their suicidality scores using structural equation modeling*. (Counselor Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Laurie Campbell.
14. Perleoni, M. K. (2019). *A trauma-informed school-based mental health counseling intervention to promote the academic and social-emotional functionality of children living in poverty*. (Counselor Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Viki Kelchner.
13. McKenzie Bennett, C. (2018). *Anxiety and cortisol levels amongst college students: An exploratory investigation of the effectiveness of neurofeedback training*. (Counselor Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Gulnora Hundley.
12. Mitchell, M. D. (2018). *The development and factor structure of the Multicultural Competency Assessment (MCA)*. (Counselor Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Haiyan Bia.
11. Bierbrauer, S. (2017). *The contribution of educators' inspiration and compassion for others to their degree of burnout*. (Counselor Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Sejal Barden.
10. Harris, S. (2017). *The impact of neurofeedback training on Attention Deficit-Hyperactivity Disorder (ADHD) symptoms, depression, anxiety, and academic self-efficacy in college students*. (Counselor Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Gulnora Hundley.

9. Bloom, Z. (2016). *The influence of emerging adults' use of online dating on their levels of empathy, objectification of others, and quality of relationships with romantic partners*. Co-Chairs: Dr. Glenn W. Lambie & Dr. Dalena Dillman Taylor. (IRB#: SBE-15-11500)
8. Griffith, C. L. (2014). *The impact of a group counseling intervention on gay, lesbian, bisexual, transgender, and queer adolescents' coping and hopefulness*. (Counselor Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Sejal Barden. (IRB#: SBE-13-09480)
7. Geigel, V. (2013). *School counselors' perceived support and service delivery*. (Ed.D. in Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Stacy Van Horn. (IRB#: SBE-13-09111)
6. Limberg, D. (2013). *The contribution of practicing school counselors' level of altruism to their job related feelings*. (Counselor Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Mike Robinson.
5. Petko, J. T. (2012). *Counselor education doctoral students' levels of research self-efficacy, interest in research, and research mentoring: A cross-sectional investigation*. Counselor Education, University of Central Florida). Co-Chairs: Dr. Glenn W. Lambie & Dr. Stephen Sivo.
4. Swank, J. M. (2010). *Assessing the validity and reliability of the Counseling Competencies Scale©: A measure of counseling skills, dispositions, and behaviors*. (Doctoral dissertation). Retrieved from [http://etd.fcla.edu/CF/CFE0003028/Swank\\_Jacqueline\\_M\\_201005\\_PhD.pdf](http://etd.fcla.edu/CF/CFE0003028/Swank_Jacqueline_M_201005_PhD.pdf)
3. Walter, S. M. (2009). *Counseling internship site supervisors' levels of ego development and supervision experience and training, and their student-interns' levels of ego development and occupational stress*. (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI No. 3357885).
2. Vaccaro, N. (2009). *The relationship between research self-efficacy, perceptions of the research training environment, and interest in research in counselor education doctoral students: An ex-post-facto, cross-sectional correlational investigation*. (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI No. 3357884).
1. Hundley, G. (2008). *The effectiveness of "Delivering Unfavorable News to Patients Diagnosed with Cancer" training program for oncologists in Uzbekistan*. (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI No. 3319247).

## Committee Member

19. Borland, J. R. (2020). *The relationship of professional school counselors' self-efficacy and motivation to their counseling service delivery*. (Counselor Education, University of Central Florida). Chair: Dr. J. Richelle Joe.
18. Park, J. (2020). *The relationship between counselor self-efficacy and multicultural counseling competency among Korean counselors*. (Counselor Education, University of Central Florida). Chair: Dr. Margaret Ann Shillingford-Butler.
17. Kim, N. (2019). *The relationship between first generation college students' levels of public and personal stigma, social support, perceived discrimination, and help-seeking attitudes*. (Counselor Education, University of Central Florida). Chair: Dr. Dalena Dillman Taylor.
16. Oh, S. (2018). *The Client Assessment of Multicultural Competent Behavior (CAMCB): Development and validation*. (Counselor Education, University of Central Florida). Chair: Dr. M. Ann Shillingford-Butler.
15. Moody, M. C. (2017). *A process evaluation of a family involvement program at a Title I elementary school*. (Ed.D. in Curriculum and Instruction, University of Central Florida). Chair: Dr. Martha Lue Stewart
14. Wheeler, N. J. (2017). *Exploring dyadic mediation of adverse childhood experiences, health, and relationship quality for economically disadvantaged couples*. (Counselor Education, University of Central Florida). Chair: Dr. Sejal Barden.
13. Nelson, K. M. (2016). *The influence of adult attachment style on the experience of posttraumatic growth among adult survivors of childhood sexual abuse*. (Counselor Education, University of Central Florida). Chair: Dr. W. Bryce Hagedorn.
12. Wood, A. (2015). *Exploring the role of stigma for older prostate cancer survivors' quality of life*. (Counselor Education, University of Central Florida). Chair: Dr. Sejal Barden.
11. Gonzalez, J. (2015). *Client distress: An exploratory investigation of multicultural competencies and the working alliance*. (Counselor Education, University of Central Florida). Chair: Dr. Sejal Barden.
10. Truitt, J. H. (2013). *The relationship between student engagement and recent alumni donors at liberal arts colleges*. (Higher Education, University of Central Florida). Chair: Dr. Sandra Robinson.

9. DePue, M. K. (2013). *Examining the influence of the bottoming out experience and the turning point on early recovery process from for substance dependence using structural equation modeling*. (Counselor Education, University of Central Florida). Chair: Dr. W. Bryce Hagedorn.
8. Jacobson, E. L. (2013). *Examining relationships among levels of victimization, perpetration, and attitudinal acceptance of same-sex intimate partner violence in lesbian, gay, bisexual, transgender, and queer college students*. (Counselor Education, University of Central Florida). Chair: Dr. Andrew P. Daire.
7. Woodall, C. (2012). *An exploration of secondary science grade teachers' written artifacts about their experiences with an online professional development in reading research and instruction: A grounded theory study*. (Science Education, University of Central Florida). Chair: Dr. Vassiliki Zygouris-Coe
6. Kendrick, E. L. (2012). *Identifying the predictive validity of counselor education students' General Record Examination scores and Undergraduate Grade Point Averages on their levels of counseling knowledge, skills, dispositions, and behaviors*. (Counselor Education, University of Central Florida). Chair: Dr. W. Bryce Hagedorn.
5. DeLorenzi, L. (2012). *The impact of caregiver domestic violence on the treatment retention and traumatization of child sexual abuse victims*. (Counselor Education, University of Central Florida). Chair: Dr. Andrew P. Daire.
4. Leppma, M. (2011). *The effect of loving-kindness mediation on empathy, perceived level of social support, and problem-solving appraisal of counseling*. (Doctoral dissertation). Retrieved from [http://etd.fcla.edu/CF/CFE0003656/Leppma\\_Monica\\_201105\\_PhD.pdf](http://etd.fcla.edu/CF/CFE0003656/Leppma_Monica_201105_PhD.pdf)
3. Cunningham, L. (2010). *Job satisfaction and values of counselors in private practice and agency settings*. (Doctoral dissertation). (Doctoral dissertation). Retrieved from [http://etd.fcla.edu/CF/CFE0003334/Cunningham\\_Laura\\_K\\_201008\\_PhD.pdf](http://etd.fcla.edu/CF/CFE0003334/Cunningham_Laura_K_201008_PhD.pdf)
2. Curry, J. (2007). *The relationship between counseling self-efficacy and counselor wellness among counselor education students*. (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI No. 3256914).
1. Pollock, S. (2007). *An investigation of the relationship between graduate counseling students' perceptions of spirituality and counselor self-efficacy in secular and faith-based universities*. (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI No. 3256938).



## Honors in the Major Program Theses

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### Committee Member

- Strickland, A. (2014). *Exploring the effects of social media use on the mental health of young adults*. (Unpublished honors in the major program thesis). University of Central Florida, Orlando, FL.
- Merz, R. (2013). *Exploring school counselors' role in Response-to-Intervention with elementary school students struggling with reading*. (Unpublished honors in the major program thesis). University of Central Florida, Orlando, FL.
- Ong, J. (2011). *Social learning and general strain theories' relationship with prescription stimulant misuse for academic purposes among college students*. (Unpublished honors in the major program thesis). University of Central Florida, Orlando, FL.
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### Student-Mentee Recipients of Awards & Recognition

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| 2020 | Saundra Tabet – American Counseling Association (ACA), <i>Ralph E. Berdie Memorial Research Award</i> —UCF, Counselor Education Program (\$300.00).                          |
| 2020 | Saundra Tabet – UCF <i>University Award for Outstanding Dissertation in the Social Science, Humanities, Education, Business, Art, and Health category</i> (\$1,500.00).      |
| 2020 | Saundra Tabet – UCF College of Community Innovation and Education's <i>Outstanding Dissertation Award recipient</i> , Counselor Education Program                            |
| 2019 | Michelle Mitchell – American Counseling Association (ACA) <i>Courtland C. Lee Multicultural Excellence Scholarship Award</i> – UCF, Counselor Education Program (\$2,500.00) |
| 2019 | Saundra Tabet – American Athletic Conference (AAC) <i>Research Grant program</i> – UCF, Counselor Education Program (\$9,278.00)   |
| 2018 | Mary Perleoni – Association for Assessment and Research in Counseling (AARC) <i>Donald Hood Student Research Grant</i> – UCF, Counselor Education Program (\$500.00)         |
| 2018 | Saundra Tabet – Association for Assessment and Research in Counseling (AARC) <i>Exemplary Research and Practice Award: Doctoral Level</i> – UCF, Counselor Education Program |

- 2018 Michelle Mitchell – Association for Assessment and Research in Counseling (AARC) *Donald Hood Student Research Grant* – UCF, Counselor Education Program (\$500.00)
- 2017 Caitlyn McKinzie-Bennett – Southern Association for Counselor Education and Supervision (SACES) *Outstanding Doctoral Student* award – UCF, Counselor Education Program
- 2017 Ashley J. Blount – American Counseling Association (ACA), *Best Practices Research Award*— UCF, Counselor Education Program.
- 2017 Caitlyn McKinzie – American Counseling Association (ACA), *Ralph E. Berdie Memorial Research Award*— UCF, Counselor Education Program (\$300.00).
- 2016 Shaywanna Harris – Southern Association for Counselor Education and Supervision (SACES), *Research Grant*— UCF, Counselor Education Program (\$500.00).
- 2016 Shainna Ali – UCF Graduate Research Forum Winner – 2<sup>nd</sup> Place for Education Category (\$600.00).
- 2016 Shaywanna Harris – Association for Assessment and Research in Counseling (AARC), *Research Grant*— UCF, Counselor Education Program. (\$2,000.00)
- 2016 Ashley J. Blount – UCF College of Education and Human Performance’s *Outstanding Dissertation Award* recipient, Counselor Education Program
- 2016 Shainna Ali – Association for Specialist in Group Work (ASGW) *Research Grant Award* (\$1,000.00) – UCF, Counselor Education Program
- 2015 Zachary D. Bloom – North Central Association for Counselor Education and Supervision (NCACES) *Outstanding Graduate Student* award – UCF, Counselor Education Program
- 2015 Dodie Limberg – Association for Assessment and Research in Counseling (AARC), *Emerging Scholar Award*— UCF, Counselor Education Program.
- 2015 Shainna Ali – UCF Graduate Research Forum Winner – 1<sup>st</sup> Place for Education Category (\$1,000.00).
- 2015 Ashley J. Blount – American Counseling Association (ACA), *the Glen E. Hubele National Graduate Student Award* – UCF, Counselor Education Program
- 2014 Ashely J. Blount – Southern Association for Counselor Education and Supervision (SACES) *Outstanding Doctoral Student* award – UCF, Counselor Education Program

- 2014 Ashley J. Blount – Association for Assessment and Research in Counseling (AARC), *Donald Hood Grant Award*— UCF, Counselor Education Program.
- 2014 Catherine Griffith – Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC), *the Graduate Student Award*— UCF, Counselor Education Program
- 2014 Patrick R. Mullen – American Counseling Association (ACA), *the Glen E. Hubele National Graduate Student Award*– UCF, Counselor Education Program
- 2013 Patrick R. Mullen – Association for Assessment and Research in Counseling (AARC), *Doctoral Exemplary Research and Practice Award*—UCF, Counselor Education Program.
- 2013 Dodie Limberg – American Counseling Association (ACA), *the Glen E. Hubele National Graduate Student Award*– UCF, Counselor Education Program
- 2013 Jennifer M. Johnson – UCF College of Education’s *Outstanding Dissertation Award* recipient, Counselor Education Program
- 2013 Jacqueline M. Swank – American Counseling Association (ACA), *Best Practices Award*– UCF, Counselor Education Program
- 2012 Jacqueline M. Swank – Association for Counselor Education and Supervision (ACES) *Research in Counselor Education & Supervision award* – UCF, Counselor Education Program
- 2012 Dodie Limberg – Association for Counselor Education and Supervision (ACES) *Outstanding Graduate Student Leadership award* – UCF, Counselor Education Program
- 2012 Dodie Limberg – Southern Association for Counselor Education and Supervision (SACES) *Outstanding Doctoral Student award* – UCF, Counselor Education Program
- 2012 Patrick R. Mullen – Southern Association for Counselor Education and Supervision (SACES) *Research Grant Award* recipient – UCF, Counselor Education Program
- 2012 Saron LaMothe – *University of Central Florida’s Summer Mentoring Fellowship* – UCF, Counselor Education Program
- 2011 Kara P. Ieva – American Counseling Association (ACA) *Research Award* – UCF, Counselor Education Program

- 2009 Kara P. Ieva – Southern Association for Counselor Education and Supervision (SACES) *Outstanding Doctoral Student* award – UCF, Counselor Education Program
- 2009 Margaret Ann Shillingford – UCF *Order of Pegasus* recipient, Counselor Education Program
- 2009 Kara P. Ieva – American Counseling Association (ACA) *Ross Trust Graduate Scholarship* – UCF, Counselor Education Program
- 2009 Patrick Mullen – American Counseling Association (ACA) *Ross Trust Graduate Scholarship* – UCF, Counselor Education Program
- 2008 Margaret Ann Shillingford – Southern Association for Counselor Education and Supervision (SACES) *Outstanding Doctoral Student* award – UCF, Counselor Education Program
- 2008 Margaret Ann Shillingford – American Counseling Association (ACA) *Ross Trust Graduate Scholarship* – UCF, Counselor Education Program
- 2008 Nickolas Tackett – American Counseling Association (ACA) *Ross Trust Graduate Scholarship* – UCF, Counselor Education Program
- 2007 Jennifer Curry – American Counseling Association (ACA) *Ross Trust Graduate Scholarship* – UCF, Counselor Education Program
- 2006 Saron LaMothe – American School Counselor Association (ASCA) *Foundational Scholarship* – UCF, Counselor Education Program
- 2006 Shirley Hernandez – American School Counselor Association (ASCA) *Foundational Scholarship* – UCF, Counselor Education Program
- 2004 Tu Hoang – American School Counselor Association (ASCA) *Foundational Scholarship* – Chapman University, School Counseling & Psychology Program

## PROFESSIONAL SERVICE AND GOVERNANCE

### University Service

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#### University of Central Florida

##### *University*

- University Strategy Planning Committee (2008—2013)
- Fall 2013 New Graduate Student Orientation and Welcome, faculty-participant in the *Student Mentoring* Panel Discussion (August 2013)
- 2013 UCF Student Research Week, faculty-participant in the *Planning for Success in Graduate School* Panel Discussion (April 2013)

##### *College*

- Search Committee Chair, Chair for the Department of Learning Sciences and Educational Research (2019)
- Search Committee Chair, Chair for the Department of Counselor Education and School Psychology (2019)
- Search Committee Chair, Chair for the Department of Educational and Human Sciences (2016-2017)
- Faculty Council Member (2012—2013)
- Faculty Council Alternate (2013—2014)
- Committee Chair – Teaching Incentive Program (TIP) Selection Committee (*CFCS Representative, 2013—2014*)
- Chair of the School Counseling Advisory Board to UCF's Undergraduate Admissions & College of Education Committee Member (2012—2014)
- College of Education Promotion & Tenure Mentorship Initiative Project Director (2010—2014)
- Educator in Residence Committee (2012—2013)
- NCATE Steering Committee (2010—2013)
- Teaching Incentive Program (TIP) Criterion & Procedures Committee (*EHS Representative, 2012*)
- Counselor Education, Assistant Professor (minority hire), Marriage & Family Therapy, Search Committee Member (2011)
- Success to Significance (S2S) Advisory Team (2006—2009)
- Research Incentive Award Committee (RIA; *CFCS Representative, 2009*)

##### *Department of Child, Family & Community Sciences*

- Associate Chair for CFCS (2013—2014)
- CFCS Faculty Member (2005-2010; 2013—present)
- CFCS Promotion & Tenure Committee (2009-2010; 2013—2014)
- Counselor Education & School Psychology Program (2005-2010; 2013—present)
- School Counseling Program Director (2005—2014)
- Office of Clinical Experience, School Track Coordinator (2005-2010)

- Consortium for Social Responsibility and Character in Education (CRSCE) professional development coordinator (2005-2006)
- Counselor Education, Visiting Instructor, Search Committee Member (2006)
- Counselor Education, Research Associate, Search Committee Member (2006)
- Counselor Education, Assistant Professor, Marriage & Family Therapy, Search Committee Member (2006)
- Counselor Education, Assistant Professor, School Counselor &/or Marriage Family Therapy, Search Committee Member (2006-2007)
- Counselor Education, 12-Month Instructor, Search Committee Member (2007)
- Counselor Education, Visiting Instructor, Search Committee Member (2007)
- Counselor Education, Research Associate, Search Committee Member (2007)

***Department of Education & Human Sciences***

- EHS Faculty Member (2010—2013)
- EHA Promotion & Tenure Committee Chairperson (Fall 2010)
- EHS Promotion & Tenure Committee (2010—2013)
- Counselor Education Program (2010—2013)
- School Counseling Program Director (2010—2013)
- Office of Clinical Experience, School Counseling Internship Coordinator (2010—2013)

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**Chapman University**

***School of Education***

- Curriculum Committee (2004-2005)
- Professional Schooling Counseling Track Coordinator (2004-2005)
- Counseling and School Psychology Program (2004-2005)

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**Appalachian State University**

***Reich College of Education:***

- Scholarship Committee (2002-2004)
- Appalachian State University Graduate Faculty Member (2002-2004)

***Department of Human Development and Psychological Counseling:***

- School Counseling Program Committee (2002-2004)
- Academic Advisor to Professional School Counseling Graduate Students (2002-2004)
- Personnel Committee – Non-tenured alternate (2003-2004)
- College Student Development Search Committee Member (2003/2004)

## **Consultation Services**

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Florida Department of Education and Evaluation Services. (2009, April). *Item development for the Florida Teacher Certification Examinations (FTCE) Subject Area: Guidance and Counseling*. Temple Terrace, FL.

Florida Department of Education and Evaluation Services. (2009, February). *Competency validation of the Florida Teacher Certification Examinations (FTCE) Subject Area: Guidance and Counseling*. Temple Terrace, FL.

## **Partnership Development**

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Lead the development of partnership between the UCF-CCIE and Seminole County Public Schools (SCPS):

**Partnership Title:** *The school-based counseling intervention program for high need elementary school students and their families*

**Focus of Partnership:** A collaboration between SCPS and UCF-CCIE: (a) to provide a school-based counseling intervention program (e.g., counseling services) to high need students and families at Hamilton Elementary School, Midway Elementary School, and Pine Crest Elementary School; (b) to promote endeavors between SBSC and UCF-CCIE; (c) to initiate research examining the impact of the school-based counseling intervention program (e.g., individual and group counseling, family therapy, mentorship programs, parent education) on elementary school students' academic achievement and social-emotional development; and (d) to commence the development of a satellite UCF Community Counseling & Research Center (CCRC) at Hamilton Elementary School, Midway Elementary School, and Pine Crest Elementary School, serving as practicum counseling sites for graduate family counselors-in-training, mental health counselors-in-training, and school counselors-in-training (offering individual and family counseling services afterschool to students and families – e.g., appointments with students and families from [a] 3:00 to 3:50, [b] 4:00 to 4:50, and [c] 5:00 to 5:50).

**Memorandum of Understanding (MoU):** completed & signed, April 2014; updated & signed August 11, 2015; updated & signed August 16, 2016; updated & signed August 15, 2017;

**UCF-CCIE Partnership Link:** <https://ccie.ucf.edu/scps/>

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**Partnership Title:** *The Behavior Indicator Training program*

**Focus of Partnership:** The Behavior Indicator Training (BIT) program was designed for all educators in the state of Florida, to provide effective knowledge dissemination relating to common mental health disorders and difficulties experienced by youth (e.g., anxiety disorders, bullying, depressive disorders, substance abuse, suicidality, and self-injurious behavior). A primary goal of the BIT program is to promote all educators' mental health literacy in the state of Florida, increasing earlier identification and intervention for youth struggling with mental disorders, and reducing their propensity to do harm to themselves and others.

**UCF-CCIE Partnership Link:** <https://ccie.ucf.edu/behavioral-indicator-training/>

**Professional Service**

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- Association for Assessment and Research in Counseling (AARC) Specialty Standards and Statements Committee Chair (2017-2018)
- American School Counselor Association (ASCA) Counselor Education Summit Invited Participant (April 2016)
- American School Counselor Association (ASCA) Ethical Committee Member (2005-2014)
- Councils for Accreditation of Counseling and Related Educational Program (CACREP) on-site team member (2005-2014)
- Florida School Counselor Association (FSCA) Region 3 Vice President for East, Central Florida and Surround School Districts (2010)
- American School Counselor Association (ASCA) *Foundation Scholarship* award review committee member (2008)
- Association for Counselor Education and Supervision (ACES) National Conference presentation proposal review committee (2007)
- Southern Association for Counselor Education and Supervision (SACES) Awards Committee Chairperson (2006-2007)
- Southern Association for Counselor Education and Supervision (SACES) Awards Committee Chairperson (2002-2005)
- Association for Counselor Education and Supervision (ACES) Awards Committee Liaison for the SACES (2003-2004)



- North Carolina Association of Marriage and Family Therapist (NCAMFT) Graduate Student Research Award review committee member (2003 & 2004)
- Southern Association for Counselor Education and Supervision (SACES) Awards Committee Member (2001-2002; 2005-2006)
- Student Representative Board Member, Virginia Association of Marriage & Family Counselors (VAMFC) (2000-2001)
- Editor of the Student Column of the VAMFC Newsletter (2000-2001)
- Chi Sigma Iota Student Representative for The College of William & Mary, Omega Mu Chapter at the American Counseling Association (ACA) National Conference (March 2001).

## **Community Service**

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- Teach-in: Orange County Public Schools (Pineloch Elementary School, Orlando, FL), Teacher for the Day Program (2009)
- Project Safe Connections (Newport-Mesa Unified School District) Advisory Committee Board Member (2004-2005)

## **Professional Memberships and Affiliations**

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American Association of Colleges for Teacher Education (AACTE)  
 American Educational Research Association (AERA)  
 American Counseling Association (ACA)  
 Association for Counselor Education and Supervision (ACES)  
 American School Counselor Association (ASCA)  
 Association of Assessment and Research in Counseling (AARC)  
 Chi Sigma Iota (Counseling Academic and Professional Honor Society International [CSI])  
 Southern Association for Counselor Education and Supervision (SACES)  
 International Association of Marriage and Family Counselors (IAMFC; 2002-2012)  
 Counseling Association for Humanistic Education and Development (C-AHEAD; 2002-2012)  
 Florida Counseling Association (FCA; 2005-2012)  
 Florida School Counselor Association (FSCA; 2005-2012t)  
 Florida Association for Counselor Education and Supervision (FACES; 2005-2012)  
 California Association for Counseling and Development (CACD; 2004-2005)  
 California Association for Counselor Education and Supervision (CACES; 2004-2005)  
 California School Counselor Association (CSCA; 2004-2005)  
 North Carolina Counselor Association (NCCA; 2001-2004)  
 North Carolina Association for Counselor Education and Supervision (NCACES; 2001-2004)  
 North Carolina School Counselors Association (NCSCA; 2001-2004)  
 North Carolina Association of Marriage & Family Counselors (NCAMFC; 2001-2004)

North Carolina Association for Humanistic Education and Development (NCAHEAD; *2001-2004*)  
Virginia Counselor Association (VCA; *1994-2003*)  
Virginia Association for Counselor Education and Supervision (VACES; *1999-2003*)  
Virginia School Counselors Association (VSCA; *1999-2003*)  
Virginia Association of Marriage & Family Counselors (VAMFC; *1999-2003*)  
Virginia Counseling Graduate Student Association (VCGSA; *1999-2003*)