

## Education

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### Montclair State University, Upper Montclair, NJ

2018, May                      Doctor of Philosophy, Counselor Education (CACREP accredited)  
2012, August                Certificate, Advanced Counseling  
2010, January               Master of Arts, Counseling; Concentration: School Counseling (CACREP accredited)

### Marist College, Poughkeepsie, NY

2007, May                    Bachelor of Arts, Psychology, Minor: Criminal Justice, cum laude

## Teaching Experience

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2018 – Present

### Clinical Assistant Professor

Department of Counseling Psychology, University of Denver

#### *Courses:*

- Advanced Seminar: Counseling Theory
- Diversity: Multicultural Counseling
- Psychosocial Issues
- Basic Counseling Techniques
- Intermediate Counseling Techniques
- Lifespan Development
- School Counselor Interventions & Strategies

2013 – 2018

### Adjunct Instructor

Department of Counseling and Educational Leadership, Montclair State University

#### *Courses:*

- Counseling Techniques
- Introduction to Professional and Ethical Issues in Counseling
- Counseling Across the Lifespan
- Clinical Mental Health Counseling
- Program/Grant Planning and Development in Educational Settings
- Assessment and Evaluation in Administration and Supervision

## Licensure, Certification, & Other Credentials

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2014 – Present

### Active Mental Health Certifications

- Licensed Professional Counselor Candidate, CO; Permit #LPCC.0018072, since 2020
- Licensed Associate Counselor, NJ; License Number 37AC00259900, since 2015
- National Certified Counselor, NBCC, Inc.; ID Number 337048, since 2014

2010 – Present

### Active School Counseling Certifications

- School Counselor, NJ; Certificate ID Number 765929
- ASCA U Specialist Certifications
  - *Diversity, Equity, and Inclusion Specialist*, 2021
  - *Trauma and Crisis Management Specialist*, 2020
  - *Cultural Competency Specialist*, 2020

## Professional Experience

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2018 – Present

Department of Counseling Psychology, University of Denver

**Clinical Assistant Professor; Director, [SchoolCounseling@Denver](#)**

- **Program Administration**
  - Manage development and implementation of all facets of the program, including curriculum, course development, budget, policy, scheduling, marketing content, staffing, team building, on-campus events, and admissions/enrollment to adhere to relevant legal, discipline, and University standards
  - Support growth, development, and community among program faculty and staff
  - Facilitate program retention and remediation processes and procedures
  - Integrate current events and discipline-specific development with Program practices, policies, and communication.
  - Collaborate with compliance, risk management, and legal to maintain knowledge and application of local, state, and national regulations and requirements
  - Oversee program and policy development and implementation aligned with University and College strategic plan and requirements of accrediting bodies
  - Generate and deliver clear, data-informed reports and recommendations
- **Teaching:** Serve as instructor for Masters and Doctoral level coursework as assigned throughout academic year; Collaborate with various interested parties to develop online courses, as needed, for use in online School Counseling program
- **Service:** Serve as faculty advisor for assigned caseload and on various search and other committees, as needed (see “[Service](#)” section), toward advancing the needs and priorities of the discipline, program, and its students, faculty, and staff
- **Scholarship:** Engage in individual and collaborative scholarly activity (see “[Publications](#)” and “[Presentations](#)” sections) related to language/labeling and intersectionality within the LGBTGEQIAP+ community, as well as associated topics related to counselor education
- **Accreditation & Assessment:** Manage program approval (i.e., institutional, state) and accreditation (i.e., CACREP) efforts, including serving as CACREP liaison; design and implement comprehensive assessment system and processes
- **Direct Supervision:** Provide supervision for various professional and support staff as well as student workers, as needed, including Practicum & Internship Coordinator, Academic Services Associate, Graduate Research Assistant, and Graduate Work Study Student

2010 – 2019

[The Graduate School, Montclair State University](#) (progressive responsibility)

**Consultant, Graduate Student Services, 2018 – 2019**

- Supported Director and staff during transitional period
- Reviewed deliverables for quality and adherence to policy
- Advised on policy and procedure development and implementation

**Graduate Student Services Coordinator, 2013 – 2018**

- **Doctoral Student Services:** Facilitated dissertation process for all University doctoral programs; assisted students in formatting and submitting the dissertation to the University and ProQuest; planned and facilitated doctoral student events and graduation ceremonies
- **Graduate Assistantship (GA) Administration:** Served as contact for all GA inquiries; coordinated assignments; determined and facilitated allocations; developed and managed University Assistantship budget (est. \$7M); planned and facilitated annual GA events and onboarding; revised and maintained policy and procedures

- **Grants & Scholarships:** Collaborated with Grant Accounting, faculty (PIs), and University Advancement to budget, coordinate, and distribute funding from varied sources
- **Academic Advising:** Assisted students with transition to graduate study; advised students regarding their academic program and time to degree; advocate for institution-level student needs
- **Coordination of Care:** Collaborated with on-campus resources (e.g., Counseling and Psychological Services; Disability Resource Center; International Services) to coordinate support services for at-risk students
- **Graduate Student Policy:** Interpreted and communicated graduate council policy to students; revised and maintained doctoral student and dissertation policy manuals
- **Organization Advisement:** Served as advisor for the Dean's Advisory Board, Graduate Student Organization (GSO), and the Alpha Epsilon Lambda Honor Society; planned and facilitated related events
- **Service:** Served as University Administrator for disciplinary panel hearings; served on Behavior Assessment Committee and Student Assistance Team

**Program Assistant, 2010 – 2013**

- **Inquiries:** Addressed general inquiries; facilitated positive customer service experiences between students/prospective students and University offices
- **Enrollment Initiatives:** Managed and implemented enrollment outreach campaigns
- **Academic Advising:** Provided advisement regarding appeals, disciplinary action, matriculation status, course of study, and registration
- **External Recruiting:** Represented MSU at conferences, information sessions, open houses, career/academic fairs, and commencement exercises
- **Program Evaluation:** Collected and evaluated data related to programs and policies
- **Event Planning:** Organized and facilitated on-campus events (e.g., Orientation, Information Sessions, Open House); delivered presentations to prospective students

2011 – 2012

[Department of Family Adolescent Services](#), Care Plus, NJ

**Clinician, Children's Out-Patient Endeavors**

- Provided comprehensive counseling services to youth ages 4-18 and their families
- Developed and implemented client/family focused treatment plans
- Corresponded with collateral resources to provide coordination of care

2010

[Family Preservation Services, Catholic Charities Diocese of Metuchen](#)

**Counselor**

- Delivered intensive, in-home counseling services for state-referred families
- Developed and implemented unique, client-specific treatment plans
- Facilitated the improvement of family functioning and life skills
- Corresponded with collateral resources to provide coordination of care

2000 – 2010

[Camp White Meadow](#) (progressive responsibility)

**Director, 2010**

- Collaborated with community management toward the design and implementation of high quality programming and activities for approximately 300 campers aged 3 – 14
- Managed budget for the camp's annual 8-week program
- Interviewed, hired, and managed 50+ staff members, including supervisors, counselors, and content specialists
- Facilitated informational events for prospective families and staff training sessions

**Division Supervisor, Grades 5 – 6, Grades 7 – 9 (i.e., “Teen Travel”), 2007 – 2009**

- Trained counselors to execute designated responsibilities within division
- Implemented developmentally appropriate physical and personal safety procedures
- Communicated with parents regarding expectations, safety, disciplinary issues, etc.
- Coordinated with external organizations to plan four off-campus recreational trips each week for eight weeks of the camp season
- Managed budget to optimize recreational opportunities throughout camp season

**Counselor, 2000 – 2006**

- Ensured safety of campers and staff in assigned division
- Implemented developmentally appropriate programming to optimize camper engagement

2007 – 2008

[Academic Resources](#)

**Educational Coordinator**

- Provided academic and college counseling services to parents and students
- Coordinated delivery of tutoring services through collaboration with staff and clients
- Managed client outreach and scheduling initiatives

**Unpaid Professional Experience**

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2014 – 2018

The First Reformed Church of Pompton Plains

**Leader, [f.u.s.e. High School Youth Ministry](#)**

- Facilitated regular meetings and events, including retreats and team building activities
- Collaborated with congregation and community leaders toward leveraging available resources and meeting the needs of the community
- Organized curriculum, resources, and staff toward executing annual programming needs

2015 – 2018

[LGBTQ Center](#), Montclair State University

**Group Counselor and Facilitator**

- Facilitated weekly “Montclair ACES” discussion/support group for asexual, grey-A, and/or demisexual students, and/or their partners
- Co-facilitated on-campus Safe Space training as needed
- Contributed to Center development, toward recognition as a top [LGBTQ-Friendly University](#)

2013 – 2014

Dean of Students Office, Montclair State University

**Student Affairs Intern (Doctoral level)**

Lesbian, Gay, Bisexual, Transgender, and Queer Center

- Mentored students in the development and facilitation of various workshops
  - Evaluated campus programming needs and effectiveness of current programming
  - Collaborated on the development of the first annual Lavender Graduation Ceremony
- Office of Student Conduct

- Produced materials/presentations regarding campus policies, including Title IX
- Facilitated administrative disciplinary hearings and academic dishonesty meetings
- Served as University administrator on disciplinary panel hearings

Greek Life

- Facilitated Greek Council and disciplinary meetings involving the Greek community
- Compiled the Greek Organizations Advisors’ Manual
- Mentored student leaders in development and implementation of programming

**School Counseling Intern (Masters level)**

Morris Hills High School

- Provided short term group, personal, academic and college admission counseling
- Served as liaison between students, parents, faculty, and administrators
- Engaged in standardized test preparation, scheduling, and proctoring
- Updated and distributed scholarship and financial aid information via Naviance
- Participated in I&RS Committee meetings as necessary

Cedar Hill Elementary School

- Collaborated with faculty, staff, students, and families to deliver tiered student services
- Provided short term group, personal, and academic counseling
- Generated and delivered developmental guidance lessons in K-5 classrooms

**Publications**

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**Refereed Publications**

- Pinto, S. A.,** & Blueford, J. (2022). Culturally affirming school counseling for LGBTGEQIAP+ youth. In S. Brant-Rajahn, E. Gibson, & M. Sandifer (Eds.), *Developing, delivering, and sustaining school counseling practices through a culturally affirming lens* (pp. 97-127). IGI Global.
- Lardier, D., Opara, I., Brammer, M. K., **Pinto, S. A.,** Garcia-Reid, P., & Reid, R. (2021). Psychological sense of community, community civic participation, and ethnic identity on social justice orientation and psychological empowerment between LGBQ and Non-LGBQ youth of color. *Journal of LGBT Youth*. <https://doi.org/10.1080/19361653.2020.1860858>
- Lardier, D. T., **Pinto, S. A.,** Brammer, M. K., Garcia-Reid, P., & Reid, R. J. (2020). The relationship between queer identity, social connection, school bullying, and suicidal ideations among youth of color. *Journal of LGBT Issues in Counseling*, 14(2), 74-99. <https://doi.org/10.1080/15538605.2020.1753623>
- Lardier, D., Bermea, A., **Pinto, S. A.,** Garcia-Reid, P., & Reid, R. (2017). The relationship between sexual minority status and suicidal ideations among urban Hispanic adolescents. *Journal of LGBT Issues in Counseling*, 11(3), 174-189. <https://doi.org/10.1080/15538605.2017.1346491>
- Pinto, S. A.** (2014). ASEXUally: On being an ally to the asexual community. *Journal of LGBT Issues in Counseling*, 8(4), 331-343. <https://doi.org/10.1080/15538605.2014.960130>
- Motzny, C., Riva, M., & **Pinto, S. A.** (under revision). Sexual abuse reporting in schools. *Professional School Counseling*.
- Pinto, S. A.,** Lardier, D. T., Kooyman, L., & Dzik, P. (under revision). Counseling sexual minority identified clients: Implications for training and supervision. *Journal of LGBT Issues in Counseling*.
- Blueford, J. & **Pinto, S. A.** (under revision). Culturally competent grief counseling for elementary school students. In C. Arnold & L. Breen (Eds.), *International handbook of child and adolescent grief in contemporary contexts* (pp. xx-xx). Routledge.
- Ausloos, C., **Pinto, S. A.,** & Morgan-Swaney, C. (under revision). Romantic and sexual identities and queer oppression. In M. Clark & J. Cook (Eds.), *untitled multicultural textbook* (pp. xx-xx). Cognella.
- Pinto, S. A.** (under review). The Intersectional Labeling Framework. *Journal of LGBT Issues in Counseling*.

**Pinto, S. A.,** Owen, J., Sinha, S., & Dzik, P. (in progress). Asexuality and consensual non-monogamous relationships within the queer community.

Blueford, J. & **Pinto, S. A.** (in progress). Retraumatizing effects of social media.

**Pinto, S. A.** & Ausloos, C. D. (in progress). Experiences of sexual dispositions.

### **Non-refereed Publications**

Blueford, J. & **Pinto, S. A.** (2020, July). How social media can retraumatize black students. *RMACES Summer Newsletter*.

**Pinto, S. A.** (2018). Negotiating an identity: Portraits of the sexual identity self-labeling process for non-heterosexual women in early adulthood (Doctoral dissertation). Retrieved from ProQuest. (ProQuest document ID 2029861388)

**Pinto, S. A.** (2016, August). The fall of the safe place. *NARACES Newsletter*.

### **Presentations**

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#### **Refereed Presentations**

**Pinto, S. A.** & Ausloos, C. (2022, October). *Developmentally-informed strategies for addressing sexuality with children and adolescents*, 2022 Rocky Mountain Association of Counselor Education and Supervision, Coeur d'Alene, ID.

*Description: Recent legislation emphasizes the need for counselors to address issues of social justice in a developmentally appropriate way, particularly when working with youth. Counselors must be prepared to synthesize their knowledge of development and diversity toward shaping their counseling interventions. This presentation explores strategies for developing and implementing developmentally-informed services in support of diverse sexual identities, while practicing within the limits of applicable laws.*

**Pinto, S. A.** & Ausloos, C. (2022, October). *Queer school counselor educators: Obstacles & opportunities*, 2022 SAIGE Conference, Chicago, IL.

*Description: Queer school counselor educators are faced with unique challenges in the counselor education, higher education, and P-12 landscapes. As polarizing legislation (e.g., Alfonseca, 2022; Yurcaba, 2022) continues to be proposed and passed throughout U.S. courts, and on the heels of the reversal of Roe v. Wade (Dobbs et al. v Jackson Women's Health Organization et al., 2022), we find ourselves amidst a volatile political landscape related to human rights and the future of LGBTGEQIAP+ protections. This context presents queer school counselor educators with the task of navigating myriad obstacles and opportunities – all within the confines of our institutional responsibilities. As we consider issues like (a) the impacts of the political climate/legislation on students in P-12 educational system(s), (b) the responsibility to advocate on behalf of the LGBTGEQIAP+ community, (c) the role of educating school counselors in training (and sometimes fellow faculty members) about the shifting political landscape and how to leverage their education to meet the needs of their students, regardless of parameters imposed by relevant laws and/or policies, and (d) self-care, we must still tend to our teaching, scholarship, and service responsibilities in ways that account for the lavender ceiling (Badgett et al., 2021). This session will offer a platform to identify and discuss obstacles and opportunities associated with the issues facing queer school counselor educators, toward*

*becoming better equipped to generate strategies for working smarter, not harder, to meet and exceed professional goals while serving our community.*

Ausloos, C. & **Pinto, S. A.** (2022, October). *Queering the counselor education classroom*, 2022 SAIGE Conference, Chicago, IL.

*Description: Counselor education (CE) programs are required to train counselors to work ethically and competently with diverse clients and students, including those who identify as LGBTGEQIAP+. CE programs are integral in fostering a strong understanding of LGBTGEQIAP+ issues and populations, as well as providing a warm, inclusive learning environment, where queer and trans identities are highlighted in course curriculum and classroom content and discussions include the voices of LGBTGEQIAP+ persons, especially those who are educators and/or students. This session will provide attendees with concrete strategies and frameworks with which to 'queer their classrooms' and create a safe learning environment for both LGBTGEQIAP+ counselor educators and students. From a systems-perspective, presenters will examine multi-faceted ways in which CE programs can better support affirming, inclusive, and equitable classrooms, and field experiences.*

Saltis, M. & **Pinto, S. A.** (2022, September). *Developmentally-informed strategies for supporting youth with diverse sexual, affectional, and gender identities*, 2022 Colorado Counseling Association Conference, Copper Mountain, CO.

*Description: Numerous laws have been passed in the United States targeting Queer and Gender Diverse Youth. Counselors must be prepared to support Queer and Gender Diverse Youth from a developmental perspective that integrates social justice and diversity. This presentation explores strategies for developing and implementing developmentally informed services in support of Queer and Gender Diverse Youth.*

**Pinto, S. A.** (2021, October). *All in for ace youth*, 2021 SAIGE Conference: Beyond the Basics, Virtual.

*Description: Youth who identify on the asexual or "ace" spectrum are often underrepresented and overlooked. Ace youth struggle to identify relationships, language, and communities in which they are recognized – even in the most liberal environments. These challenges, among many others, lead to disproportionate rates of depression and anxiety for this population. This presentation will contextualize obstacles facing ace youth and explore approaches toward fortifying this community through direct and indirect services from a multidisciplinary, systems-based perspective.*

**Pinto, S. A.,** Ausloos, C. D., & Blueford, J. M. (2021, October). *LGBTGEQIAP+ considerations for school counselor supervision*, 2021 Colorado School Counseling Association 61st Anniversary Still Brilliant Conference, Keystone, CO.

*Description: This presentation will help supervisors of school counselors and school counselors in training who are working with the LGBTGEQIAP+ (SAIGE, 2021) community to engage in identity-affirming supervision. The session will provide a review of concepts related to the LGBTGEQIAP+ community, including psychosocial issues, between-group differences, and help-seeking behaviors based on current literatures. It will guide participants through structured reflection on personal experiences, application of affirmative supervision practices, and identifying and addressing gaps in both personal and supervisee knowledge, awareness, and skills when working with LGBTGEQIAP+ students. This session intends to provide an open, affirming environment in which participants can explore and build upon their own limitations, biases, and skills toward fostering the next generation of affirming school counselors.*



**Pinto, S. A.** (2021, October). *The school counselor onboarding experience*, 2021 Colorado School Counseling Association 61st Anniversary Still Brilliant Conference, Keystone, CO.

*Description: As a new member of a school's community, a newly hired school counselor can often have quite a bit to learn. Regardless of the quality of the school counselor's academic preparation or previous experience, the new school counselor will need to learn about school-specific norms, culture, policies, common issues, and the population served. This presentation explores the literature related to onboarding school counselors. It reviews original research related to the effects of the school counselor onboarding experience on school counselors, particularly as it relates to school counselor self-efficacy, and it offers practices for onboarding school counselors from both an administrative and counselor education perspective (with considerations for rural, suburban, and urban settings). The session also provides an opportunity to collaborate with other participants toward application of the content within various onboarding contexts.*

**Pinto, S. A.** (2021, October). *The Intersectional Labeling Framework: Leveraging the relationship between language & identity*, 2021 Association for Counselor Education & Supervision Conference, Atlanta, GA.

*Description: The privilege and oppression inherent in each of our individual identities intersect to influence the language we use to express each identity from context to context. Based in intersectionality and centering on race, this presentation discusses a framework through which counselors can access and understand their clients' identities, experiences, and values via their chosen language and label(s). This framework equips counselors to explore the often-subconscious meaning-making process behind an individual's choice of terminology for various identities. The framework is introduced in a practical, application-based format allowing for integration into counselor education, supervision, and practice.*

**Pinto, S. A. & Lardier, D. T., Jr.** (2021, March). *The influence of social connection on depression among (non)LBGQ+ Young Adults of Color*, 2021 American Counseling Association Conference, Virtual.

*Description: Community belongingness, familism, and alienation have associations with the mental health of young adults. This study examines these associations specifically among young adults of color (i.e., Hispanic, Native American) alongside the moderating effect of queer identity. Findings highlight the importance of community belongingness and familism on mental health outcomes. Implications suggest counselor focus on community- and family-based interventions may improve outcomes for this population.*

**Pinto, S. A.** (2021, March). *The Intersectional Labeling Framework*, 2021 American Counseling Association Conference, Virtual.

*Description: Labels carry much more information than their definitions may suggest. The Intersectional Labeling Framework (ILF) positions an individual's label as a product of their intersecting identities with the capacity to offer insight into personal experiences beyond expectation. Original research related to the self-labeling process for non-heterosexual identities supports the ILF's multidimensional perspective of the process and proposes five illuminating themes related to label selection.*

**Pinto, S. A. & O'Malley, J.** (2020, October). *Emphasizing intersections: Teaching counselors to leverage intersecting identities*, 2020 Rocky Mountain Association of Counselor Education, Virtual.

*Description: The privilege and oppression inherent in each of our individual identities come together to influence the language we use to express our intersecting identities. This presentation introduces a framework through which counselors can access and understand their clients' identities, experiences,*



*and values via their chosen language and label(s). The framework is introduced in a practical, application-based format allowing for seamless integration into counselor education and practice.*

**Pinto, S. A. & Blueford, J.** (2020, October). *Designing powerful online counseling courses*, 2020 Rocky Mountain Association of Counselor Education, Virtual.

*Description: Online course development carries incredible opportunities and unique challenges – particularly in a discipline like counseling. While the challenges vary between courses and technology, this task requires an approach characterized by resourcefulness, optimism, and flexibility. This interactive presentation, with a focus on counselor education, identifies benefits, basics, common challenges, and potential solutions within online counseling course development.*

**Pinto, S. A.** (2020, October). *An introduction to the Intersectional Labeling Framework*, 2020 Society for Sexual, Affectional, Intersex, and Gender Expansive Identities Conference, Virtual. (Featured Presentation)

*Description: In a society that is preoccupied by labeling to the point of division, building an understanding of what labels could mean, beyond their definitions, helps to build our ability to move past the words themselves toward understanding individual experience. The Intersectional Labeling Framework (ILF) suggests that an individual's label is a product of their intersections and can provide a window into their experience. Derived from original research, the ILF suggests that an individual may select their sexual identity label based on the interaction of five themes: the nature of their identities, the salience of their identities, their knowledge of labeling options at the time of selection, the audience for the label, and internalized stigma/bias. By applying a lens of intersectionality to the process of sexual identity label selection, we gain a multidimensional understanding of an individual's label, offering directives for practice, instruction, advocacy, and future research.*

**O'Malley, J., Neuweiler, A., Leeper, E., & Pinto, S. A.** (2020, October). *Rainbows and rosaries: Experiences of LGBTQ+ people practicing Catholicism*, 2020 Society for Sexual, Affectional, Intersex, and Gender Expansive Identities Conference, Virtual.

*Description: Leave with practical skills to help clients integrate their Catholic and LGBTQ+ identities. Participants will leave with rich lessons from original research on how people identifying under the umbrella of LGBTQ+ who are practicing Catholicism navigate these intersecting identities. Because many people approach conversations around religious traditions from a lens of only looking at what one believes, it can be confusing that someone with a positive LGBTQ+ identity still identifies and practices Catholicism. This presentation will focus on how to improve the practice of Professional Counselors to help them work with clients who hold these intersecting, and at times conflicting, identities.*

**Christian, N., Pinto, S. A., & Kooyman, L.** (2020, February). *Counselor education & supervision: Avenues of advocacy for LGBTQ+ populations*, The 37<sup>th</sup> Annual Teachers College Winter Roundtable, New York, NY.

*Description: This presentation will explore counselor education and supervision as ideal, yet underutilized, professional practices to advocate for LGBTQ clients and by extension the LGBTQ community-at-large. Despite the counseling profession's attention to multiculturalism and social-justice advocacy, minimal attention has been dedicated to LGBTQ issues within counselor education and supervision academic literature, particularly by empirical research. This roundtable will explore a variety of practitioner-focused counselor training and supervisory practices and frameworks through the lens of the domains of advocacy, as identified within the American Counselor Association (ACA) Advocacy Competencies. It will emphasize the role of ongoing self-reflection for the practitioner,*

*address the needs of LGBTQ clients in the counseling relationship, and explore how a lack of competency and/or population-specific training and experience can have a negative impact on the client. Implications for future research will also be explored.*

Lardier Jr., D. T., Opara, I., **Pinto, S. A.**, Garcia-Reid, P., & Reid, R. J. (2019, November). Cognitive and Psychological Empowerment among Queer and non-Queer Youth of Color: The Role of Sense of Community, Ethnic Identity, Community Participation, and Social Justice Orientation. Paper presentation at the National Council on Family Relations (NCFR) 80<sup>th</sup> Conference, Fort Worth, TX.

*Description: Studies among both queer and non-queer youth of color (YOC) indicate that empowerment has been associated with well-being, a critical perspective, and in combating social oppression. However, we know less about the path toward empowerment for queer YOC with multiple marginalized identities. Using SEM path analysis techniques, and multi-group analyses, this study examined the association community participation (CP), psychological SOC, and ethnic identity have with social justice orientation (SJ) as a mediator, and in-turn intrapersonal psychological empowerment and cognitive empowerment among a sample of queer and non-queer YOC (N = 383). Findings illustrate that higher levels of ethnic identity, CP, and SOC have a positive impact on SJ, and in-turn empowerment outcomes. Paths also varied between queer and non-queer youth.*

O'Malley, J., **Pinto, S.**, O'Halloran, L., & Silipo, J. (2019, October). *12 tips for effective supervision of school counseling interns*, 2019 Colorado School Counselor Association Conference, Loveland, CO.

*Description: "You'll learn it on the job." A phrase that is familiar to many of us from our formative years in education and employment. As the first opportunity to be "on the job," school counseling practicum and internship experiences should be a time of immense professional development. However, significant professional development can only take place when the perspectives of the intern, counselor educator, and school counseling intern supervisor align. This presentation first builds a foundation of knowledge by providing a review of the literature related to the supervision of school counseling interns, discussing school counseling intern supervision from a variety of perspectives, and exploring relevant models of supervision. With this foundation, the presenters will deliver 12 tips for effective supervision of school counseling interns. These tips will allow school counseling intern supervisors to evaluate and, potentially, adjust their supervisory practices in order to help prepare the next generation of school counselors. The presentation will also provide an opportunity for networking with other school counseling intern supervisors in Colorado.*

**Pinto, S.** & O'Malley, J. (2019, October). *School counselor onboarding*, 2019 Colorado School Counselor Association Conference, Loveland, CO.

*Description: Hiring a new school counselor is exciting for both the school counselor and the school itself. However, as a new member of the school's community, the school counselor can often have a lot to learn. Regardless of the quality of the school counselor's preparation or experience, the new school counselor will need to learn about school-specific norms, culture, policies, and issues of concern. This presentation provides a review of the literature related to onboarding school counselors, discusses practices for onboarding school counselors from both an administrative and counselor education perspective, reviews original research related to the onboarding efforts of one rapidly growing Colorado school district, and provides an interactive opportunity to share methods and approaches to successfully onboarding school counselors.*

**Pinto, S.**, Kooyman, L., Lardier Jr., D. T., & Dzik, P. (2019, October). *Counseling sexual minority identified clients: Implications for training and supervision*, 2019 Association for Counselor Education and Supervision Conference, Seattle, WA.

*Description: Sexual minority identified clients can be an invisible minority group. Through discussion of how the needs of the lesbian, gay, bisexual, and queer (LGBQ) population intersect with counselor training and supervision, this presentation provides a foundation for the education and supervision of counselors with LGBQ clients. The program will address psychosocial issues and differences within LGBQ populations and unique characteristics of LGBQ individuals in counseling. It will also address how both instructional approaches and models of supervision can be adjusted and/or implemented by instructors and supervisors of to help their students and supervisees meet the needs of their LGBQ client in a way that is practical, inclusive, and clinically sound.*

**Pinto, S. & O'Malley, J.** (2019, October). *Ten lessons from starting a new CACREP-aligned program*, 2019 Association for Counselor Education and Supervision Conference, Seattle, WA.

*Description: While graduate education is always evolving, one constant that we can rely on is the presence of accrediting bodies. As colleges, departments, and existing programs make choices about the future of their academic offerings, it is critical to have a full awareness of the challenges that they might face along the way. This presentation reviews lessons learned throughout the process of starting a new, CACREP-Aligned counseling program, based on those challenges. It highlights obstacles and potential solutions, while offering the participants insight into decision-making processes as informed by the 2016 CACREP Standards (CACREP, 2015), and inviting them to critically analyze their own challenges or concerns related to similar processes.*

**Pinto, S.** (2019, August). *The grass can be greener: Leveraging challenges in online course development*, 2019 Colorado Adult Learning Symposium, Denver, CO.

*Description: Designing an online course carries unique challenges. While the challenges vary between content and available technology, generating original online coursework requires a unique approach characterized by resourcefulness, optimism, and a flexible mindset. This presentation identifies types of challenges that course designers may face, provides an opportunity for participants to think critically about their own current or potential challenges, and offers both evidence- and experience-based solutions that assist in not only overcoming the challenges, but transforming them into strengths in the delivery of the course material.*

**Pinto, S.** (2019, July). *The influence of religious and queer identity intersections on the sexual identity labeling process and implications for practice*, Association for Spiritual, Ethical, and Religious Values in Counseling Conference, Colorado Springs, CO.

*Description: The intersection of religious and queer identities has many implications, one of which is expression. Expression is both critical to our ability to connect with one another and regulated by context. A chosen label (e.g., gay; Catholic) lacks the ability to fully convey experience, but the same label provides insight beyond its common definition. Three case studies highlight experiences of oppression, identity salience across contexts, and inform practice related to these intersecting identities.*

**Lardier Jr., D. T., Opara, I., Pinto, S. A., Garcia-Reid, P., & Reid, R. J.** (2019, June). *The mediating effects of cognitive empowerment and social justice awareness between sense of community, ethnic identity, community participation and psychological empowerment among queer and non-queer youth of color*. Poster presentation at the 17th Biennial Conference of the Society for Community Research and Action (SRCA). Chicago, IL.

*Description: Not available.*

**Pinto, S. & O'Sullivan, N.** (2019, May). *From obstacle to advantage: Overcoming challenges in developing online courses*, Lilly Conference on Designing Effective Teaching, Bethesda, MD.

*Description: Designing an online course carries unique challenges. While the challenges vary between content and available technology, generating original online coursework requires a unique approach characterized by resourcefulness, optimism, and a flexible mindset. This presentation identifies types of challenges that course designers may face, provides an opportunity for participants to think critically about their own current or potential challenges, and offers both evidence- and experience-based solutions that assist in not only overcoming the challenges, but transforming them into strengths in the delivery of the course material.*

Lardier Jr., D.T., Opara, I., **Pinto, S.A.**, Garcia-Reid, P., & Reid, R.J. (2019, February). *The mediating effects of cognitive empowerment and social justice awareness between sense of community, ethnic identity, community participation and psychological empowerment among queer and non-queer youth of color*. Paper presentation at Columbia University Teachers College 36th Annual Winter Roundtable. Columbia University Teachers College. New York, N.Y.

*Description: Not available.*

**Pinto, S.** (2018, September). *Advocating toward an intersectional understanding of labels within (and beyond) the queer community*, Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling Conference, Portland, OR. [**Accepted, canceled**].

*Description: Research and theory regarding the development and nature of sexual identity have been generated, and evolving, for decades (Cass, 1969; D'Augelli, 1994; Mohr & Kendra, 2011; Troiden, 1988). The current body of literature actively identifies the limits of common labels for sexual identity (Few-Demo, 2014), including pervasive inconsistency between an individual's self-selected label and other associated measures of sexual identity (Diamond, 2005; Korchmaros, Powell, & Stevens, 2013). However, existing research has paid little attention to what, specifically, influences individuals to adopt one label for their sexual identity over another. The dearth of literature and associated understanding of self-selected labels can have negative effects on clients (Rogers, 1959; Rosario et al, 2006) and, subsequently, families and communities. By employing qualitative methods of research, based in Portraiture (Lawrence-Lightfoot & Hoffman Davis, 1997) and informed by intersectionality (Parent, DeBlaere, & Moradi, 2013; Shields, 2008), this study begins to articulate the labeling experience as it relates to sexual identity. The unique experiences of three individuals highlight collective themes toward understanding the self-labeling process. The findings suggest that an individual may select the label for their sexual identity based on the nature and salience of their identities, as well as their knowledge of labeling options, the audience receiving the label, and any internalized stigma or bias. This study provides insight into how an individual selects a label. It implies that an individual's label is heavily influenced by their intersections and carries meaning along a variety of dimensions, while offering direction for practice, education, advocacy, and future research. Participants will (1) be able to articulate the importance of an individual's label, (2) identify varied approaches for helping a client to understand their label, and (3) be able to conceptualize steps toward awareness and action in their individual settings.*

**Pinto, S. & Lardier Jr., D. T.** (2018, September). *"Stand up and Start to Fight:" Enacting the words of Harvey Milk*. Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling 2018 Conference, Portland, OR. [**Accepted, canceled**].

*Description: "Burst down those closet doors once and for all, and stand up and start to fight." Uttered by Harvey Milk over four decades ago; still meaningful today. The strides toward social justice that*

have been made in the U.S. since the 1970s are inspiring. However, we still find ourselves in an era of divisiveness. Establishing a sense of community and belongingness, within and beyond counseling settings, is critical for marginalized populations across dimensions (Lardier et al., 2017). Traditional outlets for rigorous academic research (e.g., peer-reviewed presentations/publications) have limited audiences—educated, interested individuals with access to the outlet (Siler, 2017). Knowing that only 11% of the population (U.S. Census, 2017) holds a Master's degree or higher, it can be inferred that traditional outlets fall short of spreading awareness, and subsequently fostering community and belongingness, where it is needed the most. Ethical researchers are obligated to effect change toward a “healthy and more just society” (ACA, 2014). This requires distribution in accessible formats with a robust audience of academic and non-academics alike. Through intentional dissemination of research findings and implications across contexts, we can impact the general population's understanding of individuals with queer intersections. This program will unpack (LO1) the need for community and belongingness for these individuals, (LO2) how to promote it in both the classroom and practice, and most importantly, (LO3) how to disseminate this information to populations that are not looking for it. “What set Harvey apart from you or me was that he was a visionary. He imagined a righteous world inside his head and then he set about to create it for real, for all of us” (Kronenberg, 2001, p. 37). It is time for each of us to take the righteous world that we have imagined and fight for it—through community, belongingness, and change.

**Pinto, S., Gentry, K., & Lardier Jr., D. T.** (2018, September). *An intentional approach to integrating sexuality into counselor education and practice*, 2018 NARACES Conference, Burlington, VT.

*Description: This session will provide a broad range of information regarding the importance and role of competency in counseling around issues of sexuality. Methods of fostering competency for counselors in training will be offered, and both a primer in vocabulary related to issues of sexuality and models of sexuality counseling will be discussed. Additionally, sexual dysfunction, intimate partner violence, and sexuality as it directly relates to mental health will be explored. This session will be approached through a lens of intersectionality, integrating cultural considerations throughout the presentation.*

**Grant, K., Pinto, S. & Levitt, D.** (2018, September). *Merging the art and science of counseling through the use of Portraiture as a qualitative method of inquiry*, 2018 NARACES Conference, Burlington, VT.

*Description: Portraiture is an innovative, qualitative research method that enriches the counseling profession by cultivating an in-depth, accessible understanding of populations that are often reduced to assumptions and abstractions. Combining the aesthetic and empirical, Portraiture promotes an intellectual understanding of a phenomenon, while provoking an emotional response in the reader to amplify connection with and comprehension of the findings and implications. The persistent need for a deep and nuanced understanding of people and their intersections locates Portraiture as a novel technique toward insight and awareness. Informed by the presenters' experience with the methodology, Portraiture is introduced as an approach to counseling inquiry, highlighting its defining features, application to research design, and providing context for understanding its place in counseling research.*

**Pinto, S.** (2018, April). *Negotiating a sexual identity: The self-labeling process for non-heterosexual women in early adulthood*. 12<sup>th</sup> Annual Student Research Symposium, Montclair State University, Montclair, NJ.

*Description: The concept of sexual identity has been evolving for decades. While there has been research and theory on the development of sexual identity, little attention has been paid to what, specifically, influences individuals to adopt one label for their sexual identity over another. Approached from a humanistic perspective, this study employed qualitative methods of research, based in Portraiture and informed by intersectionality, to gather and analyze data on three non-heterosexual,*

*self-identified women in early adulthood, from a metropolitan area in the northeastern United States. Each participant's experience, as it relates to the labeling process for their sexual identity, is presented individually, and subsequently analyzed to highlight collective themes as they relate to the self-labeling process. The findings suggest that an individual may select the label for their sexual identity based on the nature and salience of their identities, as well as their knowledge of labeling options, the audience receiving the label, and any internalized stigma or bias. The insight into how an individual selects a label, provided by this study, implies that an individual's label carries meaning along a variety of dimensions, and offers direction for practice, education, advocacy, and future research across disciplines.*

**Pinto, S., Gentry, K., & Lardier Jr., D. T.** (2017, March). *An intentional approach to integrating sexuality into counselor education and practice*, American Counseling Association 2017 Conference & Expo, San Francisco, CA.

*Description: With the diversity in sexual expression that exists in our society and the prevalence of sexual issues over the lifespan, counselors must acquire a basic knowledge and level of comfort discussing issues of sexuality. This presentation offers foundational information on modern sexuality, models for instruction and practice of sexuality counseling, and discusses sexual dysfunction, intimate partner violence, and sexuality as they relate to mental health.*

**Lardier Jr., D. T., Pinto, S. A., Bermea, A., Garcia-Reid, P., & Reid, R. J.** (2017, March). *Sexual minority status and suicidal ideations among urban Hispanic adolescents*, American Counseling Association 2017 Conference & Expo, San Francisco, CA. (Featured Education Session)

*Description: This study uses data from a Drug Free Communities grant to examine the effect that sexual-minority status has on bullying, social support, depression, and suicidal ideations among low-income Hispanic adolescents (N= 538). Using Structural Equation Modeling techniques, which are guided by Interpersonal Theory of Suicide and intersectionality perspectives as theoretical frameworks, we provide useful recommendations for counselors and researchers.*

**Pinto, S. & Kooyman, L.** (2016, September). *Counseling sexual minority identified clients: implications for training and supervision*, Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling 2016 Conference, San Antonio, TX.

*Description: As a counselor educator or supervisor, it is crucial to have an understanding of how to foster competency in students and supervisees. This program will address psychosocial issues with, differences within, and counseling tendencies of sexual minority populations. It will also provide a foundation for knowledge of issues in supervision and training as related to this population, and suggestions for improving effectiveness in training and supervision of counselors with LGBTQ identified clients.*

**Pinto, S.** (2016, April). *What's in a name: How we label our sexual orientation, and the difference that it makes*, American Counseling Association 2016 Conference & Expo, Montreal, QC, Canada.

*Description: Sexual orientation self-identification (SOSI) is a complex process. The labels that individuals use to identify their sexual orientation do not consistently represent the intended construct. Assigning a label to one's sexual orientation can impact their movement through the world, influencing various aspects of their expression. This presentation explores how SOSI is shaped, how it impacts lives, and how counselors can use this information to better serve sexual minority and non-sexual minority individuals alike.*

**Wahlstrom, S., Baker, B., & Collins, J.** (2014, September). *Taking the T out of LGBT: A foundation for counseling the transgender community*, Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling Inaugural Conference, New Orleans, LA.

*Description: The commonly used acronym "LGBT" carries certain assumptions with it. It can lead people to believe that all members of the community are created equally and have similar needs. This session will highlight the unique features of, help participants to better understand the issues and concerns of, and provide strategies for serving the transgender community.*

**Edwards, B., & Wahlstrom, S.** (2014, September). *The "A" word*, Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling Inaugural Conference, New Orleans, LA.

*Description: An estimated 70 million people identify as asexual, a sexual orientation characterized by an absence of feelings of sexual attraction. Workshop attendees will develop foundational knowledge on asexual terminology regarding romantic attraction and affectional orientation, and will examine and dismantle stereotypes that make it difficult for asexual people to exist openly in society. Participants will acquire a better understanding of their personal gaps in knowledge on asexuality, and be better skilled at creating more safe, inclusive spaces for asexual identified clients.*

**Wahlstrom, S., Baker, B., & Collins, J.** (2014, April). *Taking the T out of LGBT: A foundation for counseling the transgender community*, 8<sup>th</sup> Annual Student Research Symposium, Montclair State University, Montclair, NJ.

*Description: The commonly used acronym "LGBT" carries certain assumptions with it. It can lead people to believe that all members of the community are created equally and have similar needs. This session will highlight the unique features of, help participants to better understand the issues and concerns of, and provide strategies for serving the transgender community.*

**Edwards, B., & Wahlstrom, S.** (2014, March). *The "A" word*. Safe[r] Space Conference, Montclair State University, Montclair, NJ.

*Description: An estimated 70 million people identify as asexual, a sexual orientation characterized by an absence of feelings of sexual attraction. Attendees of this session will develop foundational knowledge on asexual terminology regarding romantic attraction and affectional orientation, and will examine and dismantle stereotypes that make it difficult for asexual people to exist openly in society. Participants will acquire a better understanding of their personal gaps in knowledge on asexuality, and be better skilled at creating more safe, inclusive spaces for asexual clients.*

**Kooyman, L., Wahlstrom, S., & Baker, B.** (2013, June). *Addressing current challenges of LGBTQ adults in the counseling process*. Association for Adult Development and Aging Conference, New York, NY.

*Description: Considering the upheavals regarding LGBTQ issues within recent years, counselors need to be aware of the needs in serving these populations. This session will provide a framework for understanding LGBTQ identity development within the context of current legal, religious, and political issues, and provide strategies for counseling LGBTQ populations.*



## Non-refereed Presentations

*Counseling lesbians.* Guest lecture, LGBT Identity Development course, Montclair State University (2022, July).

*Writing principles, the dissertation.* Guest panel, Research Seminar course, Montclair State University, (2021, June).

*Counseling queer-identified students: Implications for supervision.* Invited presentation, 2020-2021 SuperVision Webinar Series (2021, April).

*Asexuality.* Guest lecture, Counseling LGBT Clients course, Montclair State University (2020, July).

*Inclusive Educational Environments.* Guest lecture, School Counseling Internship course, University of Denver (2020, March).

*From candidacy to defense and beyond.* Invited presentation.

College of Education and Human Services doctoral programs, Montclair State University (2018, June).

Department of Family Science and Human Development, Montclair State University (2018, January).

Department of Counseling and Educational Leadership, Montclair State University (2017, May).

Department of Counseling and Educational Leadership, Montclair State University (2017, April).

*Queer issues in counseling and schools.* Invited presentation, Counseling Colloquium, Department of Counseling and Educational Leadership, Montclair State University (2018, March).

*Completing the dissertation: A workshop for doctoral candidates.* Invited presentation, The Graduate School, Montclair State University (2017, January).

*Doctoral study 101: Getting the most out of your doctoral education.* Invited presentation, Graduate Development Conference, Montclair State University (2016, August).

*Counseling lesbians, and asexuality.* Guest lecture, Counseling LGBT Clients course, Montclair State University (2016, July).

*Sexuality and gender development.* Guest lecture, Counseling Across the Life Span course, Montclair State University (2015, October).

*Doctoral study 101: Getting the most out of your doctoral education.* Invited presentation, Graduate Development Conference, Montclair State University (2015, August).

*Counseling lesbians, and asexuality.* Guest lecture, Counseling LGBT Clients course, Montclair State University (2015, July).

*Social influences.* Guest lecture, Counseling Across the Life Span course, Montclair State University (2015, July).

*DOC-STUDY-101.* Invited presentation, Graduate Development Conference, Montclair State University (2014, September).

*Physical development.* Guest lecture, Counseling Across the Life Span course, Montclair State University (2014, July).

*Counseling lesbians*. Guest lecture, LGBT Identity Development course, Montclair State University (2014, July).

*Intersecting identities workshop series*. Invited presentation, LGBT Center, Montclair State University.

*Gender/ethnicity & sexuality*. (2013, November).

*Veteran/military status & sexuality*. (2013, November).

*Greek life & sexuality*. (2013, October).

*Religion & sexuality*. (2013, October).

*DOC-STUDY-101*. Invited presentation, Graduate Development Conference, Montclair State University (2013, September).

*Counseling lesbians*. Guest lecture, LGBT Identity Development course, Montclair State University (2013, July).

## Professional Affiliations

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2008 – Present	American Counseling Association (ACA)
2014 – Present	Association for Counselor Education and Supervision (ACES)
2014 – 2018	North Atlantic Regional Association for Counselor Education & Supervision (NARACES)
2019 – Present	Rocky Mountain Association for Counselor Education and Supervision (RMACES)
2012 – Present	Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE; previously known as ALGBTIC)
2019 – Present	Colorado Counseling Association (CCA)
2019 – Present	CCA LGBTQ+ Division
2017 – Present	American School Counselor Association (ASCA)
2019 – Present	Colorado School Counselor Association (CSCA)

## Service

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### Department (Counseling Psychology)

	Dissertation Committee Member
2021, July – Present	Sree Sinha
2019, Apr. – 2022, Aug.	Kait Ross
2019, Sept. – Oct.	Counseling Psychology Social Justice Collaborative Faculty Coordinator
	Faculty Search Committee
2022 – Present	School Psychology, 1 line (pending)
2020 – 2021	School Counseling, 4 lines, Committee Chair (S. Rian; K. Gentry; C. Ausloos; L. Harman)
2020	School Counseling, 2 lines (J. Johnson; S. Rian)
2019	School Counseling, 3-4 lines (not launched)
2019	School Counseling, 1 line (failed)
2018 – 2019	School Counseling, 1 line (J. Blueford)

## **College** (Morgridge College of Education)

2022, Sept. – Present	University of Denver Faculty Senate, Morgridge College of Education Faculty Senator
2021, Jan. – 2022, Sept.	Queer & Trans* Spectrums Student Affinity Group, Faculty Facilitator
	Inclusive Excellence Committee
2018, Oct. – Present	Member
2020, June – 2021, June	Faculty Co-Moderator
2019, Sept. – 2021, June	Faculty Executive Committee, Vice President of Teaching/Mentoring
2019, Sept. – Present	MCE Space Committee
	Staff Search Committee
2020, Sept. – 2021, Feb.	@MCE Practicum & Internship Coordinator
2020, Apr. – 2020, Oct.	@MCE Academic Services Associate
2019, Mar. – 2019, Nov.	@MCE Practicum & Internship Coordinator
2018, Sept.	@MCE Academic Services Associate
2019, July	Mental Health Education Open House, Counseling Psychology Representative
2018, Dec. – 2020, June	Technology Advisory Group
2018, Nov.	Colorado Children's Campaign Luncheon, MCE Representative

## **University** (University of Denver)

	Search Committee
2021, Sept. – Dec.	Vice Chancellor for Legal Affairs and General Counsel, Committee Member
2020, May – July	<i>4D Camp</i> Consultant (appointed)
2019, Nov. – 2020, Dec.	Symposium Implementation Committee, Mentoring & Onboarding Across Ranks & Series (MOARS) Working Group, Member
2019, July	Creating Collaborative Departmental Cultures and Chairs Symposium, Inclusive Climate Working Group, Fellow

## **Profession** (Counseling)

2021, May – Present	Colorado Department of Education Peer Reviewer, School Counselor Education Programs
2020, Oct. – Present	Colorado School Counselor Education Leadership Committee
	Colorado Counseling Association LGBTQ+ Division
2022, July – 2023, June	President
2021, July – 2022, June	President-Elect
2019, Aug. – Present	Membership Committee

	Society for Sexual, Affectional, Intersex, and Gender Expansive Identities
2023, July – 2024, June	President-Elect
2023, Jan. – Present	Conference Committee
2019, Nov. – 2021, Oct.	Conference Committee: Marketing, Chair
2019, July – 2020, June	Strategic Planning Committee, Member
2017 – 2018	Graduate Student Committee, Member

	Peer Review
2021, Sept. – Present	Journal of LGBT Issues in Counseling, Editorial Board Member
2020, Apr.	Rocky Mountain Association of Counselor Education and Supervision, 2020 RMACES Conference Proposals
2019, June – 2020, Apr.	Psychotherapy
2019, Mar.	Association of Counselor Education and Supervision, 2019 ACES Conference Proposals
2018, Aug.	Journal of Homosexuality
	Rocky Mountain Association of Counselor Education & Supervision
2019, Nov. – 2020, Oct.	2020 RMACES Conference Committee: Registration, Co-Chair

### Public/Community

2019, June	The Center on Colfax, <i>Denver PrideFest Volunteer</i>
2018 – Present (intermittent)	Food Bank of the Rockies, <i>Warehouse Volunteer</i>

### Other

	Montclair State University
2013 – 2015	Behavior Assessment Committee
2016 – 2018	LGBTQ Advisory Board
2013 – 2018	University Administrator for Disciplinary Panel Hearings
2013 – 2015	Student Assistance Team

### Funding Awards & Applications

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2020, Mar.	University of Denver, Morgridge College of Education
	Interdisciplinary Grant
	<b>Status:</b> Funded
	<b>Title:</b> Interdisciplinary Human Development Course Sequence
	<b>Authors:</b> Coleman, J., Pinto, S., & Schmidt, K.
	<b>Project Summary:</b> The design of an Interdisciplinary Human Development Course Sequence is a partnership between faculty from different programs within MCE. We aim to implement and evaluate a new interprofessional education training model for graduate students who take human/lifespan or child development courses. We will design opportunities for field experiences in which students collaborate on observations and shared assignments. Our interdisciplinary team will consult with all programs that require or benefit from human or child development courses and align the course objectives and assessments to meet standards for their governing bodies. We will consider both face-to-face and on-line formatting, application of content within specific disciplines, and a systems perspective throughout the course design and implementation.

2020, Apr. National Board for Certified Counselors  
 NBCC and Affiliates Grant for Initial CACREP Accreditation  
**Status:** Not funded  
**Authors:** Blueford, J., Pinto, S. & Holland, N.  
**Project Summary:** The National Board for Certified Counselors (NBCC) is offering a unique assistance grant for regionally accredited institutions seeking first-time Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for master's-level counseling programs of 48 or more semester hours. Eligible tracks include addictions counseling; career counseling; clinical mental health counseling; marriage, couples, and family counseling; school counseling; and student affairs/college counseling. Institutions with tracks currently approved by CACREP are not eligible to apply at this time.

## Honors & Awards

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2022	Outstanding Teaching Award University of Denver, Office of the Provost
2018	Excellence in Teaching Award Grant, K., <b>Pinto, S.</b> & Levitt, D. (2018, September). Merging the art and science of counseling through the use of Portraiture as a qualitative method of inquiry, 2018 NARACES Conference, Burlington, VT.
2009 – Present	Alpha Epsilon Lambda, Alpha Kappa Chapter Graduate Student Honor Society, Montclair State University
2014 – 2015	Member Chapter President
2009 – Present	Chi Sigma Iota, Chi Sigma Mu International Counseling and Academic Honor Society, Montclair State University
2015 & 2017	Student Research Award College of Education and Human Services, Montclair State University
2013, 2014, & 2016	Student Research & Conference Travel Award The Graduate School, Montclair State University
2009	Hal Young Memorial Director's Service Award Camp White Meadow, White Meadow Lake POA