

Waleed Sami, M.A, LPC-R

Samiwaleed90@gmail.com

Education

2019-2022	PhD. in Education, concentration in Counselor Education and Supervision, VCU (CACREP accredited) Anticipated graduation: Spring, 2022 Dissertation Title: <i>Labor union decline and its impact on well-being and mental health. A longitudinal analysis.</i>
2014-2016	M.A. in Counseling, Wake Forest University (CACREP accredited)
2008-2012	B.S. in Psychology, VCU
2005-2008	Advanced High School Diploma, Matoaca High School

Licenses and Certifications

Counseling Experience (LPC-R)

Awards, Honors, and Recognitions

- Member, Chi Sigma Iota – Professional Development Chair (2020-2021)
- Student Scholar, Secretary, Holmes Scholar- (2021-)
- Jack Duncan Counselor Education Scholarship award winner

Professional Experience:

2019-Present: **Graduate Assistant** at Virginia Commonwealth University, School of Education. Supervised by Dr. Naomi Wheeler

- Assist in research collaboration in the Family and Relational/Stress Health Lab (FReSH)
- Develop and publish original research articles in collaboration with peers and faculty
- Provide data analysis on large data sets, along with mentorship with incoming peers
- Organize and present research in local and national conferences
- Assist in writing grant applications
- Co-teach and develop curriculum and syllabi for course instruction

2017-2021: **Clinician (Treatment Specialist)** at Saint Joseph Villa's Crisis Stabilization Unit, Supervised by Dr. Rhonda Carter and Linda Saltonstall

- Provide emergency screening of clients referred by the Community Service Boards (CSB) in need of crisis stabilization services
- Conduct individual, group and family therapy as identified in client's treatment plan
- Implement and monitor a comprehensive stabilization and rapid discharge plan for each client

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- Promote good parent and community relations and appropriately assesses services for appropriate wrap around services to support quality of life for persons served
- Meet with family members and relevant agencies to advise on clients' progress and teach them techniques to continue behavioral changes outside the supported setting
- Assume on-call responsibilities
- Maintain documentation of the highest quality and in keeping with licensing and accreditation standards

2017-2017: **Resident Therapist** at Hallmark Residential Youthcare. Supervised by Rosey Shushkoff, LCSW

- Provide individual psychotherapy to adolescent case load, three times a week
- Provide group psychotherapy to adolescent case load, three times a week
- Provide family therapy, approximately twice a month to families
- Assist in case-coordination, including updating social workers and legal guardians on discharge planning
- Engage in developing behavior management programs for residential youth under the trauma informed, Sanctuary model
- Assume on-call responsibilities
- Participate in treatment team meetings and develops service plans with resident and legal guardian input
- Participate in professional and skill development around clinical topics

2016-2016: **Internship** at Saint Mary's Bon Secour's Hospital, Pediatric Integrated Behavioral Health. Supervised by Kristi Martin, MSW, and Andrea Konig, PhD.

- Provide individual psychotherapy to Peds patients, who have been diagnosed with chronic illnesses and co-occurring mental illness.
- Provide family psychotherapy to Peds patients and their families.
- Perform Biopsychosocial assessments on families and youth and assess for symptoms
- Assess and provide financial, medical insurance, housing, etc. resources and contacts to families and Peds patients.
- Provide psychoeducational materials and presentations to various members the hospital staff, including doctors, administrators, nurses, dieticians, etc.
- Provide group counseling to Peds individuals through chronic illness support groups.
- Develop and research material to further enhance cultural competency when interacting with the Muslim-American population.
- Provide group therapy and support at the Diabetes Support Group for the Pediatric department

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- Provide group therapy and support at the Parent Resource Group at UMFS Foster Care Division.
- Improve cultural competency for the treatment of Muslim Americans in the health field by developing a guidebook for implementation.
- Techniques used: CBT, Mindfulness, Solution Focused Counseling, Play Therapy, Psychoeducational Group

2015-2015: **Practicum** at Saint Mary's Inpatient Psychiatric Unit. Supervised by Lisa Zoppetti, PhD.

- Provide individual psychotherapy to inpatient residents. Most diagnoses were schizophrenia, bipolar disorder, borderline disorder, and suicidal ideation/attempt.
- Provide group therapy to inpatient residents. Groups include: CBT work groups, group processing, and DBT groups.
- Develop programming for various psychoeducational groups around CBT and implement them.
- Collaborate with other healthcare professionals to design and implement cogent treatment planning and discharges
- Techniques used: CBT, Mindfulness, DBT, Solution Focused Counseling, Psychoeducational Groups.

2016-2018: **Youth Counselor** at UMFS. Supervised by Dana Ray

- Provide therapeutic and life skills support to the severely traumatized, adolescent population
- Population has multiple psychiatric diagnoses and is a part of the foster care system
- Provide life skills, social support, education training, and mentorship to the youth
- Facilitate treatment and goal planning through therapeutic interventions and activities.
- Provide crisis intervention.
- Document and record daily goal achievement, along with any serious incident reports
- Provide Behavior Management to youth and model appropriate communication and life skills

Research Lab Experience:

FReSH (Family & Relational Stress/Health Lab), supervised by Dr. Naomi Wheeler (2019-)

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The Family & Relational/Stress & Health (FReSH) Lab was created in 2018 by Dr. Naomi J. Wheeler, an assistant professor at Virginia Commonwealth University. The vision for the lab is to advance health equity by understanding the influence of ‘how we love’ on ‘those we love.’ The lab emphasizes mentorship as a key value and, thus far, engages doctoral-level students interested in family strengthening research.

The FReSH lab research mentorship program includes a two-year time commitment and active involvement with the team. Mentees may include students at the graduate or undergraduate level. Students will contribute to research projects and engage in mentorship related to scholarly activity, as well as personal and professional development.

Equity Research Lab, supervised by Dr. Kaprea Johnson (2020-)

Equity is giving everyone what they need to be successful, and that is the major aim of the ERL. Within the major aim we have two primary focus areas: 1) Research Focus and 2) Opportunity Focus.

Our research focus within Equity, is multi-pronged and seeks to contribute to: 1) Training and Education, 2) Innovations in Assessment, and 3) Evidence Based Practice Implications and Outcomes.

Our opportunity focus within Equity, is dedicated to: 1) Increasing access to research opportunities and experiences, 2) Enhancing research self-efficacy, and 3) Advancing networks of caring, ethical researchers.

Vivian Dzokoto, Ph.D- African-American Studies

2009-2010

Duties included coding for somatic references between Ghanaian, Euromerican, and Singaporean samples and using theme analysis to extract any significant themes. As an undergraduate researcher, my main job was to examine and create categories of different emotional coding. I was able to present at the 2010 Colonial Athletic Association annual undergraduate research symposium.

Aashir Nasim, Ph.D.- African-American Studies

2010-2010

As an undergraduate researcher, my duties included coding and researching YouTube videos on individuals who modified tobacco products for various different purposes. I wrote down relevant themes and researched a large sample size to aid in our theme analysis.

Research:

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Line of Research: Social and political determinants as barriers and facilitators of health, mental health, and equity.

My goal is to examine systemic contributors to health and well-being such as political economy, income inequality, religious affiliation/culture (specifically in the Muslim-American community), and family/relational dynamics (specifically the developmental role of rough and tumble play in aggression).

Refereed Manuscripts

**Indicates a data or empirical publication*

Sami, W. Y., & Jeter, C. (2021). The political economy and inequality's impact on mental health. *Journal of Mental Health Counseling, 43*(3), 212–227. <https://doi.org/10.17744/mehc.43.3.04>

Sami, W. Y., Waters, J. M., Liadis, A., Lambert, A., & Conley, A. H. (2021). Disenchantment, buffering, and spiritual reductionism: A pedagogy of secularism for counseling and psychotherapy. *Religions, 12*(8), 612. <https://doi.org/10.3390/rel12080612>

Wheeler, N. J., Carlson, R. G., Sami, W. Y., & Hipp, C. (2021). Adverse childhood experiences as predictors of differences in intimate justice, conflict, control, and power in intimate relationships. *Journal of Family Violence. https://doi.org/10.1007/s10896-021-00288-z

Turnage-Butterbaugh, I. S., **Sami, W. Y.**, & Phipps, R. (2017). Perry's theory of moral development. In W. K. Killam & S. Degges-White (Eds.), *College student development: Applying theory to practice on the diverse campus* (pp. 49–63). Springer Publishing. <https://doi.org/10.1891/9780826118165.0005>

Books & Book Chapters

Sami, Y. W. & Lambert, Aliza (In-Press): Antisemitism and islamophobia: History and best practices. Accepted for: *Developing Anti-Racist Practices in the Helping Professions: Inclusive Theory, Pedagogy, and Application*. Palgrave MacMillan.

Publications Under Review

Sami, W. Y., & Wheeler, N. J. (Under Review): Rough and tumble play as a developmental need: Reframing aggression for child and adolescent counselors. *Journal of Child and Adolescent Counseling*

Invited Speaker

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Sami, Y. Waleed. (2021, November 19th). *The Political Economy of Mental Health* [Moderated Panel Discussion]. Global Mental Health: Agents of Change, Generation Mental Health, Virtual Conference (Sponsored by University of Michigan).
<https://www.generationmentalhealth.org/conference-agenda>

Refereed Presentations

National and International Presentations

Waters, J. M., **Sami, W.**, Liadis, M., Lambert, A., & Conley, A. (2021, October 7th). *Do we practice what we preach? Exploring counselor education doctoral students experiences from diverse religious/spiritual backgrounds* [Conference Session]. Association for Counselor Education and Supervision, Atlanta, Georgia. <http://www.aces2021.net/>

Sami, Y. Waleed. (2021, October 8th). *SACES graduate student lounge research presentation* [Research Presentation]. Association for Counselor Education and Supervision, Atlanta, Georgia. <http://www.aces2021.net/>

Sami, Y. Waleed. (2021, February 23rd). *Inequality, Political Economy, and the Impact on Mental Health* [Conference Session]. American Association of Colleges for Teacher Education, Virtual Conference. <https://hopin.com/events/aacte-2021-annual-meeting>

Sami, Y. Waleed. (2020, September 11th- September 12th). *Examining the role of cumulative childhood adversity for intimate relationship power and control dynamics* [Conference Session]. Association for Assessment and Research in Counseling, Virtual Conference. <https://2020aarc.sched.com/>

Sami, Y. Waleed. (2020, September 11th- September 12th). *Is religiosity and personality protective against anti-social behavior in college freshman?* [Poster presentation]. Association for Assessment and Research in Counseling, Virtual Conference. <https://2020aarc.sched.com/>

Sami, Y. Waleed. (2020, April 17-April 20th,). *Rough and tumble play: implications for wellness and counseling intervention with children and adolescents* [Poster presentation]. American Counseling Association, Conference canceled due to COVID-19. <https://www.counseling.org/news/updates/2020/03/13/2020-aca-annual-conference-expo-cancelled>

State and Local Presentations

Sami, Y. Waleed & Lambert. A (2021, February, 27th). *Antisemitism and Islamophobia: Implications for Counselor Educators* [Conference Session]. Virginia Association of Counselor Educators, (Online)
<https://www.vcacounselors.org/event/2021VACESGradConf>

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Sami, Y. Waleed & Blake, J. (2020, February, 29th). *Rough and tumble play theory: Interventions and implications for counselor educators* [Conference Session]. Virginia Association of Counselor Educators, Old Dominion University, Norfolk, Virginia
<https://www.vcacounselors.org/events/EventDetails.aspx?id=1315094>

Teaching, Supervision Experiences, and Professional Development

Courses Taught:

CLED 601: Counseling Theories (Online) 3 Credits. Fall-2020

CLED 640: Marriage and Family Counseling (Online) 3 Credits (2 Sections). Summer-2021

Guest Lectures:

CLED 501. A Survey of the Counseling and Human Services Professions. Spring- 2020

COU 5003: Human Growth and Development. Palm Beach Atlantic University- Spring-2020

CLED 606: Assessment Techniques for Counselors. Fall – 2019

Supervision:

CLED 602. Techniques of Counseling. 3 Credits- Spring - 2020

CLED 604. Practicum: School Counseling 3 Credits Fall - 2020

CLED 609. Practicum: Marriage and Family/Couples Counseling 3 Credits Fall-2021

National and University Service

National Service:

Journal of Child and Adolescent Counseling's Emerging Scholar Program – 2022

Languages Spoken

- English
- Urdu
- Punjabi
- Hindi
- Read and write Arabic, Farsi, and Dari (non-fluent)