

Melissa Gutierrez, M.S.Ed.

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EDUCATION

Doctor of Philosophy

July 2025 (Expected)

Counseling Psychology, APA Accredited
University of Miami, Coral Gables, FL

Master of Science in Education

August 2019

Mental Health Counseling
University of Miami, Coral Gables, FL

Bachelor of Science

May 2015

Major in Biology and Minor in Psychology
University of Miami, Coral Gables, FL

PUBLICATIONS IN PROGRESS

Louder, C. N., Franklin, A. R., Meyer, M. L., del Rey, G. M., **Gutierrez, M. A.**, Masters, B., & Nicolas, G. (under review). The Fight for Civil Rights and Its Connection to Mental Health in Black Communities. In M. Fuller & C. Small (Eds.), *Anti-Blackness: White Privilege, Allyship, and Psychology* (1st ed). Oxford University Press.

Mena, M., del Rey, G. M., **Gutierrez, M.**, Gattamorta, K., Lazarus, B., & Santisteban, D. (2020). Culturally Informed Flexible Family Based Treatment for Adolescents: Designing a technology assisted treatment to better serve adolescents with self-harm behavior. *Submitted*.

CONFERENCE PRESENTATIONS

Meyer, M. L., Louder, C. N., **Gutierrez, M.**, & Wise Masters, B. (2022). *Real Talk: Promoting Social Justice in Psychology and Education Through Difficult Dialogues*. Workshop at the 39th Annual Teachers College Winter Roundtable at Teachers College, Columbia University, February 2022, Virtual Conference.

Gutierrez, M., del Rey, G.M., Mena, M., Santisteban, D. (2021). *Culturally Informed Flexible Family Based Treatment for Adolescents: Theory, Evidence, Practice, and Training*. Symposium Presentation at the National Latinx Psychological Association, October 2021, Virtual Conference.

Gutierrez, M. & Franklin, A. (2021). *Acculturation, family, and internalizing symptoms during the age of transition for Latino youth*. Poster Presentation at the American Psychological Association Convention, August 2021, Virtual Conference.

Franklin, A. & **Gutierrez, M.** (2021). *An investigation of trust, communication, and internalizing symptoms in Latino Adolescents*. Poster Presentation at Graduate and Postdoctoral Research Symposium at the University of Miami, April 2021, Virtual Conference.

Bailey, J., Shearer, R., Futterer, J., **Gutierrez, M.** *It's Playtime! Parent Reported Peer Play Skills in the Home Context and Preschool Learning Outcomes*. Poster presented at: SRCD 2019. Society for Research on Child Development; 2019 March 21-23; Baltimore, MD.

COMMUNITY PRESENTATIONS

Lazarus, R., del Rey, G. M., & **Gutierrez, M.** (2021, April). ConnectFamilias CIFFTA Progress. Virtual community presentation for the care coordinators and staff of ConnectFamilias.

RESEARCH EXPERIENCE

University of Miami, Coral Gables, FL

Project Coordinator, CA CIFFTA *10/20 – Present*

Computer Assisted Culturally Informed and Flexible Family-Based Treatment for Adolescents (CA CIFFTA)

- Supervised completion of assessments and calls at all time points of the study for sixty-four participants
- Facilitated transitions for study participants as a liaison for families entering the program
- Coordinated warm hand off referrals to families randomized to treatment as usual
- Provided training for administration of assessments and clinical methods

Principal Investigator: Daniel Santisteban, Ph.D. & Maite Mena, Psy.D.

Project Coordinator, SBIRT *10/19 – Present*

Screening, Brief Intervention, Referral to Treatment (SBIRT)

- Coordinated the implementation of SBIRT (Screening, Brief Intervention, Referral to Treatment) in 5 Miami Gardens based community agencies to identify and intervene with those who may be at risk for substance use disorder
- Assisted in forming implementation teams at organizations serving primarily vulnerable minority, low-income adolescent and adult populations
- Collaborated with Dr. Mena in conducting SBIRT implementation trainings for 100 staff members
- Developed tailored SBIRT implementation plans for each agency (protocol, workflow analysis, data collection processes)

Principal Investigator: Maite Mena, Psy.D.

Research Coordinator, Lighthouse for the Blind Early Learning Center for Children *07/17 – 10/19*

Social Emotional Readiness Lab (SERL)

- Led teams of 17 undergraduate students in research project procedures
- Managed and coordinated observational data collection for 45 children
- Supervised data entry and data verification for quantitative and qualitative data of all participants
- Facilitated teacher and parent focus groups
- Observed the classroom engagement of 15 visually impaired children using the Individualized Classroom Assessment Scoring System (InCLASS)
- Transcribed, annotated, and coded video-recorded sessions using consensual qualitative coding

Principal Investigator: Rebecca Shearer, Ph.D.

Research Coordinator, Pyramid Model Project in Liberty City

Social Emotional Readiness Lab (SERL)

- Assisted in evaluating how the Pyramid Model program in high poverty neighborhoods influenced teacher and parent practices in promoting children's social emotional development in 10 preschool classrooms
- Participated in consenting process and project presentation to parents/teachers
- Supervised quantitative data collection, data entry, and database management for 250 preschoolers
- Conducted Teaching Pyramid Model Tool (TPOT) assessment to assess teacher use of social and emotional strategies
- Assessed children's regulation skills using the Preschool Self-Regulation Assessment (PSRA)

Principal Investigators: Rebecca Shearer, Ph.D. & Jill Ehrenreich-May, Ph.D.

Research Coordinator, Quality Counts Evaluation Project

06/17 – 07/18

Social Emotional Readiness Lab (SERL)

- Coordinated and managed quantitative data collection for 30 classrooms in support of the research protocol for Quality Counts, an organization that supports and assesses classroom quality in preschools in Miami-Dade County
- Conducted literature reviews on Quality Rating and Improvement systems in early childhood programs
- Transcribed and analyzed qualitative data on program director responses for 20 programs concerning the efficacy of the Quality Counts program's components
- Developed surveys using Qualtrics of teacher's responses concerning the program's effectiveness in coaching
- Administered the Toddler and Preschool Classroom Assessment Scoring System (CLASS) in preschool classrooms

Principal Investigator: Rebecca Shearer, Ph.D. & Veronica Fernandez, Ph.D.

Research Assistant, Behavior Observation Measure Project

11/16 – 06/17

Social Emotional Readiness Lab (SERL)

- Evaluated the social emotional adjustment and school readiness of preschoolers in Head Start classrooms
- Observed interactions between children and teachers using a coding system that examined internalizing and externalizing behaviors of preschool children
- Developed protocol for video data collection
- Explained data results to early childhood programs to support more adaptive strategies and successful learning to low-income children in the classroom

Principal Investigator: Rebecca Shearer, Ph.D.

CLINICAL EXPERIENCE

Institute for Individual and Family Counseling

Doctoral Practicum in Counseling

08/21 – 05/22

University of Miami

- Conducted therapeutic individual sessions with adolescents addressing various presenting concerns, such as depression, anxiety, and immigration related stressors

- Attended weekly 1 hour individual and 2 hour group supervisions to review clinical cases, discuss treatment plans, and conceptualize cases from theoretical orientations
- Observed and monitored client behavior and responses to treatment

Supervisor: Kimberly Ho-Misiaszek, Ph.D.

Culturally Informed and Flexible Family-Based Treatment for Adolescents (CIFFTA)

Clinician

01/20 – 09/21

University of Miami

- Provided individual therapy to Hispanic adolescents from ages 11-18 who engaged in self-harm
- Facilitated family therapy to improve family communication and functioning by mobilizing family protective factors
- Conducted psycho-educational modules addressing several key topic areas (e.g., drug use, parenting, immigration, acculturation stress, self-harm, and depression)
- Implemented interventions such as Dialectical Behavioral Therapy (DBT) skills and Motivational Interviewing
- Attended weekly group supervision to review clinical cases and discuss treatment plans
- Maintained timely and confidential client records including clinical interview documents, weekly progress notes, treatment plan and case conceptualizations

Supervisor: Maite Mena, Psy.D.

Institute for Individual and Family Counseling

Masters Practicum in Counseling

08/18 – 08/19

University of Miami

- Conducted therapeutic individual sessions with children, adolescents, and young adults
- Worked with clients on various presenting concerns, such as depression, anxiety, behavior, and trauma
- Attended weekly and individual group supervision to review clinical cases, discuss treatment plans, and conceptualize cases from theoretical orientations
- Observed and monitored client behavior and responses to treatment
- Participated in biweekly in-service training seminars on topics including psychodynamic treatment, Attention Deficit Hyperactivity Disorder (ADHD), family therapy, and suicide assessment
- Maintained confidential client records including psychosocial intakes, weekly progress notes, treatment plans and case conceptualizations

Supervisor: Lissette Perez-Lima, Ph.D.

Miller School of Medicine, Pediatrics

Mailman Center for Child Development

Masters Outplacement Practicum in Counseling

08/18 – 08/19

University of Miami

Early Discovery

Early discovery provides services to young children (ages 0-5) with special needs throughout Miami-Dade County at childcare centers, at home, or other convenient locations in the community.

- Conducted on-site therapy within childcare centers with children ages 2-5 at risk for behavioral and emotional difficulties
- Facilitated individual parenting sessions to provide psychoeducation and skills for parents to promote their child's emotional well being

- Initiated teacher consultations to assess children's progress and provide resources to be implemented in the classroom with child
- Administered the Devereaux Early Childhood Assessment (DECA) and the Brigance Early Childhood Assessment
- Attend weekly individual supervision and weekly case conference meetings

Supervisor: Ruby Natale, Ph.D.

PRE-INTERNSHIP ASSESSMENT EXPERIENCE

Culturally Informed and Flexible Family-Based Treatment for Adolescents (CIFFTA)

Assessor

10/20 – Present

University of Miami

- Conducted several diagnostic assessments (e.g., Columbia-Suicide Severity Rating Scale, Child PTSD Symptom Scale, CRAFFT, Deliberate Self-Harm Inventory, Difficulties in Emotion Regulation Scale, Family Environment Scale, PHQ-9 Depression Assessment, Bidimensional Acculturation Scale, Generalized Anxiety Disorder-7) with Hispanic adolescents from ages 11-18 who engaged in self-harm and parents
- Administered assessments at baseline, post-treatment, and at one year follow up after treatment began
- Served as a liaison for families referred to and seeking therapy services from our CIFFTA program

Supervisor: Maite Mena, Psy.D.

Social Emotional Readiness Lab (SERL)

Assessor

11/16-10/19

University of Miami

- *Conducted child centered assessments:* Preschool Classroom Assessment Scoring System (CLASS), Individualized Classroom Assessment Scoring System (InCLASS), Preschool Language Scales (PLS-5), Devereaux Early Childhood Assessment (DECA), Preschool Self-Regulation Assessment (PSRA)

TEACHING EXPERIENCE

Guest Lecturer | EPS 685 Substance Abuse and Addictions

School of Education and Human Development | Instructor: Maite Mena Psy.D. | 7/14/2021, 5/26/22

- Collaborated with professor in the development of course syllabus
- Lectured about Screening Brief Intervention and Referral to Treatment in the context of therapy
- Assisted professor in grading of 25 motivational interviewing role plays using the Motivational Interviewing clinician fidelity form

Guest Lecturer | EPS Counseling Theories and Practice

School of Education and Human Development | Instructor: Marisol Meyer | 1/28/22

- Spoke as a part of a panel of three graduate students discussing master's programs in Mental Health Counseling
- Provided information about mental health counseling tracks and trajectories leading to the field
- Discussed elements of clinical work and professional development opportunities leading to clinical experience

AWARDS

Award of Academic Merit- Master's Degree, University of Miami Graduate School, 2019

COMMUNITY SERVICE

Youth Director

Youth Department, Centro Cristiano Internacional

- Mentored 35-40 adolescents from various nationalities in my local church. Facilitated multicultural relations by mediating interactions between diverse adolescents and young adults in our organization. Advised adolescents in spiritual, academic, and personal issues.

Volunteer Abroad

Missionary Team Trips, Centro Cristiano Internacional

- Provided clothing, supplies, food and water to low-income children and families in Cuba and Honduras. Arranged workshops to improve emotional health and lifestyle of individuals living in poverty. Learned customs and cultural practices in these Latino communities.

PROFESSIONAL DEVELOPMENT

Telehealth Adapted Motivational Interviewing (MI) for Latinx Populations

National Hispanic and Latino Mental Health Technology Transfer Center Network

06/20

- Learned motivational interviewing skills that are effective in working with Latinx populations via teletherapy

Therapeutic Interventions for Hispanic & Latino Populations: Considerations During the Pandemic

National Hispanic and Latino Mental Health Technology Transfer Center Network

05/20

- Obtained knowledge on practical and effective treatment strategies to overcome common barriers to treatment when working with traumatized Hispanics and Latinos

Deciphering Gender & Orientation Workshop

Yes Institute

05/20

- Interactive workshop discussing growing awareness, and learning practical tools, best practices, and strategies for creating caring communities and school environments that welcome all youth experiences.

Telepsychology Best Practices 101 Training Series

American Psychological Association

03/20

- Received training in the competencies necessary for telepractice, including ethical, legal, clinical and technical issues. The training series discussed practical ways to leverage technologies with a focus on video conferencing.

SUPPLEMENTARY SKILLS

- *Language*: Spanish bilingual proficiency (reading, writing, understanding and speaking)
- *Computer*: REDCap, Qualtrics, Filemaker, Microsoft Office, Titanium, Zoom

PROFESSIONAL AFFILIATIONS

Student Member, American Psychological Association
Division 17 - Society of Counseling Psychology
Student Member, National Latinx Psychological Association (NLPA)

Updated May 2022