

COURTNEY FRAMEL

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PROFESSIONAL SUMMARY

School mental health practitioner–scholar with expertise in SEL implementation, educator well-being, and youth mental health systems. Former school social worker with extensive experience delivering professional development, mentoring graduate students, and supporting school- and district-level implementation. Skilled in qualitative methods, practitioner coaching, and translating research into practice to strengthen K–12 and out-of-school mental health programming.

EDUCATION

Baylor University, Waco, TX

August 2025

Ed.D., Learning and Organizational Change

San Diego State University, San Diego, CA

May 2014

MSW, Direct Practice/Clinical

Concordia University Chicago, River Forest, IL

May 2009

B.A. English; Theology

RESEARCH EXPERIENCE

Social-emotional learning expansion: Supporting out-of-school time providers in implementing SEL programming

Postdoctoral Research Associate, UVA School of Education, Youth-Nex

Faculty Mentor: Michael Lyons

- Collaborated with UVA and community partners to develop strategies for enhancing youth social-emotional learning and mental health in out-of-school spaces
- Supported data collection and intervention implementation through direct site visits and staff training and coaching

Precision Health Initiative Youth Mental Health Data Dashboard Project

Postdoctoral Research Associate, UVA School of Education, Youth-Nex

Faculty Mentor: Michael Lyons

- Collaborated with a multidisciplinary team at UVA to design and evaluate a youth mental health data dashboard website and protocol for organizations
- Engaged in qualitative coding and analysis of multiple rounds of interviews with faculty and graduate students and supported outlining a future manuscript to detail findings

Wallace project: How do districts implement equity in afterschool and summer programs?

Postdoctoral Research Associate, UVA School of Education, Youth-Nex

Faculty Mentor: Michael Lyons

- Supported a graduate student through individual and consensus coding to analyze data and finalize their manuscript

Virginia Partnership for School Mental Health

Education and Outreach Manager, UVA School of Education

Faculty PI: Julia Taylor

- Collaborated with UVA faculty to conduct interviews with program participants to consider program impact on school mental health practices
- Engaged with a small subset of faculty in individual and consensus coding, thematic analysis, and initial manuscript outlining

PROFESSIONAL EXPERIENCE

Postdoctoral Research Associate, University of Virginia, Charlottesville, VA

01/2026-Present

- Supported transdisciplinary research through the Precision Health Initiative (PHI) through collaborative community-engaged research and increasing data access to support youth mental health.
- Led and participated in writing multiple manuscripts
- Engaged in multimethod research training through multiple qualitative projects, attending R workshops, and weekly faculty mentorship.
- Contributed to an undergraduate youth mental health pilot program through supervision, presentations, and program evaluation.

Education and Outreach Manager, University of Virginia, Charlottesville, VA

07/2023-12/2025

- Managed operations for the Virginia Partnership for School Mental Health (VPSMH), including participant recruitment from nine school divisions and ten school mental health graduate programs across Virginia and program evaluation activities.
- Co-developed 16 trauma-informed, culturally responsive training modules for school mental health professionals in Canvas.
- Facilitated multiple monthly tele-ECHO sessions, including didactic development and case consultation, for school mental health professionals and graduate students.
- Coordinated partner university engagement, participant recruitment, and program evaluation activities.

School Social Worker, Durham Public Schools, Durham, North Carolina

08/2021-06/2023

- Led and coordinated efforts to improve student attendance and family engagement through multidisciplinary teams and collaboration with community resources.
- Organized and led multiple school-based events to promote family and community engagement and positive school culture.
- Collaborated with the school counselors to ensure all students received social-emotional learning utilizing a Multi-Tiered Systems of Support (MTSS) framework, including regular schoolwide lessons, small group facilitation, and individual support.

Safe Schools Professional, Clark County School District, Las Vegas, NV

09/2020-06/2021

- Chaired the Response to Intervention (RTI) team and assisted staff with intervention planning, data collection, and progress monitoring.
- Developed and led districtwide social-emotional learning trainings for all social workers and created monthly schoolwide virtual lessons for elementary classrooms.
- Engaged with school leadership to create multiple staff and student opportunities to support a positive school culture and climate, including teaching yoga to staff and students, collaborating with teachers to create classroom events, and working with community partners to support student and caregiver needs.

School Counselor, St. Mary Magdalen, Durham, NC

08/2018-07/2020

- Developed a comprehensive counseling program and schoolwide social-emotional learning curriculum and delivered weekly lessons to all K-8 classes.
- Supported the school crisis response by identifying evidence-based materials for suicide, threat, and behavioral assessments and assisting families with safety plans and resource referrals
- Collaborated with staff to support the transition to online learning by creating and leading grade-level parent support groups, developing virtual social-emotional materials, and supporting families struggling to transition to online learning.

School Social Worker, Escondido Union School District, Escondido, CA

08/2016-06/2018

- Coordinated and led the Comprehensive Student Assistance Team, including 504 assessments, meetings, and report writing, and worked with the team to support an MTSS approach to supporting students with behavioral and academic needs and to ensure data were collected and monitored regularly.
- Initiated and monitored all school-based referrals for families seeking community resources such as mental health services or basic needs support.
- Increased student academic and behavioral success through individual and group counseling, family collaboration, and school-wide social-emotional lessons

Protective Services Worker, Child Welfare Services, San Diego, CA

05/2014-07/2016

- Supported children and caregivers through case management to ensure safe, timely reunification for families or to support collaborative planning when returning home was not an option.
- Developed case management plans that connected families to support systems, identified barriers to basic needs such as housing and employment, and ensured youth and caregivers had an active voice in setting goals.
- Managed a large caseload of youth and families and supported case progress through timely court reports, regular home visits, and active engagement with family systems.

ADDITIONAL PROFESSIONAL DEVELOPMENT

NASP PREPaRE Training of Trainers (TOT)

Workshop 1: Comprehensive School Safety Planning

Workshop 2: Crisis Intervention and Recovery

National Association of School Psychologists, 2026

- Credential qualifies the trainer to deliver PREPaRE workshops to school and district personnel

AWARDS & HONORS

Rising Star Award, **University of Virginia**, Charlottesville, VA (2025)

Volunteer Nomination, **Girls on the Run**, Durham, NC (2023)

Peace Award, **Escondido Union School District**, Escondido, CA (2017)

PROFESSIONAL MEMBERSHIPS

School Social Work Association of America

National Postdoctoral Association

University of Virginia Postdoctoral Association

- Board Member, 2026

American Education Research Association

TEACHING EXPERIENCE

University of Virginia, Stress and Anxiety Management, EDHS 2250

2024 - 2026

Undergraduate Course Instructor of Record

- Taught Stress and Anxiety Management for five semesters, consisting of approximately 60 students, focusing on building an understanding of stress, identifying how stress can present in individuals, and creating a personal plan for stress management

MENTORING EXPERIENCE

Graduate Student Mentor

UVA School of Education

- Mentoring a graduate student in the Youth-Nex lab, providing guidance on qualitative methods, coding, and manuscript development (2026-present)

EdD Student Mentor

Baylor University School of Education

- Mentored EdD students in the preliminary stages of their dissertation during the final semester of my doctoral program, offering support on program navigation, research planning, and addressing feedback (2025)

PUBLICATIONS

- Framel, C.,** Terry, J., Zabek, F., Haskins, N., Nevill, R., Flake, E. M., & Lyons, M. D. (2026). Trends in integrating school mental health and family navigation for military-connected youth: Implications for counseling practice and military readiness. *Journal of Military and Government Counseling*. (In review)
- Framel, C.** (2025). Exploring the relationship between mindfulness practices and well-being for K-12 educators: A multiple case study [*Dissertation*]. Baylor University, Waco, TX.

MANUSCRIPTS IN PROGRESS

- Ward-Seidel, A., Lyons, M., Meyers, C., Zabek, F. El Mallah, S., **Framel, C.** (2026). Opportunities within one state's approach to collecting and using youth mental health data.
- Alwani, N., **Framel, C.**, Meldrum, M., & Lyons, M. (2026). Pathways to mental health equity: Integrating out-of-school time initiatives with existing school mental health infrastructure.
- Meldrum, M., Sjogren, A., Broderick, H., **Framel, C.**, Ward-Seidel, A., Uiterwyk, R., Gonzalez, E., & Lyons, M. (2026). Patterns of need and support to improve developmental outcomes among youth: A relationship-centered approach.
- Framel, C.**, Zabek, F., Zeanah, Z., Taylor, J., Haskins, N., & Lyons, M. (2026). Interprofessional case presentations: A qualitative analysis of impact.

SPEAKING ENGAGEMENTS/PRESENTATIONS

- Framel, C.**, Gillespie, A., & Lyons, M. (2026, August). Small conversations. Big impact. The Boys and Girls Club of Waynesboro, Staunton, and Augusta Staff Training, Waynesboro, VA, United States.
- Framel, C.** & Zeanah, K. (2026, June). Breaking down silos: Collaborating to implement effective school mental health supports. University of Virginia Master of Education in Administration and Supervision Summer 2026 Residency. Charlottesville, VA, United States.
- Taylor, J. & **Framel, C.** (2026, March). Strengthening school mental health systems through strategic teaming and role alignment. Evidence-Based School Counseling Conference (Presented Virtually).
- Zeanah, K. & **Framel, C.** (2026, February). Interprofessional case presentations: A qualitative analysis of impact. National Association of School Psychologists 2026 National Convention. Chicago, IL, United States.
- Framel, C.** (2025, December). Building sustainable partnerships through a statewide school mental health tele-network. In K. Zeanah (Chair), *Building resilient partnerships: Sustainable collaboration to recruit & retain highly qualified school mental health professionals* [Symposium]. Advancing School Mental Health Conference. Orlando, FL, United States.
- Taylor, J. & **Framel, C.** (2025, June). Breaking down silos: Collaborating to implement effective school mental health supports. 97th Annual Virginia Middle and High School Principals Conference. Portsmouth, VA, United States.
- Taylor, J. & **Framel, C.** (2024, November). Motivational interviewing strategies for school mental health professionals. Albemarle County Public Schools Making Connections Conference. Charlottesville, VA, United States.

Taylor, J. & **Framel, C.** (2024, August). Utilizing the OARS model of motivational interviewing. Henrico County Public Schools School-Based Mental Health Back-to-School Retreat. Richmond, VA, United States.

Taylor, J., Lyons, M., Haskins, N., & **Framel, C.** (2023, August). Creating and sustaining school mental health teams. Virginia Department of Education Safe and Supportive Schools Conference. Newport News, VA, United States.

COMMUNITY ACTIVITIES/SERVICE

Site Director and Coach, Girls on the Run of the Triangle (August 2022-May 2023)

Field Instructor, Arizona State University (October 2021-July 2022)

Young Professionals Board Member, Girls on the Run Puget Sound (August 2019-July 2020)

REFERENCES

References available upon request