


# fielding focus

PEOPLE, PROGRAMS & PROGRESS AT FIELDING GRADUATE UNIVERSITY

 American Red Cross  
DISASTER SERVICES

## Gilbert Reyes

RESPONDING TO THE  
PSYCHOLOGICAL NEEDS OF  
DISASTER SURVIVORS

MEDIA PSYCHOLOGY  
STUDENT PANEL

2005 ANNUAL  
REPORT

WINTER 2006  
VOLUME 4/NUMBER 1



Fielding alumna **Indra K. Mahabir, Ed.D. (ELC 02)**, second from right, volunteered with the American Red Cross in Houston, Texas, for two weeks in mid-September. "Treating everyone with respect and not with sympathy was at the forefront of all my encounters during this relief effort," she says. She found playing with and photographing evacuated children at the Astrodome and George Brown Convention Center especially rewarding. PHOTO: COURTESY INDRA MAHABIR

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May 6th, 2005, premiere of *The Fielding Story*

## FIELDING AT A GLANCE

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Ph.D., Media Psychology

Postdoctoral Respecialization in  
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Ed.D.

M.A. in Collaborative Educational Leadership

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Judith L. Kuipers, Ph.D.  
President, Fielding Graduate University

## FIELDING RESPONDS

**T**he power and violence of Hurricanes Katrina and Rita changed forever the communities along the Mississippi Gulf Coast. The difficult road of rebuilding will be further complicated by the often overlooked psychological toll wrought by devastation and trauma. To help us understand this important aspect of recovery, *Focus* interviews School of Psychology associate dean **Gilbert Reyes, Ph.D.** A specialist in disaster psychology, Reyes discusses the hurricane disaster from a mental health perspective.

Not surprisingly, some in our own Fielding community—students, alumni, faculty, and staff—have volunteered their time and talents to the rebuilding efforts throughout the disaster region. Among them is clinical psychology doctoral student **E. C. Hurley, D.Min.**, who spent two months working with the EMDR-Humanitarian Assistance Program, a program similar to Doctors without Borders. Hurley credits his 30-plus years of military experience for preparing him to coordinate and provide effective trauma counseling services for first responders who had worked security at the Superdome and New Orleans Convention Center during the most difficult days of the disaster. His studies at Fielding proved valuable. “My specialty at Fielding has been directed toward studying trauma, particularly the treatment of acute stress and posttraumatic stress

**Not surprisingly, some of our own Fielding community have volunteered their time and talents to the rebuilding efforts throughout the disaster region.**

—Judith L. Kuipers, Ph.D.

disorders,” he says. “Fielding has enhanced my professional expertise in working with trauma clients, both in my practice as well as providing similar treatment to [hurricane] victims on the Gulf Coast.”

On page 8 you will meet an impressive group of doctoral media psychology students. Like E. C. Hurley, they exemplify Fielding as a magnet for vital, accomplished professionals who pursue graduate study not toward the goal of a diploma on the wall, but to continue learning and reflecting about important ideas, and in doing so making a positive contribution to society. Space prohibits our telling the thousands of Fielding stories like these—but again I am reminded that Fielding is all about people.

*Judith L. Kuipers*

COURTESY E. C. HURLEY



*Fielding psychology doctoral student and hurricane relief volunteer E. C. Hurley surveys the devastation in the 9th Ward, a twice-flooded New Orleans neighborhood.*

# To the Rescue

*An Interview with Disaster Mental Health Specialist Gilbert Reyes, Ph.D.*

MONTHS AFTER HURRICANE KATRINA AND HURRICANE RITA pummeled the Gulf Coast, the devastated communities left in their wake have begun the painful, long process of rebuilding their lives. **Gilbert Reyes, Ph.D.**, Fielding's associate dean in the School of Psychology and a respected expert in disaster psychology, knows how deeply such destructive events can affect victims' mental health. Through his long association with the American Red Cross, Reyes has worked extensively with disaster victims, including those of the Nairobi Embassy bombing, September 11th, and natural disasters around the world. *Focus* spoke with Dr. Reyes (who graces our cover) to receive a primer on disaster mental health and how mental health professionals are helping hurricane victims piece their lives back together.

**FIELDING FOCUS:** First things first. What brought you to Fielding?

**GILBERT REYES, Ph.D.:** I want to be involved in training the next generation of professionals in my field, so being a director of clinical training is one of the greatest jobs a clinical psychologist could have in academia. I was attracted by Fielding's model of distributed education and how Fielding encourages creative thinking and the nurturing of initiative. I wanted to come here to continue the work I had been doing and be challenged as well. I find a potential here to be creative, take risks, and find success.

Let's discuss the hurricanes. What have you observed about behavior and response during and after the hurricanes that is typical? What surprised you?

The Katrina disaster really didn't follow a normal pattern. In most cases, the psychosocial responses of communities affected by a disaster unfold in a fairly predictable sequence, beginning with a **Heroic Phase** of altruistic self-sacrifice to help others who are often strangers. This is immediately followed by a **Honeymoon Phase**, in which survivors express gratitude and admiration for each other, their rescuers, and the social and governmental institutions that came to their aid. After some time, frustration and resentment spoil the honeymoon and the **Disillusionment**

**Phase** takes over, characterized by a worsening of pre-disaster divisions and the inevitable finger pointing. The fourth and longest phase is one of **Reconstruction**, during which people mainly persist in rebuilding what was lost and applying any lessons they may have learned from the disastrous event and its aftermath. In the case of Hurricane Katrina, there was very little sign of a Heroic Phase and no Honeymoon Phase at all. We did not get the usual stories of heroic actions and the outpouring of gratitude and relief that have followed every disaster in my experience, including September 11th. This makes Katrina unique.

**How are mental health concerns being addressed in the hurricanes' aftermath? Is help getting to where it's needed?**

The Red Cross and the Department of Health and Human Services (along with other private and government agencies) are doing a great deal, including sending in mental health professionals to evacuation sites to work with people in the process of recovery.

The Red Cross deploys mental health workers drawn from a list of thousands of qualified volunteers who travel to the disaster

*"Children perceive the disaster differently and have different options for coping." —Gil Reyes*







COVER IMAGES:  
COURTESY PRAEGER PUBLISHING

*Gil Reyes co-edited (along with Gerard A. Jacobs) the four-volume Handbook of International Disaster Psychology (Praeger, 2006). Featuring contributions by disaster psychology experts from the Red Cross, World Health Organization, and leading universities, including Columbia, Harvard, and John Hopkins, this "instructive and inspirational" handbook will undoubtedly set the standard for identifying and treating the mental health needs of disaster survivors.*

area and provide psychological first aid to anyone who is having a hard time coping with the effects of the disaster itself and the terribly difficult days that follow. One of the most important things that a huge relief project needs is the ability to gather information on thousands of survivors and volunteers so that their whereabouts, needs, and activities can be catalogued and tracked electronically. After a disaster, the number one thing survivors want is information about their families. The information gathered in the Red Cross database holds invaluable benefit for people trying to find loved ones.

#### **Discuss the successes and failures to date of disaster mental health services in the United States.**

The mental health preparedness for disasters is not yet adequate. In the United States, mental health services always come in last on the priority list, and tend to come in somewhere behind dental care. However, the specific response in this case was admirable and progressive. National responders like the Red Cross and Disaster Psychiatry Outreach did their usual great job, and local community mental health agencies responded creatively and effectively. Another bright spot was the response of the federal Department of Health and Human Services, which recruited a large number of volunteer disaster mental health responders and deployed them to the areas of greatest need. This was done with remarkable spontaneity, proving that governmental institutions can act rapidly and flexibly to an emergency.

Unfortunately, the mental health disaster response is more oriented towards the emergency phase, and tends not to be sustainable beyond the first few weeks or months. Thus, by the time the Disillusionment Phase creates terrific stress and depression and posttraumatic symptoms begin to emerge, the surge of mental health resources has often evaporated, leaving people to rely upon the inadequate supply of local resources.

#### **How will our successes and failures with the hurricanes prepare us to handle mental health concerns more effectively when the next disaster strikes?**

Hurricane Katrina destroyed the misguided illusion that we are superior to other countries in our preparedness and resourcefulness in responding to disasters. We need more and better preparations and the strengthening of our infrastructure to withstand the most predictable events. From each disaster we learn lessons—and even though we keep getting caught short, from each one we learn and improve. The disaster psychology community, via a federally funded think tank, is working to standardize a system of triage, to train people to do screening, routing, and helping victims' mental health. We've started to call it Psychological First Aid. PFA should figure prominently in the future of disaster mental health.

#### **Children are perhaps the most vulnerable victims in disasters. How do disasters affect children differently than adults?**

Children are psychologically different from adults, and lack well-developed cognitive and social skills and coping mechanisms. Children perceive the disaster differently and have different options for coping, different ways of expressing their reaction to the situation. So it's important that there are mental health professionals available who know how to read children's reactions. A new grant-funded National Child Traumatic Stress Network's Terrorism and Disaster Center is developing interventions for working with children affected by massive disasters. I'm working with the center as an independent consultant, at the invitation of my friend and colleague, Betty Pfefferbaum, Ph.D., the center's director. Betty, a psychiatrist at the University of Oklahoma and leading expert on child traumatic stress, conducted many of the best studies to come out of the Oklahoma City Bombing.

#### **Whose job is it to provide mental health services?**

It's mainly a local responsibility. But what happens in a disaster by definition is that local services become overwhelmed. I once went to a fire chief and said, "Help me understand something: Every time there's a big fire, you don't have to fight it alone. Fire departments come from far and wide to help you fight it." He answered, "Oh, we have mutual aid agreements. If there's a big fire in the next county, we roll our trucks over to help, and they do the same for us." Mental health services need to have mutual aid agreements, so that when there's a mental health event that overwhelms local resources, we roll out. The Red Cross has a mechanism for doing this and the DHHS is looking for a way to take a more proactive role too.

#### **What are the long-term effects for this disaster and others? What should we expect?**

The effects will be hidden and immeasurable. Most of the mental health impact will dissipate, and people will move on. One common effect is traumatic grief. A person may not be traumatized, but they may be grieving. They may have lost someone and can't get over that loss and so have a long-term, complicated grieving experience. And that person will need help from local resources. The national

*(continued on page 6)*

# To the Rescue

*An Interview with Disaster Mental Health Specialist Gilbert Reyes, Ph.D. (continued)*

response always melts away. We can expect some people will get stuck, and the disaster will become a defining event in their life.

**This past November you attended the annual convention of the International Society for Traumatic Stress Studies (ISTSS), where you presented your latest project, Psychological First Aid (PFA). Share a little about the conference.**

The major topics of conversation at the ISTSS convention were the Asian Tsunami, Hurricane Katrina, and the future of PFA and other early psychosocial intervention strategies. I came away from that convention with the impression that we are at a turning point in the development of this field, brought about partly by a crisis of confidence around what we know (or think we know) and what we are doing (or not doing). I also found that the foremost experts in the world were astounded by how poorly the disaster management system in the U.S. functioned during our hurricane season.

There was a consensus that the psychosocial effects of the hurricane disaster were magnified by a series of foolish decisions that were at odds with the best practices in our field. Thus, we must have failed in one of our most essential goals, which is to influence public policy and the implementation of disaster management in ways that inform decision makers and decrease the likelihood of preventable psychosocial harm. The future of our field is likely to include a shift of emphasis toward advocacy and consulting on public health policies and disaster management planning.

**Do all humans react the same to disaster, or are there cultural differences?**

There are basic human reactions. All cultures love their children, and all cultures respect and revere their parents. There are cultural differences, but they have more to do with how people deal with things, not what they are dealing with. You'll find grief everywhere, loss everywhere. You'll find horror and fear, heroism and nobility.

**Note:** Text of the full interview with Dr. Reyes can be found at [www.fielding.edu](http://www.fielding.edu).



**Lisa A. Gosdschan, M.A.,** Fielding's event and continuing education supervisor (center) with fellow volunteers Jean Davis (left) and Cynthia Shepherd at the Red Cross Staff Shelter, Bethel Baptist Church, Monticello, Mississippi. Gosdschan is just one of the dedicated Fielding community members who took action to help hurricane survivors. Others include HOD student Jan Shubert and clinical psychologist and posttraumatic stress disorder specialist Mary Beth Williams, Ph.D. (HOD 90), who both served with the U.S. Environmental Protection Agency disaster response teams. Shubert, who is focusing her dissertation on disaster response, coordinated several groups of EPA emergency responders working throughout Mississippi, Alabama and Louisiana. Williams worked in New Orleans in October as the mental health consultant on the Critical Incident Stress Management Team. "The EPA is doing a wonderful job with the work of hazardous waste removal and collection of white goods (refrigerators, etc)," Williams writes.

PHOTO: COURTESY LISA GOSDSCHAN



## PSYCHOLOGICAL FIRST AID

The concept of *psychological first aid* (PFA) has been promoted as a way for mental health professionals and laypersons to provide comfort and assistance to people who are experiencing psychological distress in disaster situations.

*The fundamental concepts of PFA include:*

**Social Support**—PFA practitioners offer two types of social support to trauma victims. *Tangible* support includes providing things that carry some tangible or financial value, while *emotional* support entails saying or doing something to convey empathy and compassion.

**Arousal Reduction**—Effective PFA depends on the helper's ability to soothe and reduce the survivor's aroused sense of fear and self-protective emotions, thus enabling the survivor to function more normally and to rest.

**Assisted Coping**—PFA practitioners adopt a balanced stance between helping people cope with the disaster and empowering them to help themselves.

**Advocacy**—PFA providers advocate for the needs of survivors and liaise between government agencies and aid organizations, ensuring survivors receive the services they need and deserve.

**Routing and Referral**—Helpers must recognize when the limitations of PFA have been reached and know how to triage survivors. This involves routing survivors toward a service or resource they need beyond PFA, and referring survivors in need of extensive care to an expert provider.

A complete discussion of PFA will be published as a chapter, "Psychological First Aid: Principles of Community-based Psychosocial Support," by Gil Reyes, Ph.D., in the forthcoming *Handbook of International Disaster Psychology* (Praeger, 2006).



# Faculty Research & Practice

**FRANK BARRETT, Ph.D. (HOD)** and HOD student **Julie Smendzuik-O'Brien** co-authored chapters in *Practicing Organization Development: A Guide for Consultants*, 2nd Edition (Jossey-Bass, 2005).

**MARILYN FREIMUTH, Ph.D. (PSY)** discusses how professionals in the health and mental health fields routinely miss addictions in their patients in *Hidden Addictions* (Jason Aronson, 2005). Called a "must for every psychotherapist's desk," Dr. Freimuth addresses how addictions can be recognized more often and accurately assessed in the context of psychotherapy.

**RONALD A. GIANNETTI, Ph.D. (PSY)** has been elected to fellow status in the Society of Clinical Psychology (Division 12) of the American Psychological Association. He also is a fellow of the Society for General Psychology (Division 1), the American Psychological Society, and the Society for Personality Assessment.

**MATT HAMABATA, Ph.D. (HOD)** has been selected by the Case Foundation and the Hawaii Community Foundation to participate in their Promoting Outstanding Nonprofit Organization (PONO) Leadership Development Program. It is the goal of PONO to create a network of empowered, innovative, and resilient executives, capable of navigating change and moving their organizations towards social innovation with greater impact. Dr. Hamabata has been involved with a rural community on Hawaii Island to recognize its natural assets as intellectual assets, thus building the science and education sectors of the island's economy.

**SHERRY HATCHER, Ph.D. (PSY)** was among the authors of "An Analogue Study of Therapist Empathic Process: Working with Difference" in the Summer 2005 issue of *Psychotherapy, Theory, Research, Practice, Training*. Dr. Hatcher and **NANCY LEFFERT, Ph.D. (PSY)** are among the authors of "Adult Helping Qualities Preferred by Adolescents" in an

upcoming issue of *Adolescence*. The article is the result of a research project led by Drs. Hatcher and Leffert with a group of psychology students who are interested in therapeutic issues in treating adolescents.

**JEAN-PIERRE ISBOUTS, Ph.D. (PSY)** received the DeRose-Hinkhouse Memorial Award for his Hallmark Television special, *The Quest for Peace*.

**LENNEAL HENDERSON, Ph.D., (ELC, HOD)** has been named a fellow of the National Academy of Public Administration. The Academy is involved with vital issues facing national governance and cited Henderson's "outstanding leadership and devotion to the cause of effective public administration."

**BERNARD LUSKIN, Ed. D.**, director of Fielding's media psychology program, has been appointed to the board of directors of The Society of Consulting Psychology, Division 13, of the American Psychological Association, and Chair of the Media and Public Relations Committee of the Society. Members of APA's Division 13 are active in management, coaching, and consulting for nonprofit organizations. Dr. Lusk also serves as chairman of the board of HiTechHi L.A., a wireless charter high school in the L.A. Unified School District and one of the most advanced high schools in the nation.

**SANDRA McPHERSON, Ph.D. (PSY)** presented two papers, "To Sue or Not to Sue: Implications for Plaintiffs who Allege Serious Mental Health Impacts in Civil Suit" and "Enemy Images, Archetypes, and Propaganda Potentials," at the International Association of Law of Mental Health conference in Paris in July 2005.

IALMH is an interdisciplinary organization focusing on the interaction of law and mental health. Also presenting at IALMH were two clinical psychology students, **Susan Goldberg** and **Mary Killeen**. Goldberg presented "The Perils of Disclosure: Implications of the Americans with Disabilities Act on the Work



## IN MEMORIAM

**GENE KERFOOT, Ph.D.**

1931 – 2005

*Founding Faculty Member,  
School of Psychology*

Gene Kerfoot held dear the principles of respect for the learner and faith in the Fielding mission. He maintained a dedicated, open-minded position that refused to bend to the more traditional models of the academy.

"Gene was a unique talent, and a man of great integrity. I knew him as a dear and warm friend, always supportive, always willing to learn, and the stoutest advocate for students wherever he met them. He was a generous colleague and a very funny man. Along with John Gladfelter, Gene was the third member of our "walking group" each morning at national sessions. I think of my two walking buddies often, and we are joined in our grief for the loss of Gene."

— Anne Alonso, Ph.D.  
Faculty Emerita,  
School of Psychology

"Working with Gene was always a dream come true as a co-leader and co-therapist. I always thought of him as a brother that I had grown up with, and we were the dearest of friends and best buddies. At times it was as though we were reading each other's minds and hearts. I had not had that kind of relationship with any one like Gene and it was a closeness I may never have with another person, let alone therapist. God, how I will miss him."

— John Gladfelter, Ph.D.  
Faculty Member,  
School of Psychology

Experiences of People with Psychiatric Disabilities" and Killeen's paper was "Does U.S. Federal Policy Support Employment and Recovery for People with Psychiatric Disabilities?" These presentations disclosed findings from their federally-funded research involving employment experiences of people with psychiatric disabilities.

**SAM OSHERSON, Ph.D. (PSY)** recently published "Confronting the Pharaoh Within" as an Op-Ed in the *Kansas City Jewish Observer*. This article and others, as well as the book *Rekindling the Flame* and his seminar for Commonwealth Educational Seminars, is based on Osherson's research on "Finding Our Faith: On Constructing a Personally Meaningful Judaism."

Research consulting faculty member **DAVID REHORICK, Ph.D. (HOD)** has been named "University Teaching Scholar" at the University of New Brunswick. This award was created in 2001 to honor faculty members who have demonstrated a consistently high level of teaching excellence and teaching-related activities throughout their careers.

Associate Provost for Research **DAN SEWELL, Ph.D.**, served on the faculty of the Pan-American Advanced Studies Institute (PASI) conference "Grid Computing and Advanced Networking for E-Science." PASI emphasizes collaboration among researchers, practitioners, and students in the sciences of physics, astronomy, and computer networking. Based on his work on understanding the Fielding model, Dr. Sewell presented a paper titled "The Scholar-Practitioner Model as a Basis for Promoting Researcher, Practitioner, and Educator Collaboration in Physical Science and Information Technology Graduate Education."

# Media, Influence & Perception

FIELDING'S MEDIA PSYCHOLOGY PROGRAM STUDENT PANEL

IN FALL 2003, Fielding welcomed the inaugural class of its media psychology program. The first doctoral program of its kind in a school of psychology, Fielding's Ph.D. in Media Psychology develops scholar-practitioners with a high-level understanding of the relationships between media and behavior. This innovative program represents a breakthrough for mid-career professionals seeking the latest knowledge to advance their careers.

Media psychology is the study of how people behave and respond to different forms of media communication—including the effects of the Internet, multimedia, and virtual reality on individuals, groups, and society. New learning psychologies promoted by distance and distributed education form an important part of media psychology.

The media psychology doctorate benefits executives in journalism, entertainment, publishing, software development, healthcare, business, and telecommunications, as well as leaders in government, public policy, and education. Perhaps the best way to understand media psychology is by getting to know a few of Fielding's media psychology students, who introduced themselves and discussed their career backgrounds and aspirations as members of media psychology panel during Fielding's Board of Trustees meeting in October 2005.



Media psychology faculty member Jean-Pierre Isbouts, D. Litt. (far left), poses with colleague Paul Wright, Esq., and program director Bernie Luskin, Ed.D., during a recent Orientation and Planning Session for media psychology students.



**Jerri Lynn Hogg** is on the faculty at the University of Hartford's School of Psychology, and serves as a coordinator of faculty and psychology programs.

Prior to joining the university in 2004, Hogg enjoyed a successful career in training and development, most recently focusing on software training and customer implementation for Gateway Computers. As a student in the media psychology program, she has been able to make a planned career transition from industry to academia. Hogg's research interests include media effects on communication behavior, and the integration and confluence of communication, technology, and education.

**Bruce Lewolt** is the president and CEO of BrainX. He is the designer of the award-winning Digital Learning System software and the BrainX E-learning System. His book, *Getting A's: Secrets Expert Learners Use to Get Straight A's*, has helped thousands of students improve their grades. Bruce is a popular keynote speaker and often appears on radio and TV shows to talk about practical ways to use media and expert learning strategies to achieve personal and corporate goals. A doctoral student in the School of Educational Leadership & Change, Lewolt represents a category of senior executives specializing in media studies and who are leading private sector software training, consulting, and media services companies.



**Rick T. Reed** is a member of Intel's Worldwide Issue Prevention & Management team, and is responsible for managing cross-discipline teams addressing

a wide variety of product and corporate issues. Prior to joining Intel, Reed worked as director of office emergency services for the County of Santa Clara, and as public information officer for the Office of Emergency Services in San Mateo County. Reed has also worked in the San Francisco radio and television markets in various capacities. He is among those media psychology students with objectives in management and public policy, along with specialized areas including marketing, advertising, and sales.

**John R. Schafer** has logged more than 19 years with the Federal Bureau of Investigation. He is currently assigned to the FBI's National Security



Division's Behavioral Analysis Program as a special agent. His investigative experience includes foreign counterintelligence, counterterrorism, civil rights, and crimes against children. Special Agent Schafer specializes in content analysis, which is the examination of written statements from a psychological perspective. Schafer is one of several media psychology students who plan to work in the area of forensic media, a sub-specialty within media psychology.



**Deborah Waters, M.D.**, who lives in New Mexico, presently works with young (ages 10-19) Native Americans, mostly Navajo. She designs rehabilitation

and conditioning programs for school sports teams, along with providing primary care. For the last eleven years, she has worked at Northern Navajo Medical Center on the Navajo Reservation. She is a major in the United States Air Force, and has served as a U.S. Olympic Team physician for the 1984, 1988, and 1992 summer games. Waters' interests lie in telemedicine and media medical psychology.



## FIELDING NEWS BRIEFS

As a member of Fielding's media psychology doctoral program faculty, **PAUL J. WRIGHT, ESQ.**, an English barrister and California attorney, exposes his students to the stimulating and often controversial issues pertaining to the law and ethics. He founded the Paul J. Wright law firm, and is also president of the Los Angeles chapter of the British-American Business Council.

Last summer, in the interest of expanding the discussion of how the media impacts the law, Wright hosted a talk in Los Angeles by Thomas A. Mesereau, Jr., the distinguished criminal defense trial lawyer who this year won the

acquittal of Michael Jackson. With Fielding faculty and administrators in the audience, Mesereau discussed the psychological impact of the media frenzy surrounding Jackson's trial and its effects on the outcome.

With his students in mind, Wright arranged for the talk to be recorded. He then presented the tape to incoming media psychology students during the September orientation session in Santa Barbara. Attendees at both the live and taped presentation agreed that Mesereau's remarks offered valuable first-hand insight into the psychology of media.



Thomas A. Mesereau, Jr.



**GEORGE E. VAILLANT, M.D.** (right) was given the Outstanding Researcher Award from the Creative Longevity & Wisdom Initiative on the occasion of its first anniversary in July 2005. The award was presented by **Charles McClintock, Ph.D.** (left), dean of the School of Human & Organization Development, and **Frank Jankovitz**, founding sponsor of the initiative.

Dr. Vaillant is a professor of psychiatry at Harvard Medical School, and for 35 years he has directed the Study of Adult Development at the Harvard University Health Service. During the July event, Dr. Vaillant delivered a lecture on "Adult Development, or What can 75-Years-Olds Do Better Than 30-Year-Olds?"

## SCHOOL OF HUMAN & ORGANIZATION DEVELOPMENT ACHIEVEMENTS

### HOD AND TRANSFORMATIVE LEARNING

Transformative learning is an area important to Fielding's leadership in the field of adult graduate education. Faculty, students and alumni constituted ten percent of the offerings at the Sixth International Transformative Learning Conference held at Michigan State University. Among the HOD faculty and student presenters were **Steve Schapiro, Ph.D.**, who discussed passionate scholars and transformative learning, and **Charlyn Green Fareed**, who spoke on the meaning and implications of the "strong black woman" ethic. A large constituency of alumni presenters included **Beth Fisher-Yoshida, Ph.D.**, on transformative learning, coordinated management of meaning, and critical reflection; **Ilene Wasserman, Ph.D.**, on a relational approach to transformative learning; **Kathy Geller, Ph.D.**, on transformative learning and multinational leaders; and **Susan Lennox, Ph.D.**, on integrative approaches to transformative learning in higher education.

### HOD AND THE FIELD OF COACHING

OMOD master's faculty **Leni Wildflower, Ph.D.**, and **Dianne Stober, Ph.D.** have developed a twelve-week certificate program in evidence-based coaching, to start in January 2006. They, along with doctoral students **Irene Stein** and **Laura Crawshaw**, and HOD alumni **David Drake, Ph.D.**, **John Bennett, Ph.D.**, and **Sara Orem, Ph.D.**, have been very active in national and international coaching conferences and workshops. Among the meetings in which they participated were the 2nd and 3rd International Coaching Research Symposiums; the Australian Evidence-Based Coaching Conference; the Oxford, England Association for Coaching and Mentoring; the International Coach Federation in Norway; the American Psychological Association; the Western States Communication Association Conference; the American Society for Training and Development Conference; and the International Society for Psychoanalytic Study of Organizations.

### HOD AT ACADEMY OF MANAGEMENT MEETINGS

Faculty and alumni played a significant role at the annual meeting of the Academy of Management. HOD faculty presenters included **Placida Gallegos, Ph.D.**, who spoke on issues in developing organizational diversity consultants, **Frank Barrett, Ph.D.**, on Appreciative Inquiry and large scale change, and **Charlie Seashore, Ph.D.**, on career mentoring for graduate students. **Mike Manning, Ph.D.**, a member of the Organization Development and Change Division of the Academy managed the selection of all 39 professional development workshops. HOD alumna **Kathy Geller, Ph.D.**, presented a paper on educating leaders in transformative learning.

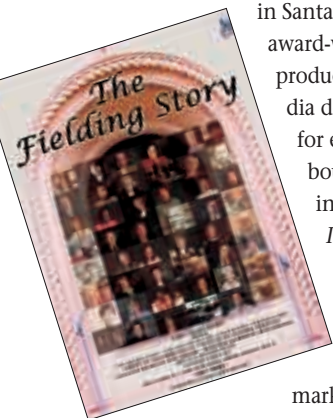
# THE FIELDING STORY

**T**he *Fielding Story*, a professionally produced and engaging media presentation of Fielding Graduate University's mission, learning model, and the people who make up its global learning community, premiered May 6, 2005, at a gala celebration in Santa Barbara (see back cover). The production, available in CD-ROM and DVD formats, employs visuals and voices of Fielding students, graduates, administrators, trustees, and faculty to convey the "how it works" as well as the heart and soul of the university.

The media project is divided into two main sections. "The Fielding Story" is a bird's-eye view of Fielding, primarily targeted to general audiences who might wish to engage with the university. "The Fielding Difference" targets prospective students and goes to the heart of Fielding's academic model and the unique benefits of its programs and schools. Composed of brief, self-contained, navigable segments spotlighting each of the university's three schools, this section contains interviews with faculty and students, and explains the "road map" of academic requirements, delivery methods, and the learning model.

The project was produced by Jean-Pierre Isbouts, Fielding media psychology faculty member and president of Pantheon Studios in Santa Monica, CA. He is an award-winning writer and producer specializing in media design and production for electronic media. Isbouts' noted productions include *Walt Disney: An Intimate History* and *Van Gogh Revisited*, the first interactive laserdisc produced for the consumer marketplace.

*The Fielding Story* was made possible through a generous gift from Nancy Markle, Fielding trustee, and is available free of charge to the public and for recruitment of students, faculty, trustees, friends, and supporters.



## THE PRODUCER

Jean-Pierre Isbouts, D.Litt



When asked to recall his first encounter with Fielding's unique distributed learning lexicon (at a 2004 Orientation and Planning Session), media psychol-

ogy faculty member Jean-Pierre Isbouts, D.Litt, claims, "It all sounded like Greek to me!"

Since that initial OPS immersion as a new faculty member, Isbouts has embraced the Fielding model of learning, and has come to appreciate Fielding's approach to adult education. "Fielding has opened my eyes to the power and potential of education for mid-career professionals," he says.

Isbouts' involvement with Fielding faculty and students, along with his eclectic academic background (he's garnered degrees in business, archaeology, architecture, classical studies, and art history) and extensive experience producing media using cutting-edge technology, made him the natural choice to oversee *The Fielding Story* multimedia project. Isbouts designed the project to take advantage of what he calls "digital synergy," where master material can be shaped and adapted into several formats, including interactive DVDs and CD-ROMs, television broadcasts, and webstreams. The result is a "virtual campus tour," with *The Fielding Story* functioning as a valuable tool for marketing, student recruitment, and fundraising.

In addition to teaching media psychology students, Isbouts, president of Santa Monica-based production company Pantheon Studios, continues to work on several forthcoming media projects, including a television series and a feature film.

## THE VISIONARY

Nancy Markle



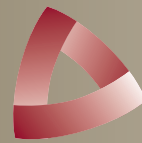
*The Fielding Story* became a reality thanks in large part to the tenacious, visionary efforts of Nancy Markle, Fielding board member and retired Americas' chief informa-

tion officer for Arthur Andersen. Joining the board in 1998, Markle, a resident of Sarasota, Florida, capitalized on her extensive information technology expertise as the chair of the board's technology committee, which she created. Thrilled to be involved with Fielding, she nonetheless felt somewhat at a loss when describing Fielding to her friends and colleagues. She recalls thinking, "If I'm not doing a good job explaining Fielding—and I'm on the board—how well could other people be explaining it?"

She decided to attend a graduation ceremony, where she conversed with several graduates. Listening to them describe how Fielding had impacted their lives both professionally and personally, Markle realized she had found the answer to her dilemma. "Fielding alumni have an incredible emotional tie to their school. I felt that they were the only ones who could really tell the story," she says.

Markle's desire to describe Fielding's unique qualities, coupled with the board's goal of attracting funding for much-needed scholarships and endowments, crystallized in her vision of producing an interactive, informational, and inspirational marketing tool. Encouraged by a good friend to take action, Markle donated the seed money to get the multimedia project going. "If something is important for Fielding," explains Markle, "I will work hard and consistently until I see results."





**FIELDING**  
Graduate University

## REFLECTION & ADVANCEMENT

### 2005 ANNUAL REPORT

*"I am honored to lead 'Creating the Future Together,' Fielding Graduate University's 2006 strategic planning initiative. Consistent with the university's values, we have built an inclusive process to celebrate our success, re-commit to our mission, and chart the course to achieve our vision for quality, relevance, and innovation in higher education."*

— THELMA JACKSON, Ed.D. (ELC 02)

Leading educational transformation theorist and owner  
of Foresight Consultants





*"New technologies do not drive change, they present society with choices to make. It is the human choices we make that create the new order for good or for ill."*

— MARY O'HARA DEVEREAUX, Ph.D. (PSY 79)  
Futurist and author of *Navigating The Badlands: Thriving in Business in This Decade of Transformation* (Jossey-Bass, 2004)

## FIELDING FACTS

Fielding Graduate University is a world leader in graduate level distributed learning for mid-career adults. The Fielding community is dedicated to lifelong learning, social justice, and innovation and change for individuals, organizations, and society.

Fielding was founded March 11, 1974, in Santa Barbara, California, as a 501(c)(3) nonprofit organization.

Fielding Graduate University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC,

985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001). The Clinical Psychology Ph.D. Program is accredited by the American Psychological Association (Committee on Accreditation, c/o Office of Program Consultation and Accreditation, APA, 750 First Street NE, Washington, DC 20002, 202.336.5979).

### DEMOGRAPHICS

**Combined enrollment in degree-granting programs:** 1,466

**Student Age:** average: 45; range: 23-72

**Alumni:** 2,203 throughout the United States and around the world in 31 countries

### Student Body Ethnicity:

Native American	1.8 %
Asian	3.3
African American	15.6
Caucasian	67.9
Hispanic	6.1
Unidentified	5.3

**Administrative staff in Santa Barbara:** 102

SCHOOL OF	PROGRAM	ENROLLMENT	FULL-TIME FACULTY	PART-TIME AND ADJUNCT FACULTY
<b>Human &amp; Organization Development</b>	Ph.D. in Organization Systems, Ph.D. in Human Development	448	26	9
	M.A. in Organization Management, M.A. in Organization Development	94	2	11
<b>Psychology</b>	Ph.D. in Clinical Psychology, Ph.D. in Media Psychology	530	32	10
<b>Educational Leadership &amp; Change</b>	Ed.D.	289	14	17
	M.A. in Collaborative Educational Leadership	105		10

*Data is approximate and based on most recent reporting available June, 2005*



*"To accomplish great things, we must not only act, but also dream; not only plan, but also believe."*

— ANATOLE FRANCE



## FINANCIAL STATEMENT

Fielding Graduate University closed Fiscal Year 2005 with exceptional financial results due to steady enrollments, an outstanding fundraising effort, and well-managed annual expenditures. This demonstrates continued progress towards the goal of strengthening our financial health for long term stability.

Net assets have increased to \$7.3 million, up from \$5 million. Revenue reached \$22.6 million, an increase of 8%. Expenditures were \$20.2 million, an increase of 6%. Capital expenditures were made largely in support of

the university's technological infrastructure in the amount of \$187,000.

It has been a record year for fundraising, culminating with a \$1 million pledge. Additionally, giving to our restricted funds amounted to \$226,800. With a thoroughly reviewed and revised investment policy the university's \$336,000 endowment was invested in February 2005, along with a newly established quasi-endowment fund of \$710,000.

Overall, we are pleased with this year's results and are confident that they serve as an excellent foundation for the future.

— Lisa Lewis, CFO

### STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2005

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
<b>Revenues</b>				
Tuition	\$ 20,654,229	\$ —	\$ —	\$ 20,654,229
Student Fees	765,151	11,566	—	776,717
Less: Allowance for Scholarship	(148,329)	—	—	(148,329)
Net Tuition, Fees and Other Support	21,271,051	11,566	—	21,282,617
Contributions	551,455	216,526	10,367	778,348
Auxiliary Enterprise Income	106,237	3,279	—	109,516
Investment Income	109,104	9,209	—	118,313
Other Income	300,556	—	—	300,556
Assets Released from Restrictions	301,900	(298,418)	(3,482)	—
<b>Total Revenues, Gains and Other Support</b>	<b>\$ 22,640,303</b>	<b>\$ (57,838)</b>	<b>\$ 6,885</b>	<b>\$ 22,589,350</b>
<b>Expenditures</b>				
Education & General				
Instruction	10,977,723	—	—	10,977,723
Research	535,756	—	—	535,756
Academic Support	1,290,919	—	—	1,290,919
Student Services	1,833,099	—	—	1,833,099
Institutional Support and G & A	4,560,999	—	—	4,560,999
Operation & Maintenance of Plant	258,865	—	—	258,865
Depreciation and Amortization	520,395	—	—	520,395
Interest	114,058	—	—	114,058
Auxiliary Enterprises	125,171	—	—	125,171
<b>Total Expenditures</b>	<b>20,216,985</b>	<b>—</b>	<b>—</b>	<b>20,216,985</b>
<b>Changes in Net Assets</b>	<b>2,423,318</b>	<b>(57,838)</b>	<b>6,885</b>	<b>2,372,365</b>
<b>Net Assets at June 30, 2004</b>	<b>4,152,949</b>	<b>480,650</b>	<b>329,842</b>	<b>4,963,441</b>
<b>Net Assets at June 30, 2005</b>	<b>\$ 6,576,267</b>	<b>\$ 422,812</b>	<b>\$ 336,727</b>	<b>\$ 7,335,806</b>

## DONORS

*IN APPRECIATION—Fielding Graduate University extends its sincere thanks to our colleagues and to the many friends, corporations, and foundations who support our work through their generous contributions.*

### FOUNDERS SOCIETY

*The Founders Society recognizes those who have designated Fielding in their wills or have made a planned gift to ensure Fielding's future.*

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Sharon Hawley	Andrea L. Shields
Anne Kratz	Judith Silverstein
Judith L. and Gerald Kuipers	

### 30<sup>th</sup> ANNIVERSARY CAMPAIGN

*Under the leadership of President Judith L. Kuipers, Fielding celebrated its 30<sup>th</sup> year by embarking on a campaign to establish an endowment fund and bring in significant new funding for scholarships and new initiatives.*

*Fielding wishes to extend its warmest appreciation to the following donors who have fulfilled their pledges during the 30<sup>th</sup> Anniversary Campaign.*

Don Bushnell	Frank Jankovitz	Daniel Sewell
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### 2004-2005 DONORS

*The following list reflects gifts made between July 1, 2004, and June 30, 2005. Fielding makes every effort to keep accurate and complete records of contributions. Please call to our attention any errors or omissions; contact Violet Hatipoglu at [vhatipoglu@fielding.edu](mailto:vhatipoglu@fielding.edu) or 805.898.2920.*

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*"Fielding is identifying its strengths and ability to address the global trends that challenge the future of higher education. Readiness demands rapid learning from experience, quickly adapting to change, and the willingness to take bold action with integrity, courage, collaboration, and innovation."*

— TAKEN FROM "THE FUTURING PROJECT" OF THE SCHOOL OF HUMAN & ORGANIZATION DEVELOPMENT

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<p><b>Suzanne H. Gilbert, M.B.A.</b>  <i>New York, NY</i>            CFO (Retired), Initiative Media Worldwide</p>	<p><b>Patricia Palleschi, Ph.D.</b>  <i>Beverly Hills, CA</i>            Independent Management Consultant</p>	<p><b>Arlene Falk Withers, J.D.</b>  <i>Los Angeles, CA</i>            Chief Administrative and Legal Officer, Motion Picture            Industry Pension and Health Plan</p>
<p><b>Michael B. Goldstein, J.D.</b>  <i>Washington, D.C.</i>            Partner, Dow, Lohnes &amp; Albertson</p>	<p><b>Marilyn Parker, Ph.D.</b>  <i>Los Angeles, CA</i>            President, The Parker Group</p>	
<p><b>Russell A. Goodman, M.B.A.</b>  <i>Oxnard, CA</i>            President, Sares-Regis Group</p>	<p><b>Antonio Pérez, Ed.D.</b>  <i>New York, NY</i>            President, Borough of Manhattan Community College</p>	
	<p><b>Frederick B. Phillips, Psy.D. (PSY 78)</b>  <i>Washington, DC</i>            President/Executive Director, Progressive Life            Center, Inc.</p>	



# news and goods

**JOY DON BAKER, R.N., Ph.D., HOD 00**, has been promoted to associate clinical professor at the University of Texas at Arlington School of Nursing. A UT Arlington faculty member since 2000, she formerly served as director of distance education. She is chief executive officer for Benmardon, Inc., principal consultant for J.D. Baker Consulting Services, Inc., and has served as regional clinical sales support coordinator for Magellen Medical Services, Inc. Baker's research interests include tool development relative to meaning-making of transitions in life, nursing administration and leadership, perioperative nursing, and distance education as social change. [jdonbaker@sbcglobal.net](mailto:jdonbaker@sbcglobal.net)

**YVETTE BURTON, Ph.D., HOD 01**, one of IBM's "top 100 new thinkers," and widely recognized for her scholar-practitioner excellence, is a business development executive for IBM Global Services. In spring 2005, UMI (the dissertation publishing service division of ProQuest Information and Learning) announced Burton's doctoral dissertation, "Understanding the Significance of Socially Constructed Conditions and Business Information Exchanges in Group Task-Goal Dynamics," as ranked #9 on its best-selling dissertations list for 2003. [burtony@us.ibm.com](mailto:burtony@us.ibm.com)

**RUTH DE TRO, MA-CEL 04**, of Chico, CA, reports that her MA-CEL Capstone Action Research project, "Keeping Students Informed of the Transfer Process," has been published in the fall 2005 issue of *Academic Exchange Quarterly*. De Tro has worked at Butte Community College for 14 years assisting students with their educational goals and transferring to four-year universities. She writes, "Had I not received the knowledge and support that my learning community provided, I would never have had the expertise or courage to submit my work for publishing. Thank you!" [detroru@butte.edu](mailto:detroru@butte.edu)

## BOOK PROFILE:

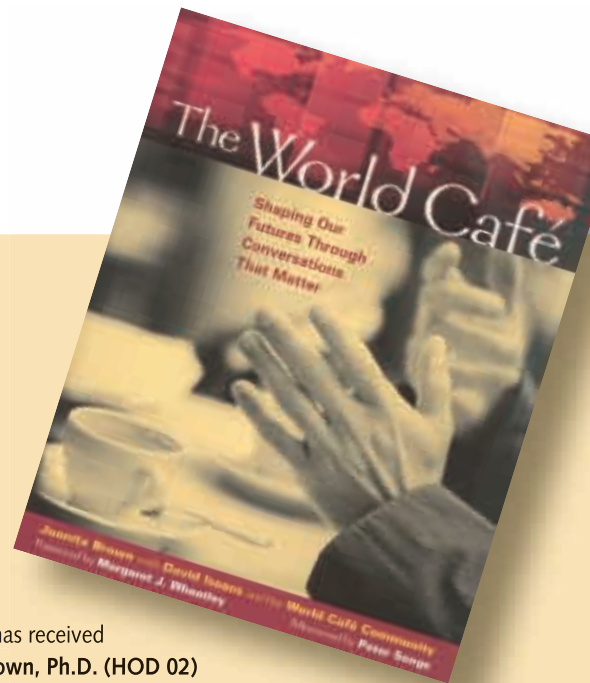
### THE WORLD CAFÉ

#### *Shaping Our Futures through Conversations that Matter*

(Berrett-Koehler, 2005)

This handbook for conducting "conversations that matter" within global organizations and communities, has received overwhelmingly positive reviews. Co-author **Juanita Brown, Ph.D. (HOD 02)** describes the World Café as a metaphor, "a guiding image, a scenario of possibility, and an innovative set of tools and methods for evolving collective intelligence and creative futures." By implementing seven communication principles and processes, Café participants actively "foster courageous conversations and collective intelligence."

Brown is co-originator of the World Café process. She has served as a senior affiliate at the MIT Sloan School's Organizational Learning Center (now Society for Organizational Learning) and as a fellow of the World Business Academy. For more information, visit [www.theworldcafe.com](http://www.theworldcafe.com).



**GLENDA FRIESEN, M.A., OD 04**, of Raymore, MO, continues working for a telecommunication company as a human resources organization development manager providing OD support for the president of the consumer division and his VP team. She spent four months as a full-time OD consultant helping to make a recent merger with another wireless provider go smoothly. She writes, "The experience was incredibly challenging, educational, painful, emotional, career-defining, and more—much like my experience in the OMOD program at Fielding! Thank heavens I had the privilege of having that mental marathon-like preparation before getting thrown into the merger environment." [glenda.l.friesen@sprint.com](mailto:glenda.l.friesen@sprint.com)

**NELSON GRAY, M.A., OM 02**, of Manhattan Beach, CA, has published his first article. "Tipping Points: Building Momentum for Lasting

Change" tells the story of how one department and its staff in a startup hotel traveled through several transitions. Its success was based on recognizing and using tipping point strategies to get results, and the impact these strategies had on the operation and its employees. The article appears in the summer 2005 edition of *Organization Development Journal*.

[snggray@earthlink.net](mailto:snggray@earthlink.net)

**TERRY HILDEBRANDT, M.A., ODE 00**, who resides in Denver, CO, currently works at Hewlett-Packard Company as an internal consultant supporting multiple HP consumer imaging and printing businesses. He works across the company facilitating innovation and creativity workshops, process design and improvement, group effectiveness, organizational design, team development, strategy development,

strategic planning, and leadership coaching. He is certified in Margerison-McCann Team Management Systems®, and is qualified in Myers-Briggs Type Indicator® (MBTI®), and FIRO-B®. Hildebrandt also serves as the Denver lead for the HP Colorado PRIDE Employee Resource Group (ERG) and serves as the finance officer for the HP Global PRIDE Council. In addition he is a member of the Safe Space® Employee Resource Group, and facilitates Safe Space® and Building Bridges classes across the company. [terry.hildebrandt@hp.com](mailto:terry.hildebrandt@hp.com)

**ARIEAHN MATAMONASA-BENNETT, Ph.D., PSY 05**, of Aurora, IL, received Fielding's Outstanding Ethnic Minority Award at the School of Psychology graduation ceremony held January 22, 2005, in Santa Barbara, California. [amatamo1@depaul.edu](mailto:amatamo1@depaul.edu)

## NEWS & GOODS (CONTINUED)

**JOANNE C. MAY, Ph.D., PSY 89**, of the Family Attachment Center of Minnesota, has published an article, "Family Attachment Narrative Therapy: Healing the Experience of Early Childhood Maltreatment," in the July 2005 issue of the *Journal of Marital and Family Therapy*.  
[joannecmay@aol.com](mailto:joannecmay@aol.com)

**ROBERT MCDANIEL, Ph.D., HOD 92**, of Hillsboro, OR, volunteers for SCORE (Service Corps of Retired Executives), a service organization affiliated with the federal government's Small Business Administration. SCORE volunteers provide counseling services to small business owners and people considering starting small businesses.  
[rnmcdaniel@verizon.net](mailto:rnmcdaniel@verizon.net)

**JOHANN MURRAY, Ph.D., ELC 03**, who since graduating has been assistant professor of physical education for the School of Education and Graduate Studies at Peru State College in Nebraska, is also enjoying his additional duties as head coach for the college's cross country team. Murray was recently elected vice president-elect of dance performance in the Central District of the American Alliance of Health, Physical Education, Recreation, and

Dance. He will assume his office in March 2006.  
[jmurray@oakmail.peru.edu](mailto:jmurray@oakmail.peru.edu)

**CAROLE ROBIN, Ph.D., HOD 98**, has accepted a full-time teaching position at the Stanford University Graduate School of Business, where she has been a part-time instructor for the last four years. Robin will teach courses in interpersonal dynamics, high performance leadership, along with a coaching course for first-year MBA students.  
[robin\\_carole@gsb.stanford.edu](mailto:robin_carole@gsb.stanford.edu)

**DAVID D. SANDBERG, Ph.D., PSY 94**, who makes his home in Anchorage, AK, was elected in August 2005 to a one-year term as president of the Alaska Psychological Association.

**BEVERLY SCHYDLOWSKY, Ph.D., PSY 83**, serves as clinical director of The Center for Successful Aging (CSA), a new program co-sponsored by the Jewish Federation of Greater Santa Barbara and Catholic Charities of Santa Barbara County that offers a variety of services to senior population and families of all ages. The Center for Successful Aging can be reached at 805.899.2915.  
[beverly@schydlofsky.com](mailto:beverly@schydlofsky.com)

**CAROL PARKER TERHUNE, Ph.D., HOD 05**, who lives in Washington state, was featured in a recent article published in the Portland Business Journal. The article discussed Terhune's dissertation research, which focused on the experiences of 14 professional and upper management African-American women who moved to Portland, OR, only to feel isolated by the lack of minority culture in the area. To help the situation, Terhune, in her dissertation, suggests Portland-based companies develop retention strategies designed to welcome new employees, help them integrate into the communities, and advance their careers.  
[msscpt1@aol.com](mailto:msscpt1@aol.com)

**TINA ULIBARRI, M.A., OD 04**, works at Los Alamos National Laboratory in Santa Fe, NM, as a human resources generalist in the Nuclear Nonproliferation Division. Her first professional assignment upon graduation from Fielding was to serve on a company-wide committee to make recommendations and design an improved, alternative work schedule compatible with the company culture. "This project was an extremely rewarding way to draw upon my thesis research and put it into practice in an organization,"

she writes. "My master's in OD has helped me to become a better internal consultant and coach."  
[tinau@lanl.gov](mailto:tinau@lanl.gov)

**KAREN G. WAY, Ph.D., PSY 05**, reports that the first three chapters of her award-winning dissertation, "The Grammar of Trauma: How Psychologists' Metaphors Construct the Dissociative Response to Interpersonal Trauma," have been accepted for publication. [kway@optonline.net](mailto:kway@optonline.net)

### IN MEMORIAM

**ABELINO MENDOZA BAILON, Ed.D., HOD 77**, a member of Fielding Institute's first graduating class, died September 1, 2005, in Santa Barbara. After his retirement from a 27-year career in education in 1987, Bailon taught for 35 years in Santa Barbara City College's Adult Education program.

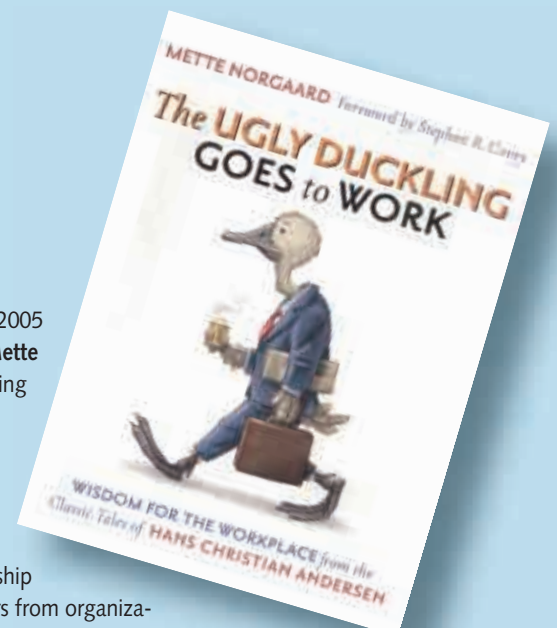
### BOOK PROFILE:

## THE UGLY DUCKLING GOES TO WORK

### *Wisdom for the Workplace from the Classic Tales*

*The Ugly Duckling Goes to Work* has garnered accolades. In the book, whose April 2005 publication coincided with the 200th birthday of Hans Christian Andersen, author **Mette Norgaard, Ph.D. (HOD 01)** takes a fresh look at six of Andersen's famous tales, sharing how the fables shed light on and offer suggestions for success in the 21st-century workplace. *USA Today* says, "Hans Christian Andersen . . . is an unlikely candidate for a business guru. Yet, in *The Ugly Duckling Goes to Work*, Danish-born consultant Norgaard shows how these brilliant tales . . . illustrate truths about how people work. . . . Bottom line: Readers will discover a quiet power in this book."

Norgaard, who also holds an M.B.A., is a frequent speaker on personal leadership and an executive coach and strategy consultant who has worked with senior leaders from organizations such as Microsoft, General Electric, and Daimler Chrysler. She lives in New York City. Find out more at [www.mettenorgaard.com](http://www.mettenorgaard.com).





# Alumni Board Members

*RECOGNIZING FIELDING'S ALUMNI as accomplished and talented professionals who bring valuable perspectives, the Board of Trustees has always invited alumni to serve as board members and contribute to the growth and continued success of their alma mater. Focus proudly introduces our readers to the five alumni who currently sit on the board.*



**Sandra McCord Best, Ed.D. (ELC 00)**  
Savannah, Georgia

At home in Georgia, Dr. Best works as director of human resources and Title III activity director at Savannah State University. She volunteers her time as commissioner on the Chatham County Jury Commission of the Chatham Superior Court, and also works with the Historic Review Board of Savannah, the Civil Service Board for the City of Savannah, and serves on the Consumer Credit Council Board of Directors.



**Eileen S. Morgan, Ph.D. (HOD 95)**  
Weston, Connecticut

Dr. Morgan, who is a founding partner of BarnHouse Enterprises, an international business consulting firm, first served on the Fielding Board of Trustees as a student member in 1993, and then continued to serve as a public member after receiving her doctorate two years later. As co-chair of the presidential search committee, Morgan was instrumental in recruiting Fielding's current president, Judith Kuipers, Ph.D., in 2000. After eight years of board service, Morgan took a one-year hiatus, returning this year to begin her tenure as board chair.



**Frederick Phillips, Psy.D. (PSY 78)**  
Washington, D.C.

Dr. Phillips is the founding president and executive director of Progressive Life Center, Inc., in Washington, D.C., where he manages a private, non-profit human services and child welfare agency with offices on the East Coast and Africa. Prior to the Progressive Life Center, Phillips held positions as an administrator and/or psychologist at several community mental health centers, the Peace Corps, and Howard University. He received his M.S.W. from University of Pennsylvania.



**Ted J. Takamura, Ph.D. (HOD 97)**  
Gresham, Oregon

Dr. Takamura is a business advisor and faculty member at Eastern Oregon University. Takamura has a varied background in both for-profit and non-profit sectors, the latter with a focus on higher education. He has worked as a supervisor at the Weyerhaeuser Company, as well as served on the faculty of Warner Pacific College, DeVry University, and Portland Community College. Takamura holds an M.B.A. from City University of Seattle, and is a certified public accountant. He has been an active member of the Fielding Alumni Council for the past four years.



**Robert Tankard, Ed.D. (ELC 99)**  
Martha's Vineyard, Massachusetts

Dr. Tankard has spent the past thirty years of his life as a strong advocate for people, attempting to improve the quality of life for the underprivileged and disadvantaged. He has developed many programs that have improved the quality of education for both his students and educators, and has directed several television programs pertaining to community and educational issues. Tankard is the founder and president of Upward Bound Youth Development, Inc., a youth camp based in the White Mountains of New Hampshire.

# Congratulations New Graduates!



## SCHOOL OF EDUCATIONAL LEADERSHIP & CHANGE

**Daphney F. Brooks, Ed.D.**, "Hidden Talents: Methods Used to Showcase the Learning Styles of Orthopedically Impaired Students"

**Angelica Buendia-Bangle, Ed.D.**, "California Community Colleges: A Study of the Need for Faculty Leadership and Management Development and Training for Self-Selected or Elected Division Chairs, Department Chairs, and Program Coordinators"

**Wanda D. Davis, Ed.D.**, "Cultural Literacy vs. Cultural Proficiency: A Study of the Effects of Gender and Ethnic Biases on Euro-American Women and People of Color from Marginalized Ethnic Groups"

**Valerie J. Gamble, Ed.D.**, "The Effectiveness of Blended Learning for the Employee"

**Joan J. Gome, Ed.D.**, "Using a Creativity-Focused Science Program to Foster Creativity in Young Children: A Teacher Action Research Study"

**Donald G. Hall, Ed.D.**, "Specialized Technology and Career Education: A Mandate for Change through Intervention and Implementation for Students at Risk of Educational Failure"

**Rich Hassler, Ed.D.**, "Does Information Density in Standardized Postsecondary For-Profit Curricula Affect Memory Retention in Both Working and Long-Term Memory: A Correlational Study Contributing to an Action Research Project"

**Julie A. High, Ed.D.**, "The Importance of Ethical Principles for Educational Leadership"

**Judith B. Hollis, Ed.D.**, "The English Language Learner: What Do Teachers Know and What Should Teachers Know about the ELL Child"

**Nevlynn L. Johnson, Ed.D.**, "Special Education: A Study of the African American Male Experience in a North Georgia High School"

**Susie T. Jones, Ed.D.**, "The Implementation and Evaluation of an IDEA Inclusion Program in a Rural Middle School in Central Georgia"

**Masao Kanaoka, Ed.D.**, "The Effects of Creative Project-Based Instruction (CPBI) on Learners' Attitudes and English Language Skills in the Field of English for Specific Purposes (ESP) for Japanese Technical College Students"

**Shelley D. Lafler, Ed.D.**, "Organizational Anomie: A Grounded Theory Study"

**Sarah N. MacDougall, Ed.D.**, "Calling on Spirit: An Interpretive Ethnography of PeerSpirit Circles as Transformative Process"

**Bryon C. Noon, Ed.D.**, "The Cultural Relevance of Adult Education in Pennsylvania's Welfare-to-Work System"

**Michael A. Raffanti, Ed.D.**, "Weathering Change: A Grounded Theory Study of Organizations in Flux"

**Kathryn M. Ragland, Ed.D.**, "Teachers' Attitudes Regarding the Collaborative Elements Involved in the Inclusion of Atypical Learners in the General Education Classroom"

**Jacob M. Silvestri, Ed.D.**, "Exemplary Professors: Factors Leading Toward the Development of Award-Winning Teachers"

**Joleen D. Smith, Ed.D.**, "Collaborative Learning in the High School Classroom: An Evaluative Case Study of a Curricular Workbook"

**Kara L. Vander Linden, Ed.D.**, "Navigating a New Experience: A Grounded Theory"

**Margaret L. Vann, Ed.D.**, "The Principals'hip: A Study of the Impact of the No Child Left Behind Act's Emphasis on Greater Accountability under Adequate Yearly Progress"

**Diana B. Waters, Ed.D.**, "Storytelling and Narrative: A Means of Cultural Production for Black Women in Education"

## SCHOOL OF HUMAN & ORGANIZATION DEVELOPMENT

**Norma P. Angel, Ph.D.**, "Awareness of Cultural Values: Understanding and Negotiating Multiculturality in Catholic Religious Missionary Communities"

**Nancy J. Arduengo, Ph.D.**, "Learning Together: Understanding the Cohort Experience of an Online Graduate Degree Program"

**Karen D. Bryson, Ph.D.**, "Managerial Success and Derailment: The Relationship Between Emotional Intelligence and Leadership"

**Ruth A. Camp, Ph.D.**, "The Transition Experience of Retired Professionals from For-Profit Organizations to Employment in Nonprofit Organizations"

**Gloria L. Cordova, Ph.D.**, "The Lived Experience of a Group of Northern New Mexico Latinas—Nortenas de Nuevo Mexico—in (Re)claiming and (Re)constructing Identity: Discovering Voice and Sense of Ethnic Self"

**Laura A. Crawshaw, Ph.D.**, "Coaching Abrasive Executives: Exploring the Use of Empathy in Constructing Less Destructive Interpersonal Management Strategies"

**Tara C. Devine, Ph.D.**, "A Study of Ways a Residential Group Care Facility Can Foster Resilience in Adolescents Who Have Experienced Cumulative Adversities"

**Susan P. Dunn, Ph.D.**, "The Enabling Adopter: An Emerging Role in the Diffusion of Complex Technologies"

**Patricia R. Evans, Ph.D.**, "Physical Therapy and Professionalism: 1990-2004"

**Brian D. Fitch, Ph.D.**, "A Test of the Relationship Between Personality Traits and Text Anxiety"

**Kathy D. Geller, Ph.D.**, "A Model of Relational Leadership Development for Multinational Corporations in the 21st Century"

**Mary L. Gerke, Ph.D.**, "Practicing Nurses' Perceptions of Nursing Functions in an Acute and Ambulatory Care Setting: A Secondary Analysis"



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**Scott A. Guerin, Ph.D.**, "The Effects of Prayer on the Quality of Life in Older Adults"

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**Evelyn Gullett, Ph.D.**, "Women Dis-engaged? A Qualitative Study Toward a Greater Understanding of Woman-to-Woman Work Relationships in the United States Air Force (USAF)"

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**Mike D. Hill, Ph.D.**, "Adaptation and Innovation During Technology Transfer: The Perspectives of Receiving and Giving Engineers and Managers in a High-Tech Multicultural Joint Venture"

---

**Kenneth L. Hopp, Ph.D.**, "Boundary Spanning Agents: Facilitating Organizational Intersections"

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**Amy E. Kahn, Ph.D.**, "How Diversity in Contemporary Business is Constituted in Discourse by External Diversity Practitioners"

---

**Margie H. Lanier, Ph.D.**, "Experiencing Isolation: Professional African American Women in Corporate America"

---

**Susan L. Lennox, Ph.D.**, "Contemplating the Self: Integrative Approaches to Transformative Learning in Higher Education"

---

**Greg Michaud, Ph.D.**, "Living Wisdom: Understanding Wisdom through Life Story"

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**Deborea D. Montgomery, Ph.D.**, "Pay Cuts, Layoffs, Buy-Outs, and Terminations: The Emotional Impact of Organizational Downsizing in K-12 Educational Organizations on Surviving Administrators"

---

**Cindy L. Myers, Ph.D.**, "Talking Poverty: Power Arrangements in Poverty Discourse"

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**Cynthia R. Phillips, Ph.D.**, "How Entrepreneurial Leaders Maintain Their Agency in the Face of Adversity"

---

**Lynda A. Prendergast, Ph.D.**, "Transformation to Meaning in Late Midlife Men"

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**Vana R. Prewitt, Ph.D.**, "Geometric Learning with Emotions, Relationships, and Reflection: A Phenomenographic Study of Adult Nonformal Learners"

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**Jewel M. Ray Chaudhuri, Ph.D.**, "Unpackaging Myth and Meaning: Women Executives' Narratives of Personal and Positional Power"

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**Michael D. Saylor, Ph.D.**, "Humiliation and the Poor: A Study of the Management of Meaning"

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**Gibson Scheid, Ph.D.**, "Career Exchange—Trading in a Corporate Career for New Options"

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**Anne L. Selcer, Ph.D.**, "Structuration, Discourse, and Power: How Corporate Employees Construct Meaning in Their Organization"

---

**Janet S. Steinwedel, Ph.D.**, "Dream Work in Leadership Coaching: An Exploratory Study"

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**Carol P. Terhune, Ph.D.**, "The Experiences of Middle-Class Black Women Who Relocate to a Predominately White Environment: A Critical Hermeneutic Inquiry"

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**Sandra D. Terhune-Bickler, Ph.D.**, "That Wasn't Supposed to Happen . . . Crisis Negotiators' Responses to Incidents that Resulted in Suicide"

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**Paula J. Thielen, Ph.D.**, "Good Corporate Citizenship: A Delphi Study Defining the Key Aspects according to the Business and Academic Communities"

---

**Barbara J. Vittitoe, Ph.D.**, "Becoming and Being an Animal Communicator: A Phenomenological Study"

---

**Tiffany H. von Emmel, Ph.D.**, "Improvisation as Knowledge-Creation and Transformation: A Somatic Performance Ethnography "

---

**Gary Wagenheim, Ph.D.**, "A Mirror on Professional Artistry: Business Professors' Use of Reflection in Their Teaching Practices"

---

**Cheryl L. Wall, Ph.D.**, "Generation Y? Because We Need You: Values and Career Decision Self-Efficacy"

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## SCHOOL OF PSYCHOLOGY

**Dominique Benavidez, Ph.D.**, "Well-Being of African American Adolescent Females in Affluent, Predominantly Caucasian Communities"

---

**Pat Black, Ph.D.**, "Language Dysfluency in the Deaf Inpatient Population"

---

**Thomas G. Brown, Ph.D.**, "The Long-Term Effects of Tae Kwon Do Training on Measures of Attention and Concentration"

---

**Linda C. Burton, Ph.D.**, "ADHD, Gender Role Discrepancy, and Well-Being in Adult Women"

---

**Carol A. Crane, Ph.D.**, "A Neuropsychological and Familial Study of Developmental Synesthesia"

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**Sandra Diaz, Ph.D.**, "Differences in Cognitive Strengths Between Native North Americans Living in Rural Versus Urban Environments"

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**Lawrence T. Dong, Ph.D.**, "The Impact of Ethnic Identity and Self-Esteem on Southeast and East Asian Juvenile Delinquents"

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**Thomas D. Goodgame, Ph.D.**, "The Emergence of the Psychoanalytic Theory of the Borderline Patient and the Direction of the Treatment: A Lacanian Analysis"

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**Anya T. Griffin, Ph.D.**, "Racism, Health, and Social Support in African American Females: The Impact of Stress from Perceived Racism on Cardiovascular Reactivity in African American Adolescents and Adult Females"

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**Candice M. Knight, Ph.D.**, "Humanistic Psychotherapy Training: Significant Experiences Contributing to Perceived Competency Development of Exceptional Humanistic Psychotherapists"

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**Christopher W. Krebs, Ph.D.**, "Organic Constructionism and Living Process Theory: A Unified Constructionist Epistemology and Theory of Knowledge"

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**Frank W. Langer, Ph.D.**, "Egocentricity in the Rorschach: Pairs, Reflections, and the Management of Perceived Similarity"

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**Rivkah Lapidus, Ph.D.**, "Retrospective Attachment and Adult Attachment Style in Nontreatment Heroin Users: A Comparative Study"

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**Marsha D. Link, Ph.D.**, "Construction and Validation of a Questionnaire to Measure Self-Management in Adults with Asthma"

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**Claudia A. Lutosky, Ph.D.**, "Managing Non-Sexual Dual Relationships in Small and Rural Communities: Does Moral Reasoning Help?"

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**Arieahn Matamonasa-Bennett, Ph.D.**, "Wounded Warriors: Narratives on Domestic Violence from Native American Men"

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**Shelley J. McDaniel, Ph.D.**, "The Effects of Long-Term Stress on Mothers of Children with Autism"

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**Leslie J. Powers, Ph.D.**, "The Utility of an Abbreviated Wechsler Memory Scale-III: Comparing an Abbreviated Subtest Method to the Full Version"

---

**Jean M. Principe, Ph.D.**, "The Effect of Readiness to Change on the Development of the Alliance in the First Session of Psychotherapy"

---

**Marcie Rogers, Ph.D.**, "Flexible Goal Adjustment and Subjective Well-Being in an Older Adult Congregate Living Population"

---

**Juliet D. Rohde-Brown, Ph.D.**, "The Role of Forgiveness and Spiritual Practice in Divorce Adjustment"

---

**Swarna L. Singhal, Ph.D.**, "Effects of Attachment Patterns on Acculturation and Mother-Daughter Relationship among Asian Indian Immigrants and Their Adult Daughters"

---

**Robin T. Smith, Ph.D.**, "Characteristics of Hypermasculinity: A Relational Perspective"

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**Karen G. Way, Ph.D.**, "The Grammar of Trauma: How Psychologists' Metaphors Construct the Dissociative Response to Interpersonal Trauma"

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**John M. Westbrook, Ph.D.**, "Attachment, Optimism, Coping, and Social Support as Predictors of Psychosocial and Psychological Adjustment in Women with Breast Cancer"

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**Fred M. Winsmann, Ph.D.**, "The Effect of Tai Chi Chuan Meditation on Dissociation in a Group of Veterans"

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**Tracy R. Zemansky, Ph.D.**, "The Risen Phoenix: Positive Transformation within the Context of Long-Term Recovery in Alcoholics Anonymous"

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# Congratulations New Graduates!

### **M.A., COLLABORATIVE EDUCATIONAL LEADERSHIP**

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Ingrid C. Anderson  
Staci L. Andrews  
Charlyne R. Barad  
Chris Brannen  
Aida Caltenco  
Mary Colleran  
Sabrina Crittenden  
Danielle M. D'Angora  
Pamela S. Djordjevski  
Patty Dunable  
Elye Fain  
Sonja Ferreras-Sullivan  
Diana B. Garrido  
Suzanne Howard  
Amanda Love  
Silvia C. Martinez  
Kristine H. Mason  
Andrea F. Miller  
Dennis E. Morgan  
Nik Orlando  
Karen Garzaran  
Terry Kakuris  
Dahna M. Taylor  
Claudia Torres  
Lisa Tremain  
Jessica Trujillo  
May Vang  
Carolyn A. Williams  
Melissa S. Winter

### **M.A., ORGANIZATION DEVELOPMENT**

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Julie Ackerman  
Mary Estelle N. Amberg  
Andy Anderson  
Barbara A. Bell  
Fantahun W. Birhanu  
Michelle M. Blanchard  
Claudia R. Carlson  
Mrs. Joan E. Conger  
Valerie A. Duncan  
Valerie J. Ellis  
Gabriel J. Garciamendez  
Mindy K. Gurnett  
Tina M. Hansen  
Lynn E. Harris  
Cile Johnson  
Alan K. Lindsay  
David J. Manriquez  
Andrea Z. McCracken  
Gabriel Montgomery  
Jo Ann Morris  
Jan Nelson  
Jill E. Olmstead  
Randy Rothring  
Debby Seltzer-Cummins  
Allan N. Shechet  
Tracy G. Silcott  
Kim Spivey  
Kim Stimson  
David B. Warriow

### **CERTIFICATE PROGRAMS**

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#### **NEUROPSYCHOLOGY**

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David J. Allen  
James M. Bercovitz  
Igor N. Beregnoi  
Lynda M. Bjornson  
Douglas A. Col  
Marian R. DeSnyder  
Joseph P. Gorin  
John J. Gorvin  
Burton H. Grodnitzky  
Barbara Kapetanakes  
Dennis E. Keefe  
Sally Madge  
Thomas D. Onorato  
Deborah Perez-Mojica  
Albert J. Scott  
Thomas R. Shaffer  
Steve D. Smith  
Gregory B. Stevens  
Thomas D. Sugalski  
Robert L. Villanella  
M. Chris Wolf

#### **ORGANIZATION DEVELOPMENT**

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Monica P. Adler  
Dannielle Blumenthal

### **M.A., ORGANIZATIONAL MANAGEMENT**

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Luz E. Benitez Delgado  
Linda L. Branch  
Kevvon Burdette  
Sally S. Colella  
Patti A. Gilbertson  
Ambrose B. Hanna  
Wendy E. Hannigan  
Keith D. Leslie  
Chris Maczuga  
Steve Maurer  
Charlie Moss  
Barbara A. Olivier  
Julianne N. Payton  
Anne B. Reeve

#### **RESPECIALIZATION**

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Ann Gordon



## FIELDING'S PRIDE &amp; JOY:

## Eileen Morgan, Ph.D.

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**I am honored to be an alumna of this institution. My involvement with Fielding has deepened my practice in profound ways, and has given me a community of colleagues and friends.**

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—Eileen S. Morgan, Ph.D.

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**W**hen veteran organizational development and strategy consultant Eileen S. Morgan, Ph.D., was elected chair of Fielding's Board of Trustees in May 2005, she became the first Fielding graduate to serve in that position. As board chair, she is focusing her work on Fielding's continued growth as a successful academic institution and on building the financial support Fielding offers its students. "A large and ongoing challenge for Fielding is finding ways to grow with our changing society—both domestically and globally—while maintaining the core values upon which Fielding was based," she notes. "We have so much to offer; we need to continue to attract and support the excellent students in this institution through scholarships and other resources, and we are working hard on that."

Aside from directing Fielding's future and running her successful OD consulting firm, BarnHouse Enterprises (along with her husband, Keith Melville), Morgan has re-discovered a talent and love for cabaret singing. She recently competed for and won a coveted residency at the Yale Cabaret Conference. Under the stage name Morgan, PhDiva!, she enjoys performing frequently throughout the Northeast. Other favorite diversions include



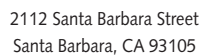
KENJI PHOTOGRAPHY

traveling, films, gardening and her three young grandsons.

"I am honored to be an alumna of this institution," Morgan says. "My involvement with Fielding has deepened my practice in profound ways, and has given me a community of colleagues and friends." Mindful of the unique responsibility she brings to the board as both chair and alumna, Morgan devotes special attention to alumni relations. "I am excited about the next stage of development in keeping alums involved and connected to Fielding in meaningful ways."



*A photomontage of the premiere for The Fielding Story in Santa Barbara, California.*



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