

WALDEN

SUMMER/FALL 2014

ALUMNI MAGAZINE



When I Grow Up

Inspire children to find fulfilling professions

Life Before Death

A Taboo Subject Helps Students Rethink Their Lives

Influencing the Debate

Hard-Earned Lessons From an Author and Entrepreneur

Equine Empathy

How One Alumna Helps Traumatized Children Heal

Dear Alumni,



YOU ARE AN INSPIRATION. When I read about your achievements, see award nominations from your peers, or talk to you or your family members as they rave about you, I am reminded that what we do at Walden is special. As you climb from one milestone to the next, we want to continue to celebrate with you, which is why I want to highlight a trio of accolades that showcase our incredible community.

Your family and friends are your cheerleaders and champions. We want to give them the recognition they deserve. I'm proud to announce our new series of Above and Beyond stories. To nominate someone for recognition, please send a short essay describing how this special person showed you extraordinary support. Look for details on page 40.

The Outstanding Alumni Award recognizes graduates who exemplify the scholar-practitioner model and have made exceptional contributions to their professions or communities. We've featured recent recipients in past issues of the magazine, such as Dr. Jonas Nguh '13, Tia Campbell '08, and Dr. Gary Bickford '97. This year, we received the highest number of nominations in the award's history. This is a fantastic tribute to our alumni's success and to your ongoing support of one another. Look for their stories in upcoming issues.

Finally, we know that your research never stops. You consistently share your latest publications and professional presentations. For that reason, we established the Presidential Alumni Research Dissemination Award. See recent award winners and criteria for application on page 39.

All of you are Walden's best ambassadors. You are hard at work improving your own communities and challenging the way we nurture each other. If you don't believe me, take a look at the extraordinary graduates featured in this issue and keep sharing the amazing work that motivates you each day.

Sincerely, Cynthia G. Baum, Ph.D.

See all of our opportunities for awards and recognition at www.WaldenU.edu/awards.

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LIFELONG LEARNERS

Breathing New Life Into Nursing



James McDaniel shares why he focuses on end-of-life care and how his education is shaping him as a leader

●●● **AS A STAFF NURSE, IT WAS GO, GO, GO. JAMES MCDANIEL '11** never felt he had the time to do more than check in with patients, dispense medication, and be off to the next room (or his next shift at another location) when he worked at hospitals in West Virginia. That's one of the many reasons he accepted a position

as a team nurse in 2009 at Hospice of the Panhandle, where he's able to spend time with patients and ensure each has a peaceful end-of-life experience.

His dedication to patients and fellow staff was quickly recognized. McDaniel was promoted to interim nursing home team leader in 2010, South Berkeley team leader

in 2011, assistant clinical director in 2012, and interim clinical director in 2013 before accepting his current role as inpatient facility director in August 2013.

As inpatient facility director, McDaniel shaped the culture of the hospice's newly built facility by hiring the right individuals before it opened in March. Since then, his

focus has shifted to ensuring a high level of care for patients and their families. "I'm in charge of everything from managing nursing and housekeeping staff to writing policies and procedures that impact how patients are cared for," he explains.

Despite what sounds like an extraordinarily busy schedule, McDaniel explains why he finds it manageable to pursue a degree, including his **Doctor of Nursing Practice (DNP)**, his second degree from Walden. It's also impressive to learn that he's the first in his immediate family to earn a bachelor's degree. "It's always been ingrained in me that I would go to college," he says. When he earned his bachelor's, a professor encouraged him to stay dedicated to continuous learning, which is why he immediately pursued his **MSN**.

His education also clearly underscores why he's excelled in his career so quickly

The Graduate:
James McDaniel '11
Master of Science in
Nursing (MSN) >>
Doctor of Nursing
Practice (DNP)

(he's just 30 years old). While earning his MSN, he learned how to analyze budget and staffing needs for a hospital, which has

“Hospice focuses on individualized care and a person’s last wishes. We want families to feel confident in the care of their loved ones.”

informed his work at the hospice. "It helped me design and budget for a new kitchen in the new inpatient facility," he says. He's also learned how to staff and run the facility and order medications, food, and linens accurately and efficiently.

His DNP coursework has taught him evidence-based practice methods and how to be a leader. Part of his task as director, he says, is to shape the culture of the hospice. "My approach to patients is, 'What can I do for you today?' I have the time. I want our nurses to act the same way, as if patients are part of their extended families."

A small gesture like sitting with a patient, holding her hand, and watching her favorite TV show may be all it takes. "Hospice focuses on individualized care and

a person's last wishes," says McDaniel. "We want families to feel confident in the care of their loved ones."

McDaniel is also committed to his community. "I've learned so much from the programs at Walden that I've tried to give back," he says. He serves on two advisory boards, one for a local technical institute and another for a community college. "I see myself as a change agent. I know about end-of-life issues and want to help shape their programs."

As far as McDaniel sees it, the only way is up. After he completes the DNP program, he may have his sights set on yet another goal. "If I want to become CEO of this organization," he says, "I might have to earn an M.B.A."



MY MISSION POSSIBLE

“Through equine-assisted therapy, I help these children shift from victims to survivors.”

Stephen Spartana

Equine Empathy

Kimberly Portanova-Feibus

explains how she helps traumatized children heal through equine-assisted therapy

●●● **“A HORSE PLACED HER NOSE ON MY CHEST** on the very first day of my internship at Marley’s Mission in 2011. I felt her head grow heavy. It was my daughter’s birthday, and I was torn about being away from her. The horse sensed that—and reconnected me with this intense maternal feeling. That’s their power. Horses can get beyond our masks.

“I did my field work at Marley’s Mission and graduated with my **M.S. in Mental Health Counseling** in June 2012. As a mother of two young children, I chose Walden for its flexibility—and its academic rigor and CACREP-accredited program.

“I now work at Marley’s Mission as a therapist with children ages 5 to 21, all of whom have experienced some form of trauma—sexual abuse, severe medical issues, bullying, or a family member’s death. Every therapy session starts in a small indoor arena with each child saying hello to his or her horse. Some start by waving from a distance, but soon they’re petting and leading

these gentle giants through an obstacle course, building trust and self-confidence with each step.

“One 12-year-old girl who had been physically assaulted by a family member relied on total repression as a defense mechanism. One day after she started therapy, I watched as she faced a horse eye to eye and the horse started to cry. She started to cry, too. At the end of the session, she threw her arms around this horse and said, ‘thank you.’

“Those moments, and there are many, are why I love my work. Through equine-assisted therapy, I help these children shift from victims to survivors. I also see how their parents are still stuck—they need help, too. My new mission is to work with the parents in a similar way so they can accompany their child in that profound—and positive—transformation.

“When I started Walden, I was not sure how



I would incorporate social change and cultural diversity into my work. But I now see that culture is not defined by religion, skin color, or nationality. A life-changing event places you in a culture.

In the blink of an eye, you could become a victim of violence. How do we rebuild trust and self-esteem that is taken in that moment? That is my mission.” — *As told to Liz Welch*

Kimberly Portanova-Feibus '12, an M.S. in Mental Health Counseling alumna and a 2012 Scholar of Change, is a therapist at Marley’s Mission in Clarks Summit, Pennsylvania, an equine-assisted therapy program for children who have been subjected to trauma.

Watch Kimberly’s Scholars of Change video at www.WaldenU.edu/MarleysMission.

HOW IT PAID OFF

From Teacher to Dean of Students



NAME: Dr. Kimberly Sabrina McDuffie '13

DEGREE: Doctor of Education (Ed.D.) with a specialization in Administrator Leadership for Teaching and Learning

TITLE BEFORE MY DEGREE: Business teacher at Eugene Ashley High School in Wilmington, North Carolina

TITLE AFTER MY DEGREE: Dean of students and principal intern at Eugene Ashley High School

HOW MY DEGREE IMPACTS MY FAMILY: I am a first-generation college graduate. I would not have continued on to college without supportive teachers. I chose to become a teacher to pass on my dedication to lifelong learning. By earning my degree, I’ve set a positive example for my son. I grew up in poverty and making a better life for him was my goal. Now that my son is in college, I know I’ve shown him that he can do anything.

HOW MY DEGREE TRANSFORMED MY CAREER: Earning my Ed.D. helped me become a leader. Since I earned my doctorate, my principal offered me the position as dean of students. He trusts me with a vast amount of information and duties. I’m also the person teachers ask for data and feedback. They want to understand how data connects to their teaching to improve outcomes for their students.

THE MOST SIGNIFICANT CHANGE SINCE EARNING MY DEGREE: I’m more than a researcher now; I’m a scholar-practitioner. I wrote my doctoral study to learn what motivated students to complete high school, including what teachers can do to support them. I’ve shared my findings, and teachers are using them to improve our graduation rate.

BEYOND THE DEGREE



Feathering the Nest

Dr. Katrina Fuller explains how her Ed.D. helped her grow her business, which offers pregnancy, childbirth, postpartum, and breastfeeding education to families

By Christine Van Dusen

● ● ● **WHEN DR. KATRINA FULLER '13** **CHOSE TO HAVE HER BABY AT HOME**, she didn't have a thriving community of mothers and caregivers in Hobbs, New Mexico, to support her and her decision. And when she couldn't shake the baby blues after the births of her children, she felt alone in her postpartum depression.

"I thought, 'Maybe this is the way life is; I just have to deal with it,'" she recalls. "But I needed support and so many other women do, too. I saw this need for me and for the community, and I thought, 'What can I do?'"

Fuller, who had studied to become an elementary school teacher, decided she wanted to become an educator of a different kind—focusing on educating and supporting women and their families to make informed decisions and be healthy during pregnancy, childbirth, breastfeeding, and postpartum life.

So she sought certifications in pregnancy fitness, childbirth, teen, and lactation education, while studying to become an antepartum, labor and postpartum doula, a placenta specialist, and a Reiki practitioner.

In 2009, Fuller created Natural Nesters, a business in Hobbs that provides education, support, and therapy services to pregnant women, new mothers, and their families. But something was still missing. She needed to know how to develop lesson plans from scratch, how to find and conduct research, and how to analyze data. So she sought her **Doctor of Education (Ed.D.)** at Walden.

"I first discovered that what I was learning at Walden was making an impact in my childbirth, new baby care, and breastfeeding classes when families contacted me after the births of their babies to tell me they appreciated the evidence-based information they learned in class," Fuller explains. "They were confident in their ability to make informed consent or refusal decisions based on risks, benefits, and alternatives and achieve better birth and infant feeding outcomes."

accurate, reliable education—and a sense of confidence—to all of her clients.

By using what she learned at Walden, she expanded the outreach of Natural Nesters. Fuller now offers classes to help clients understand pregnancy and learn new baby care and breastfeeding best practices. She also helps women go through labor and offers comfort, support, and massage services to expecting and new mothers. She provides postpartum support as well.

“Now I can really effect positive social change and build bridges between mothers and healthcare professionals.”

While earning her degree, she also discovered her research, academic writing, and doctoral study further polished her skills. "Now I can better understand what the research is telling us. I can look at it with a clear, critical eye and can tell if it's reliable or valid and what the results mean," she says. "Before my coursework at Walden, I wouldn't have had a clue." Ultimately, her education allows her to provide more

By combining her personal experiences as a pregnant woman and mother with her academic and professional training, Fuller is able to support women from pregnancy through birth and beyond. "Now I can really effect positive social change and build bridges between mothers and healthcare professionals," Fuller explains. "I love what I do."

■ Tell us about your career by emailing myWaldenImpact@waldenu.edu.



INSIGHTS

Run a Successful Event



Kelley Malcolm '10 | M.S. in Nonprofit Management and Leadership Graduate and Ph.D. in Public Policy and Administration Student

●●● **EVENTS DON'T ONLY**

GENERATE FUNDS FOR AN ORGANIZATION—THEY GENERATE AWARENESS, which is why it's critical to dot every "i" and cross every "t." Kelley L. Malcolm, a national manager for signature events at the National Parkinson Foundation in Miami, launched the organization's Moving Day, A Walk for Parkinson's in 2011, raising more than \$500,000 with the help of more than 300 teams and 2,500 walkers. Here, she shares how to shape a successful event.

1 SET CLEAR EXPECTATIONS. I create job descriptions to outline tasks and time commitments. Asking people to join your committee happens through a conversation. Ask about their vision—what do they like to do? What are their goals as a volunteer? These discussions will help you learn who is better for data entry than a role on the sponsorship committee. Day-of volunteers need similar information. Almost every event calls for volunteers to staff registration tables to greet and direct guests. At a gala, volunteers may sell raffle tickets and monitor auction items. For the walks I organize, strong setup and cleanup crews are essential.

2 IDENTIFY RECRUITS. Past volunteers, donors, and people they may recommend are all great options for event committee members—essential volunteers who help with the heavy lifting such as the budget, marketing, and logistics. To recruit day-of

volunteers, use online tools like VolunteerMatch, SignUpGenius, or the Walden Service Network. I've also reached out to local companies and sports teams with volunteer programs. Many of those volunteers have returned to help with other events.

3 COMMUNICATE REGULARLY. Stay in touch throughout the planning process to keep everyone motivated. I have a large group of volunteers, so I mainly rely on email, but I contact committee members through conference calls and group training sessions. I want them to be hands-on. Closer to the event, inform day-of volunteers about dress requirements, parking, check-in, and what to do once they complete their tasks. I also always send a reminder of the organization's mission so volunteers remember why they're participating and how to share those details with attendees.

4 RECOGNIZE VOLUNTEERS. Thank them at the event, on stage or in the event booklet, or afterward with a formal letter of appreciation. Social media also allows you to highlight people publicly—consider short callouts paired with an image from the event. I've also invited contributors to be guests at other events we plan. Remember, day-of volunteers who do a great job—and really enjoy the experience—may become future planning committee members.

5 FEED THE FUTURE. I ask for feedback from volunteers as soon as possible, usually within six weeks. Ask everything: What was great; what needs improvement? Having that on-the-ground perspective is so insightful. Fresh eyes can introduce new ways of doing things. With volunteer input, an event becomes even more successful! — As told to Amy DerBedrosian

WHY I REFER

A Family Affair

NAME: Kimberly D. Price '05

DEGREE EARNED: M.S. in Education

CURRENT POSITIONS: Third-grade teacher and after-school extended learning program coordinator at Love T. Nolan Elementary School in Atlanta, Georgia, and University of Phoenix online faculty member



LAST YEAR, YOUR HUSBAND

EARNED HIS M.B.A. FROM WALDEN. WHAT INSPIRED YOU TO REFER HIM?

While I was attending Walden, he'd see my excitement as we'd talk through my assignments, how attentive the professors were to my needs, and how I used my coursework to improve my teaching. He was earning his B.A. from another online university and was not having a great experience. When he transferred, he became excited about what he was learning and was thrilled to find similar support from his professors and other students.

WHY HAVE YOU ALSO REFERRED MORE THAN FIVE COLLEAGUES? One of my assignments required me to assess students, determine where they struggled, and try suggested activities to support their learning. I saw the difference I made in my classroom, and I shared my experiences with my colleagues. As an educator, I feel my colleagues and their students benefit from having teachers with advanced degrees from Walden because of how applicable the coursework is to the classroom.

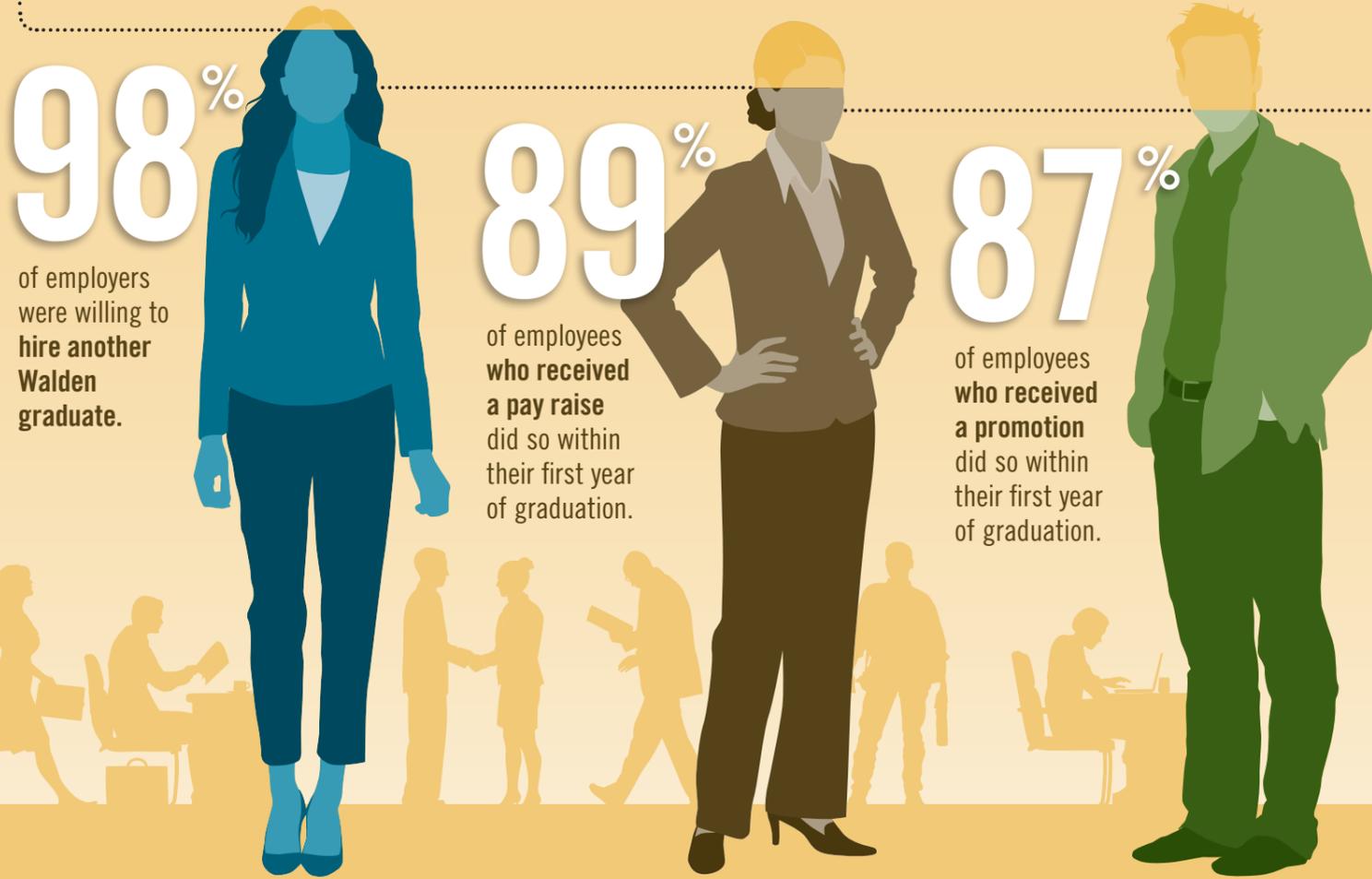
HOW HAS YOUR FAMILY CHANGED NOW THAT YOU'VE COMPLETED YOUR DEGREES? The gains my husband and I have made by pursuing our degrees have been life-changing. We've accomplished goals we never thought we could—and we're only getting started. Our next goal is to earn our doctorates at Walden. — C.L.

Refer friends, family, and colleagues at www.WaldenU.edu/refer.

BY THE NUMBERS

What Employers Say

●●● THE 2013 WALDEN UNIVERSITY EMPLOYER SURVEY RESULTS ARE IN.
Find out what employers shared about Walden graduates who work for them:

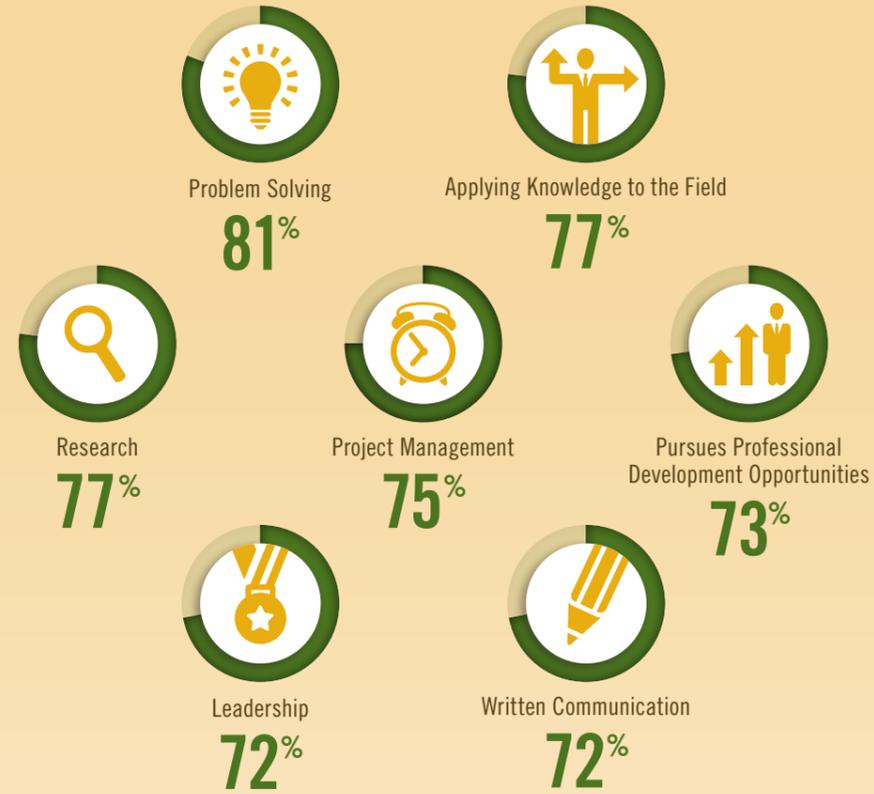


The majority of employers reported that since attending Walden, their employees' performance improved in vital areas like:

- PROBLEM SOLVING**
- KNOWLEDGE APPLICATION**
- RESEARCH**

INCREASE IN PROFESSIONAL SKILLS

Employers reported the Walden graduates they hired improved in a range of skills:



WHERE ALUMNI WORK

Our alumni are employed* around the world:

- AT&T
- BANK OF AMERICA
- CENTERS FOR DISEASE CONTROL AND PREVENTION
- DUKE UNIVERSITY
- ELI LILLY AND COMPANY
- EMORY UNIVERSITY
- FBI
- IBM
- JPMORGAN CHASE & CO.
- KAISER PERMANENTE
- MAYO CLINIC
- MINISTRY OF EDUCATION (VARIOUS COUNTRIES)
- U.S. DEPARTMENT OF DEFENSE
- U.S. DEPARTMENT OF VETERANS AFFAIRS
- U.S. NAVY
- UNIVERSITY OF MICHIGAN
- WELLS FARGO
- WORLD BANK
- WORLD HEALTH ORGANIZATION
- YALE UNIVERSITY

* This list of employers is sourced directly from alumni.

WHAT EMPLOYERS SAID

Read a few samples of what employers reported about Walden graduates:

“She propelled our clinical teams to gain national stroke recognition.”

“He has written several grants which required research-based evidence.”

“She has been able to bring her detailed, comprehensive, and collaborative efforts from her coursework back to our private sector. ... She has taken the ordinary and made it extraordinary.”

Learn more about our next employer survey on page 40.

CONNECTIONS

Cultivating Confidence



Dr. Phillip Neely shares how the encouragement he got as a student motivates him to stay connected

By Camille LeFevre

●●● **DR. PHILLIP NEELY '11 WAS AT A RESIDENCY IN ENGLAND**, wondering if he'd be able to complete his **Ph.D. in Public Policy and Administration**, when a faculty member approached him. "He said I looked down," Neely recalls, "So I told him the difficulties I'd been having. He said he would help me, gave me his phone number, and said to call." That faculty member was Dr. Walter McCollum.

With encouragement from McCollum and other faculty members, Neely not only completed his Ph.D., he's published journal articles and is co-authoring a guide to dissertation research with McCollum. Neely's also an active Alumni Ambassador in the Atlanta area where he lives.

A former sheriff major in the Clayton County Sheriff's Office in Georgia, Neely initially pursued his degree with the goal of becoming a police chief. Once in the program, however, his passion was redirected to teaching. Today, he's an associate professor at Saint Leo University.

Walden's residencies make students' educational experiences "real," he says.

Once a loyal attendee of residency breakout sessions—"You can sit down and talk with anyone," he says—Neely now speaks during these sessions as an ambassador. His goal is to encourage others by using his experience as an example. He also started a group that meets monthly. There, students work on their dissertations, offer each other encouragement and help, and attend talks given by alumni.

"It's my obligation to pull others up," he says. "I was told a long time ago that I wouldn't go further in my education. Now that I have a Ph.D., I return to Walden to make sure students have the same support I found."

The keys to staying connected, he adds, are to remain "open-minded and give some of your time. If you're willing to do community service, consider reaching out to help others at Walden."

Connect with fellow alumni at www.myWaldenAlumni.com.

"If you're willing to do community service, consider reaching out to help others at Walden."



FROM THE FIELD

In the Line of Fire

●●● **"I STARTED IN 1988 AS A VOLUNTEER FIREFIGHTER** and am now a deputy fire chief; I've worked my way up the ranks. I assist with our department's disaster preparedness programs. When community members donate houses like this one, I help lead the training burn. Situations like these are the real deal—we face falling ceilings and crumbling wood structures. Our goal is to stay low when we enter the structure; you never know what the atmosphere will be like. We always start with a safety talk and a walk-through and end with a debriefing. It's a learning process from the time you arrive to the time you leave. If you're prepared, through education and training, you will be in a better position to meet your goals."

— **GLENN POLK '07** is a Master of Public Administration (MPA) graduate and deputy fire chief of administration with the Spalding County Fire Department in Georgia

Send photos of yourself making a difference to myWaldenImpact@waldenu.edu.



Creating a Passionate Partnership

Dr. Carol Parker shares how a trip to Tanzania inspired her to start a nonprofit to help transform the lives of children affected by HIV and AIDS

By Camille LeFevre

●●● **DURING HER FIRST VISIT TO TANZANIA IN 2004** with Cross-Cultural Solutions, a nonprofit that combines travel with volunteer opportunities, **Dr. Carol Parker '09** visited hundreds of AIDS orphans who lacked food and access to education. On the plane home, “I realized I wasn’t done,” Parker says. “I couldn’t just walk away.”

The trip inspired her to found the Pamoja Project in 2005, a nonprofit based in Santa Fe, New Mexico, that partners with organizations in Tanzania to transform these children’s lives. Pamoja (which means “together” in Kiswahili) collaborates with WAMATA, an NGO in Tanzania, to offer a range of services for children and families affected by HIV and AIDS. To date, the organization has helped more than 200 AIDS orphans by providing school uniforms, supplies, and sponsorships; and 140 orphans have graduated from a tailoring training program with skills to support themselves.

Together, the organizations have also created 80 income-generation projects for mothers and caretakers of children living with HIV or AIDS and provided hundreds of microloans to help families work their way out of poverty. In partnership with Proctor & Gamble, Pamoja has provided the technology to produce 5.5 million liters of safe drinking water to date and educate residents about how to prevent waterborne disease. What’s more, the budget for programs has increased from \$10,000 to \$100,000.

When she began the Pamoja Project, Parker had a master’s degree in public health. “I knew a lot about health resource management but not much about HIV/AIDS or program development,” she says. Although she enrolled in the **Ph.D. in Public Health** program, she intended only to take individual courses for professional development, but she was wowed by the skills she learned, which prompted her to complete the program. And after giving a poster presentation during a residency about caring for children living with HIV or AIDS in low-resource environments, several faculty members encouraged her



“Tanzanians are not waiting for outsiders to come and save them; they want to help themselves. It’s easy to be a passionate partner with people who are willing to work for shared goals.”

to continue her research, which also spurred her on.

“I was finding the answers to questions I had about my work and was learning about topics and tools that benefited both me and the people with whom I was working,” she says. During a course about program design, Parker created and implemented a community health worker program in Tanzania. And her dissertation, *The Lived Experience of HIV-Positive Tanzanian Orphans*, provided the information she needed to receive grant funding to develop another program for Pamoja.

“At the beginning of my work, AIDS was still a death sentence, so much of the work was centered on end-of-life care, counseling, and outreach to AIDS orphans,” Parker says. “With the arrival of antiretroviral drugs, our work has changed. Now, we help people live with the disease. We teach them how to generate income and care for infected children in addition

to providing psychosocial support and help for children to travel to clinics and receive better nutrition.”

Since she only travels to Tanzania twice a year for two to three weeks at a time, Parker continues to act as a conduit to generate financial support for needs identified by her collaborators at WAMATA. Her goal, however, “is not to create dependency upon our funding and guidance, but to give Tanzanians the tools they need to continue to take care of each other,” she says.

“The Tanzanians have a saying, ‘We are together.’ They are not waiting for outsiders to come and save them; they want to help themselves,” she continues. “It’s easy to be a passionate partner with people who are willing to work for shared goals.”

Tell us about your career by emailing myWaldenImpact@waldenu.edu.



MEET THE FACULTY

Dr. Debra Rose Wilson

By Camille LeFevre

●●● SOCIAL CHANGE IS AT THE HEART OF DR. DEBRA ROSE WILSON'S WORK.

Whether she's educating nurses in Botswana about the value of self-care, speaking to a room of nurses at an international conference, or positively impacting students in the School of Psychology or at Middle Tennessee State University, she is always focused on how she can influence others to positively change their own lives and the lives of those around them. Here, Wilson talks about creating an inspiring learning environment and the importance of self-care.

TELL US ABOUT YOUR WORK IN BOTSWANA.

While a visiting scholar in Botswana in 2010, I came to realize there was a shortage of nurses due to a lack of pride in nursing. Leaders in national nursing organizations wanted to improve nurses' self-esteem. I taught a group of nurses stress-management techniques, the importance of nursing pride, and what it means to be called to nursing. When I returned home, I purchased brass pins in the U.S. that say "I'm proud to be a nurse." My students boxed them up and sent them to Botswana—one for every nurse in the country. We watched as those pin-wearers became champions of nursing in their districts.



“I'm continually instilling the value of social change in my students because I live it.”

HOW ELSE DO YOU HELP YOUR STUDENTS FEEL CHALLENGED AND INSPIRED?

I'm always integrating the value of social change into our work. During residencies, I talk to students about the role of a health psychologist. I share tools for self-care so they learn how to share these tools with their patients, colleagues, and families. As a researcher and scholar, I encourage them to collect evaluation data while conducting projects and encourage them to submit papers to the *International Journal of Childbirth Education*, which I edit. Making opportunities available and watching students grow is exciting. I'm continually instilling the value of social change in my students because I live it.

Dr. Debra Rose Wilson '06

- School of Psychology Faculty Member
- Ph.D. in Psychology Graduate
- 2013 Presidential Award for Faculty Excellence Recipient
- 2012 Scholar of Change

WHY IS STRESS THE NO. 1 HEALTH RISK?

Stress can be an underlying cause of heart disease, cancer, diabetes, obesity—you name it. Addressing stress is the first place to start, whether you want to improve your health or your professional or personal relationships.

WHAT ARE THE KEYS TO MANAGING STRESS? Once you're aware of stress, it's easier to change your response patterns. I have about 100 techniques I draw from, but here are three basic responses. One is to choose not to participate in the activity that's causing the stress. The second is to change your perception of the stressor: How could you make a stressful event more manageable or even enjoyable? The third is to change your biological response. Try meditation, exercise, massage, or relaxation. Do whatever it takes to manage your emotional response. It will improve your career—and your life.



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in the **Walden University Alumni Association**, which is 75,000 members strong—and growing. In addition to networking with your colleagues, you can take advantage of exclusive membership benefits through **myWaldenAlumni**, your online alumni community.

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- » News and accomplishments
- » Alumni directory
- » Member and event photos
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BROADENING MY HORIZONS

Humanizing Math



Dr. Rafael Matos explains how his Ph.D. in Psychology changed the way he approaches his work

● ● ● **WHEN THE U.S. MARINES WERE ASSESSING MAINTENANCE MANUALS** they use in the field, they wanted to examine not just the technology but also its use. Would Marines inside a tank

making repairs benefit from a monocle that allowed them to read a manual via the lens, like Google Glass? Or was an electronic manual on a wristband, like a quarterback's arm playbook, a better option?

In the end, **Dr. Rafael Matos '13** discovered that high-tech solutions were not the answer. What's more, he didn't discover the answer through the mathematical analysis he traditionally employs—he learned it by asking the Marines themselves. "After talking to them to understand their motivations, I found they'd rather exit the tank to read the manual and go back in to complete the repair," he says. "The technology wouldn't expedite their work."

This experience underlined the value of understanding human behavior for Matos, which is why he enrolled at Walden to earn his **Ph.D. in Psychology** with a specialization in Organizational Psychology in 2009. Although he already held a master's in operations research, Matos, a retired Navy lieutenant commander who is now a senior operations research analyst for WBB in Reston, Virginia, knew he needed to pivot the focus of his team's work: How and why do we make decisions? How do we meld statistical findings with human behavior?

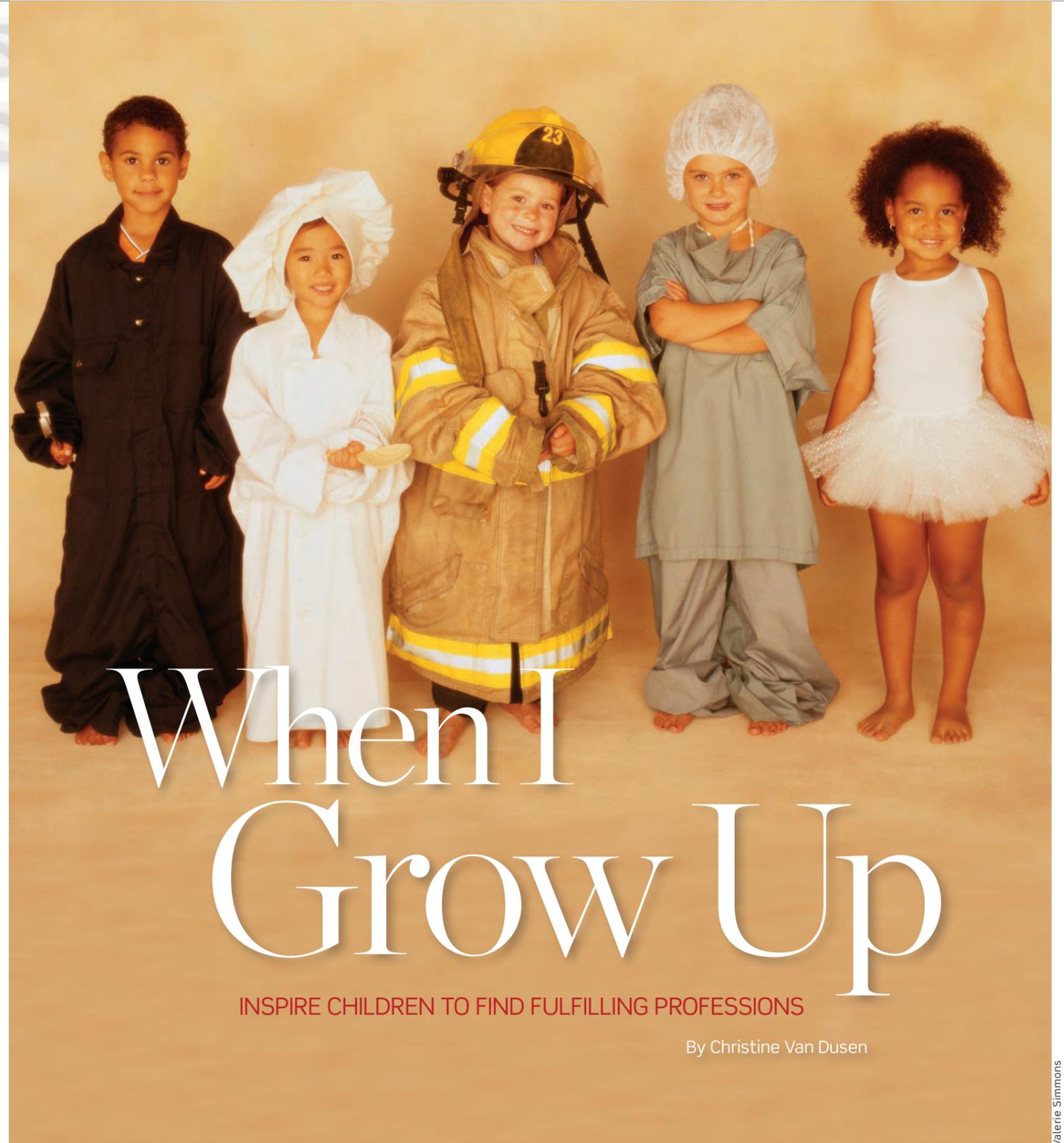
"Sometimes math produces results that don't align with an organization's priorities," says Matos. "Trend analysis and mathematical modeling wasn't revealing what we wanted to know. I wanted to learn why people make decisions the way they do."

For many of the projects he works on at WBB, he and his team balance the opinions of product designers, budget experts, and field operators. He still starts by examining the raw numbers, but now his next step is to analyze the players: learning about their backgrounds, discussing the project, and, finally, integrating their input into his team's recommendation. Pivoting the way his team works has led to unexpected, but very positive, results, he says.

"My Ph.D. helped me see the people behind the math and become a better facilitator."

For example, when the Navy asked WBB to examine the layout of operations centers where staff respond to emergencies like hurricanes, wildfires, and snowstorms, they realized headquarters wanted highly customized designs while the budget office preferred a cookie-cutter solution. "My research allowed me to look at the organizations involved and the services emergency response personnel provide. They each think differently and have their own biases," he says. Ultimately, the proposed solution was for semi-customized centers based on what the teams needed, not what they wanted.

How he revised his thinking, research, and execution is all based on what he learned at Walden, he says. "In class, we talked about group dynamics, discussed techniques to solicit unbiased input, and realized the importance of presenting information using appropriate language and demeanor," Matos explains. "My Ph.D. helped me see the people behind the math and become a better facilitator."



When I Grow Up

INSPIRE CHILDREN TO FIND FULFILLING PROFESSIONS

By Christine Van Dusen

● ● ● WHAT DID YOU WANT TO BE WHEN YOU WERE A CHILD?

Did you receive support and encouragement from your parents, grandparents, or teachers to figure out what you wanted to do? How do you plan to prepare your children? The answers to these questions may not be easy—it may have taken decades (and plenty of education) for you to find the perfect career, but it's possible to pave a smoother road for your children. Here, three alumni share the winding paths they took to their current careers and offer advice to help you start career-oriented conversations with your children.

The Advocate

Sheila L. Agnew McCoy '10

M.B.A. Graduate

Childhood Dream: Business Owner

Current Position: Entrepreneur and Author

The black stripes the 15-year-old girl had painted on her bedroom wall were precise—straight, with no wobbly edges, and evenly spaced. **Sheila L. Agnew McCoy** proudly surveyed her work while her mother tried not to blow her stack.

Once McCoy's mother calmed down, she realized that the unauthorized Foot Locker-like decor was actually pretty spectacular, especially for a teenager. So she congratulated her daughter and showed off the handiwork to anyone who visited the house.

This was a telling moment in McCoy's life, hinting at what she would do when she grew up: do things her own way, take risks, and help others find their own passion while giving them the kind of support and advice she got from her family.



McCoy is now a successful author, mentor, and peer coach in Atlanta. She also serves as the local chapter director for Over 40 Females Inc., where she manages monthly networking events and presentations that are designed to connect, encourage, and inspire women. "It makes me feel good to help people live their passions," she says.

McCoy wasn't the type of child who knew exactly what she wanted to be when she grew up. She studied creative writing in junior college, but when she saw a billboard advertising an entrepreneurship class at the local Chamber of Commerce, she decided she wanted to start her own business. So McCoy transferred to Chicago State University and majored in business administration.

Her first post-graduate job was in human resources, but she had the entrepreneurial bug, so she put together a business plan and within a year opened a party supply store in Chicago. "I started out selling retail party goods, but when I expanded the business to decorating and event planning, it took me across the country to plan events for corporations," she says.

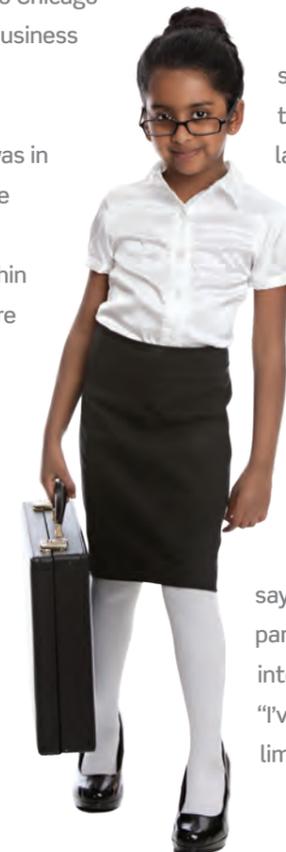
After five years, she transformed her business, leaving retail to focus on event planning and decorating. When

a client asked her to set up and manage booths at trade shows that focused on women, "I had an aha moment," McCoy says. "Not every city has a major event with a focus on women's issues."

Her trade show experiences prompted her to fill a business niche by developing

"It makes me feel good to help people live their passions."

a women's expo in Columbus, Ohio, that focused on self-development for women through education, health, and economic and cultural awareness.



The program was a success, and it showed McCoy that one of her greatest talents lay in helping women find their way in professional and personal endeavors. She thought an **M.B.A.** with a focus on leadership might make her a stronger coach, so she enrolled at Walden.

"When I graduated from college, I said I'd never go back to school," McCoy says. "Never say never!" She was particularly influenced by the international students she met. "I've worked by myself or with a limited staff since I started my

own business. The program allowed me to see what people are doing in business around the world, whether it's at a corporation or a small business," she says. "I also led a lot of group projects, so what I learned also put me in a strong leadership position."

Since launching her business in Chicago, she's moved to Atlanta, where she's re-established the company and published two books. Her latest, *Dear _____, Are You Missing Your Calling?* (Mo Better Publishing, 2013) helps readers uncover their talents and find motivation to pursue their passions.

"I am inspired by those who benefit from my coaching or writing," she says. "The realization that I have gifts and talents that encourage others makes me passionate about my work. Being a mentor came naturally. I started doing it because it was the right thing to do, but it became the most important thing for me to do—to give back."

Help Children Choose a Career

What do you want to be when you grow up? It's an age-old question and one that inspires responses both realistic and fantastical ("A police officer! No, a clown! No, a unicorn-wrangler!"). But the answers can provide a glimpse of what your children (or students) might want in the future. Listening to their ideas, encouraging, and gently steering them in the right direction will be challenging and extremely rewarding. Here are some tips to help your kids take their first steps down a satisfying career path:

- **PINPOINT POSSIBLE PASSIONS.**

Talk to children about what they like to do, says Sheila L. Agnew McCoy. Ask: What is your favorite part of the school day? What do you like the least? What do you most look forward to every day? "I see too many parents trying to get their kids interested in the things they want them to do," she says. "Focus on developing their skills, talents, and gifts and then see what they might be suited to do."

- **GET OUT THERE.** If a child wants to run an art gallery, take her to galleries and see if she can talk to the managers and curators. Enroll her in classes, attend workshops, and give her a taste of what her real-life experience might be like if she chooses this career.

- **FIND PROFESSIONAL MENTORS.**

If you're not familiar with the careers your children want to pursue, help them find good role models in that particular field. Talk to your family members and colleagues to start or look for people willing to help within your community. A one-hour visit could turn into an ongoing mentorship for your child.

- **EMBRACE CHANGE.** "You have to recognize that kids change a lot," McCoy says. One day a child might want to be an astronaut, then an accountant. Help her keep an open mind and look for threads that connect seemingly disparate ideas.

- **ENCOURAGE YOUR CHILDREN TO TRY.**

You never know what they'll learn or the connections they'll make. Tell your kids to grab opportunities when they arise, says Dr. Edilberto A. Raynes. When a volunteering opportunity or part-time job arises, encourage them to seize it.

- **TAKE A TEAM APPROACH.** "Spend time with your kids. Have family night," Michael Jongsma says. "Make the family your number one team and work together to encourage your children to do whatever they put their minds to."



JGI/Jamie Grill



Michael Jongsma '11

MSN Graduate and DNP Student

Childhood Dream: Fireman

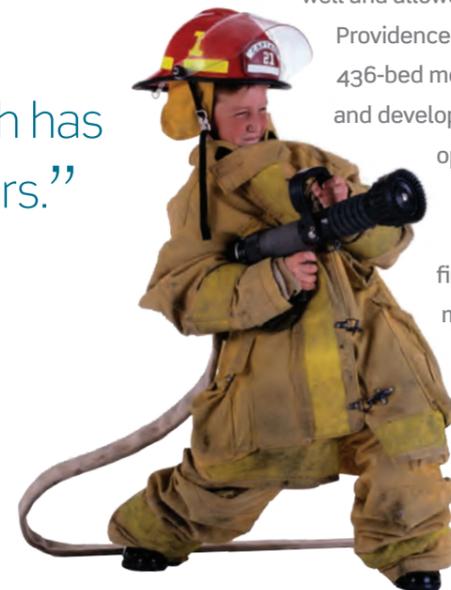
Current Position: Chief Nursing Officer

The Patient Professional

When **Michael Jongsma** was a boy, he sat inside his Uncle Steve's fire truck and imagined what it would be like to be a hero. But even then he took a realistic approach to dreaming about the future; he knew it would take more than just donning the hat and boots to become a firefighter.

“My passion is learning and developing. I never say ‘no’ to anything. My approach has opened doors.”

Jongsma knows that instant gratification is rarely possible in a career. It's necessary to pay dues and rise in the ranks. This approach has served him well and allowed him to land his dream job as chief nursing officer (CNO) for Providence Little Company of Mary Medical Center in Torrance, California, a 436-bed medical center where he leads 750 nurses. "My passion is learning and developing. I never say 'no' to anything," Jongsma says. "My approach has opened doors."



After high school, Jongsma wanted to train to become a firefighter, but he needed financial stability, so he became a Honda mechanic, then bused tables at a local restaurant—where he worked his way up to manager. The job didn't seem to dovetail with his larger dreams, but he saw its universal lessons. "I developed a real sense of leadership in that role," he says.

When he left the restaurant business to become an EMT, he thought the switch would put him on the path to becoming

a firefighter. He loved the work, even the hours—from 2 p.m. to 2 a.m. or 7 p.m. to 7 a.m.—and held on to the job for 12 years. “It was so gratifying to save lives and affect the community in such a dynamic way all while learning new things,” he says.

In 1999, Jongsma accepted a position as an emergency medical technician at Providence. The emergency department nurses thought he had what it took to be one of them, but at the time he wasn’t so keen on going back to school. “I hadn’t realized how important education really is,” he says. “But when I saw how fulfilling it was to focus on patients and my fellow staff and found my passion for healthcare, I knew I needed to go to school to excel. I was determined to succeed.”

He finished his associate and then his bachelor’s before enrolling in the **MSN** program at Walden. In 2007, his hard work paid off. He was promoted to director of nursing for cardiovascular services at Providence. And he is determined to continue improving. Even though he was recently named CNO, he’s now pursuing his **DNP**—his goals as a lifelong learner haven’t changed despite his new role and responsibilities.

Jongsma does not wonder why it took so long to end up in this leadership role. “Climbing ladders quickly is exciting and rewarding, but it can require a lot of personal sacrifices and may mean you’re unhappy in a role you fought so hard to get,” he says. “Titles and ranks are meaningless to me. What matters is giving my all and helping others. That’s led to my success and my personal and professional satisfaction. I hope I’m able to mentor many people who go on to accept additional responsibilities and leadership roles so they too can positively impact others.”

The Shape - Shifter

Dr. Edilberto A. Raynes '13

Ph.D. in Public Health Graduate

Childhood Dream: Actor

Current Position: Associate Professor

When his parents asked him what he wanted to be when he grew up, 12-year-old **Dr. Edilberto A. Raynes** said he wanted to go into theater. This answer gave them great pause. Next, they asked him two questions that would help set the course for his career: “Will you be able to feed your family well if you choose that career? Is family important to you?”

After months of hard thinking, Raynes knew he had to pursue the answers. In high school, he took an aptitude test and found he was suited for a career in

health sciences, and he eventually pursued a bachelor’s in psychology with a long-term plan to pursue medicine.

Then his mother was diagnosed with a terminal illness when he was 20 years old. Raynes stayed by her bedside, caring for her in her final days. “It’s as if she was grooming me to be in medicine,” he says. “That’s when I decided to be a doctor. I wanted to serve people in my community.”

Raynes enrolled in a medical school in the Philippines with a

vision that matched his focus on serving the underserved in his native country. While there, he worked in remote areas, engaging the community by facilitating self-reliance workshops, establishing a small pharmacy, and conducting prevention seminars. After graduation, he took a residency in pediatrics, where the department chair groomed him to serve as chief resident.

When Raynes fell in love and got engaged, his fiancée, Invie, received a job offer in the U.S. as a physical therapist. Five days after their wedding, she left the Philippines. They lived apart for the first few months of their marriage—until she called to say she was pregnant. “I followed her there in July of 1996,” he says. “And I wasn’t licensed to practice medicine in America.”

He assessed challenging the United States Medical Licensing Examination, but he needed to help support

his growing family, so he took a position as a phlebotomist for two years. “I swallowed my pride,” he says. “My wife told me to go back to my career, my dreams, my ambitions, but the fees for the licensing exams are not cheap, and I wondered what I would do if I failed.” After careful thought, he decided to become a teacher.

So Raynes opened the phone book and called local colleges to see if he could teach. A junior college in Nashville, Tennessee, invited him to lead classes in anatomy and physiology for medical assistants. One of his students from the junior

college recommended him to her mother who worked as an administrative assistant at Tennessee State University (TSU). He was offered an adjunct faculty position, which later became a permanent part-time position. After three years in this capacity, he was offered a full-time, tenure-



track assistant professor position at TSU with the stipulation that he had to pursue a terminal degree to be eligible to apply for tenure and promotion. So in December 2007, he pursued his **Ph.D. in Public Health** at Walden.

While he may not be an actor or a practicing medical doctor, his current career as a tenured professor feels like the perfect fit. Not only does it allow him to share the lessons he’s learned with students, it also introduces opportunities to collaborate, publish, and present his research—which are his passions. “If you have an opportunity, grab it,” Raynes says. “It may not be the one you thought you wanted, but if you don’t apply, you won’t know.” ■



“If you have an opportunity, grab it. It may not be the one you thought you wanted, but if you don’t apply, you won’t know.”



Peter Howard

Life Before Death

DR. NORMA BOWE EXPLAINS HOW HER DEATH IN PERSPECTIVE CLASS HAS TRANSFORMED THE LIVES OF HER STUDENTS— AND WHY IT IS THE FOCUS OF A NEW BOOK

As told to Liz Welch

●●● **THERE'S A THREE-YEAR WAITING LIST** to get into Dr. Norma Bowe's Death in Perspective course at Kean University in Union, New Jersey. That's because Bowe, a former psychiatric nurse and a 2003 Ph.D. in Health Services graduate, uses the taboo subject to inspire her students to rethink how they live. Bowe's story and those of her remarkable students are now chronicled in *The Death Class: A True Story About Life* (Simon & Schuster, 2014) by Erika Hayasaki. Here, Bowe shares why she was compelled to create this life-altering course.

"People are afraid of death even though we're all going to face it—whether watching a loved one die or dying ourselves. Why are we so scared? This is the question my students consider.

"I stopped being scared early on in my life. From the moment my mother knew I existed, she was trying to get rid of me. I'm here against all odds. This is going to sound crazy, but I made friends with death as a child because I really didn't know if I would live day to day. So instead of being afraid of it, I thought, 'If it happens today, it happens today. I can't let myself be paralyzed with fear all the time. I just have to live today and hope I have tomorrow.'

"I thought I was going to be a pediatric nurse after I finished my master's in health administration at New Jersey City University. But then I got a job as a psychiatric nurse and felt immediately at

home. Watching people throw things and scream at each other was very familiar. My upbringing is why I'm not afraid of a lot of things that scare most people. Other people might see a schizophrenic talking to himself and feel fearful—I feel compassion. I understand that person has a terrible illness—it's not anything they signed up for.

“Death is inevitable. How we live is our choice.”

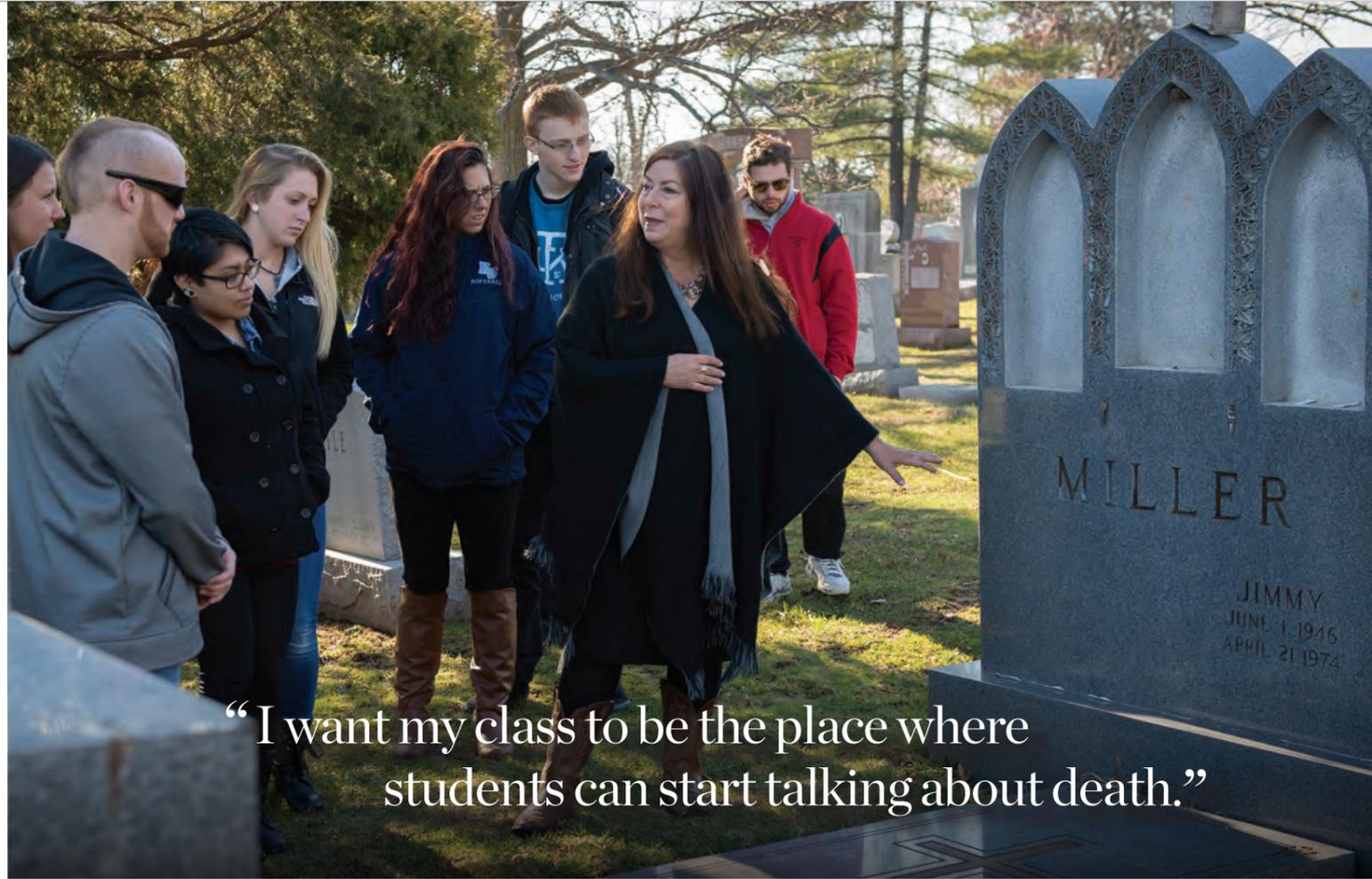
"I liked being a nurse, but when Kean University asked me to teach a class in mental health in 1997, I discovered I loved teaching even more. When a full-time position opened up a few years later, I applied—even though I didn't have a Ph.D., and I was up against four people who did. I was offered the position with the caveat that I finish my degree in three years.

"I needed an accredited university with a flexible schedule, which is how I found Walden. When I started in 2000, I was already engaged in my community through my work as a nurse. But Walden poured Miracle-Gro on the activist in me. Every single course I took had an emphasis on social change and, more important, a way to instigate it through breadth, depth, and

application, which I use in my classroom daily. I start every course by first looking at the broad perspective (breadth) before going deeper to focus on a particular problem (depth). And then the application component is key: What's the point of learning anything if you can't apply it?

"I had already been using this approach when I was asked to take over a class called Death in Perspective at Kean. The professor who had taught it was retiring and the class coordinator had the foresight to know a mental health background would be helpful. But when I looked at the syllabus, I knew it would be incredibly boring to continue teaching it the same way: lectures based on a dull textbook. The course was designed to look at various sociology theories of dying and end-of-life issues—issues far removed from my students' experiences. So I decided to focus on the perspective piece instead to make the class more relatable.

"On the very first day of class, I have everyone sit in a circle. I ask each student why they chose this class. Many say, 'I needed three credits,' or, 'I heard it was cool.' They're reticent to reveal anything. Then I do the 'attitude inventory,' and ask questions like, 'How many of you have taken care of a dying person?' and 'How many of



“I want my class to be the place where students can start talking about death.”

All Photos: Peter Howard

you have had a conversation with a dying person?’ That’s where I begin to really learn about my students.

“I ask, ‘How many of you know someone who’s died in an accident?’ Three-quarters of the class raise their hands. ‘How many of you know someone who’s attempted suicide?’ Half the class raise their hands. And, ‘How many of you know someone who’s been murdered?’ At least three-quarters of the class raise their hands for that one.

“Our campus is in Union, which is close to Newark, a city known for its high crime

rate. Three-quarters of our students are the first generation in their families to go to college and many come from very rough places—they’ve lost parents or have friends or family members who have been murdered. They come in with so much grief—what’s the point of a lecture-style class when you have that much to work with?

“On that first day, we’re actually establishing a bereavement group. This is the depth piece. We’re sharing stories and witnessing one another’s grief. I always say it’s extra credit for crying—and explain there’s an enzyme in tears

that is healing. Crying is a physiological process that boosts your immune system. I try to normalize it for the guys who get uncomfortable. Witnessing someone’s grief opens you up to your own grief, and it bonds people.

“I also talk about the biology of dying and what happens to the body, organ system by organ system, up until the moment the heart stops beating. Someone inevitably says, ‘I was with my mother right up until she took her last breath—I saw everything you said.’ Or, ‘I wish I had known this because I wouldn’t have been at work the day my grandma died.’

“I’ve been teaching the course for 14 years, but knew I was onto something from my very first class. I noticed immediately how much grief these young people carry around. There’s no place to talk about death—we’re expected to get over it quickly, to keep moving forward, and to be perfectly OK all the time. But people can get physically ill if they don’t process their grief. I want my class to be the place where students can start talking about death and then do their own interpersonal work around it.

“We start by writing our ‘fire’ stories, which detail the most difficult experience in our lives and how it made us who we are today. Students also write a goodbye letter to someone or something lost. We share these stories in class, which is a bonding experience.

“We also go on field trips—to a cemetery, a funeral home, a prison, a hospice, and a morgue. People don’t like to see death. We have a very warped idea of what it looks like. On the final field trip, students see an autopsy, usually of young people who have died either by suicide, drug overdose, alcohol poisoning, homicide, or an accident. My students learn about anatomy and physiology, but they also see how fragile life is. That’s the most profound lesson, and it leads to making better choices.

“When we go to a funeral home, the director does a lecture about everything

from embalming to cremation. Then we go to the casket showroom where students can climb in one if they’d like. I had one student, Lisa, who had lost her brother suddenly. She couldn’t wrap her head around the fact he was in a casket underground. I was amazed when Lisa said, ‘I’m going in.’ She had someone take her picture and then asked me to lower the lid. When she emerged several minutes later, she looked like a totally different person. She said, ‘It’s so peaceful and quiet in there. There’s nothing to be afraid of.’ Later that day, Lisa posted the picture of her in a casket on her Facebook page and wrote that she could rest a little easier about her brother’s death.

“Transformations like this happen all the time. Lindsay was a student in my class last semester. She has an inoperable brain tumor that causes seizures. Her goal is to make it to graduation. She’s got good days and bad days. One day, we were doing a movement exercise. Lindsay wasn’t feeling well, so she sat out. As we started to move, I noticed Mohammed, a big shy football player, walk across the room and carefully pick Lindsay up. He carried her to the center of the room and danced with her on his back so she could be part of the group. It was the most beautiful, simple, amazing act of compassion—it brought me to tears. We all need to be carried sometimes.



“Erika Hayasaki, an award-winning journalist, contacted me a few years ago. She was working for the *Los Angeles Times* and wanted to write a story about the course. I asked for samples of her work and she sent me a story she’d written about the Virginia Tech tragedy. Every other article I’d read was about the shooter, but Erika focused on the French class where the most people died that day, including the teacher. She spoke to all the survivors and the family members of those who had died, and reconstructed the classroom and the people in it. I liked her approach and invited her to take the class.

“After her story appeared on the front page of the *L.A. Times*, I got three book offers. I trusted Erika to write it. I wanted to include my birth story—my own fire story. I felt I owed that to my students. It connects me to everyone else in the classroom and in the book. I know it will connect to many other people who read it, which is why I hope it reaches many people.

“On the very last day of every class, every semester, my students say, ‘This class was not really about death, Dr. Bowe. This class is about life.’ That’s the absolute truth. Death is inevitable. How we live is our choice. How we plan each day, how we face ourselves and each other, those are the lessons I want to teach, and the story I want to share.” ■

RECOMMENDED READING

Wish you could take Dr. Norma Bowe’s Death in Perspective course? We have the next best thing: recommended reading from the syllabus.

Tuesdays with Morrie: An Old Man, a Young Man, and Life’s Greatest Lesson
by Mitch Albom

Albom visited his favorite college professor, Morrie Schwartz, late in life and realized Schwartz was close to death. Wanting to make up for lost time, Albom visited Schwartz every Tuesday until he died and in the process learned just how precious life is. Use this as a guide to live your own life.

The Diving Bell and the Butterfly: A Memoir of Life in Death
by Jean-Dominique Bauby

Bauby was 44 when he had a massive stroke that left him paralyzed. The only way he could communicate was by blinking his left eyelid. He wrote this memoir by blinking each letter with the use of an alphabet chart. This book is a rich narrative that reveals his undying zest for life.

The Fall of Freddie the Leaf: A Story of Life for All Ages
by Leo Buscaglia

“This is particularly good for discussing death with children,” Bowe says. In it, you’ll follow a character through the seasons of his life.

A Short Guide to a Happy Life
by Anna Quindlen

“Knowledge of our own mortality is the greatest gift God ever gives us,” Quindlen writes, “because unless you know the clock is ticking, it is so easy to waste our days, our lives.” Use this as a guide to reflect on how to enrich your life.

Make an Ongoing Commitment to Social Change

As a Graduate of Walden, You’re a Social Change Agent.

You already know the value of volunteering. Make a point to positively impact your community all year long. Visit the Walden Service Network to:

- **Locate local volunteer opportunities.**
- **Post projects and recruit volunteers.**
- **Explore global projects using the international search feature.**
- **Create a volunteer profile to share your background and expertise.**

Alumni, faculty, students, and staff have already logged more than 660,000 volunteer hours on the Walden Service Network. Join them today to discover new opportunities to create social change in your community.



WALDEN SERVICE NETWORK

Visit www.WaldenU.edu/servicenetwork to choose a project today.

Influencing the Debate



SARAH CHAYES, AN AUTHOR, SOCIAL ENTREPRENEUR, AND POLICYMAKER WHO LIVED AMONG THE PEOPLE OF AFGHANISTAN DURING MUCH OF THE WAR, SHARES HER HARD-EARNED LESSONS FOR EFFECTING CHANGE

● ● ● **SARAH CHAYES**

IS FOCUSED ON DETERMINATION, NOT HOPE. Hope, she says, doesn't take into account the effort required—it's an almost-blind presumption that things will somehow go well. Determination means you're committed to putting in the work. Chayes knows what she's talking about. She started her career as a journalist, reporting on the fall of the Taliban in Afghanistan for National Public Radio and felt compelled to stay to help rebuild the country. After running a nongovernmental organization and founding a manufacturing cooperative, she was tapped in 2009 to advise the command of the international troops in Afghanistan. She went on to work for the chairman of the Joint Chiefs of Staff. Now a senior

associate at the Carnegie Endowment for International Peace, she is finishing her second book. Before her January 2014 speech at commencement in Orlando, Florida, she sat down to talk about how our graduates can effect change in their own communities.

HOW DID YOU BECOME A SPECIAL ADVISOR TO THE CHAIRMAN OF THE JOINT CHIEFS OF STAFF?

CHAYES The military reached out to me. I was an American who had been living in Kandahar, outside the wire, embedded in the population and speaking the language. They lacked direct, unmediated interaction with ordinary Afghans. There was a communications gap.



Eve Chayes Lyman

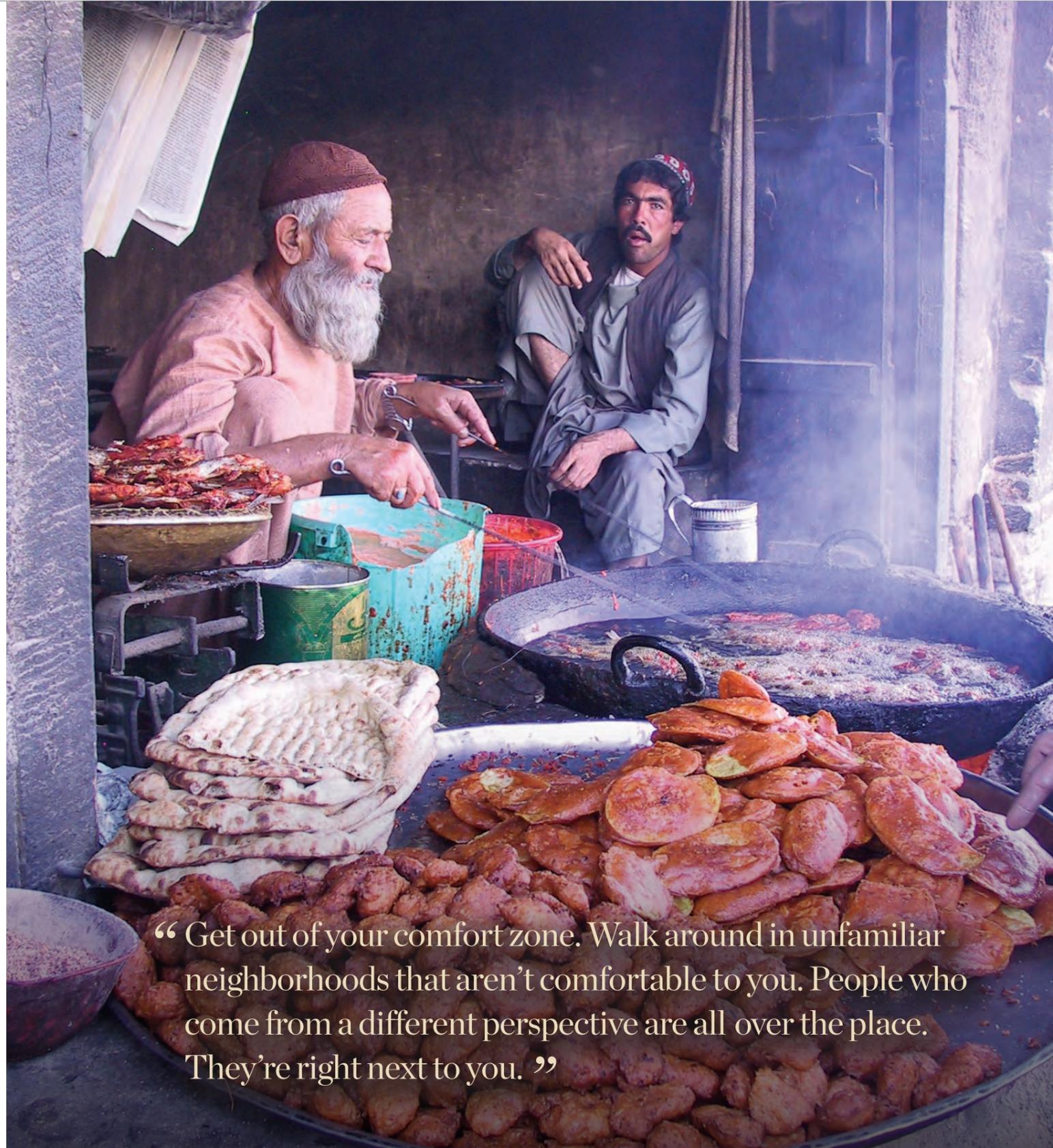
I had discovered that what was making Afghans angry at the international intervention was not 'Western culture' or religious differences, but corruption. They blamed us for the criminal behavior of the Afghan government—which they saw us supporting.

This is not garden-variety corruption. The system is vertically integrated. In return for kickbacks that subordinates pay to their superiors, they receive protection. That means if you go after a provincial border police official, for example, President [Hamid] Karzai himself will step in to protect him. This critical problem was beyond the scope of a battalion commander to tackle—and even of the top brass. Once a chief of state is involved, issues have to be addressed in Washington. But despite Afghanistan, the Arab Spring, and protests in places like Ukraine, corruption is not something many decision-makers see as critical to our national interest.

WHAT DID YOU LEARN FROM THESE EXPERIENCES?

CHAYES A lot. One point is the importance of talking to ordinary people. When I was working in the Pentagon, something would happen and I would want to hear regular Afghans' reactions. I'd call people, or, if I was there, I would ask them. And I would get an answer I didn't expect. After eight years living there, I still couldn't predict the answers—though as soon as I heard them, I would slap my forehead: 'Of course!' It reinforced the critical importance of primary sources.

Connected to that, I learned how often decision-makers get captured by specialized bureaucracies—which sometimes get married to a point of view for reasons that have nothing to do with the mission. Leaders need to ensure they have a variety of independent sources of information right in their face. It can be very painful both for the leader and for the staff.



“Get out of your comfort zone. Walk around in unfamiliar neighborhoods that aren’t comfortable to you. People who come from a different perspective are all over the place. They’re right next to you.”

Eve Chayes Lyman

Another point has to do with the power of truth. I used to think that when the truth is known, changes automatically ensue. I thought that when I demonstrated that corruption was fueling the Taliban insurgency because of the outrage it was generating, U.S. policy would change. But it didn’t. That’s when I understood the force of the convenient myth. For example: ‘Afghans are culturally corrupt. We’re trying to do too much in Afghanistan. We’re trying to impose democracy on people who aren’t ready for it.’ I heard that all the time. That narrative makes us feel good.

Well, we didn’t do any of that. What we imposed on Afghans was a mafia—a criminal organization that masquerades as a government—when they wanted a democracy.

We just assume we’re the white knights. Trying to influence policy in such an environment is challenging because you almost have to dismantle people’s positive image of themselves. And they will resist. So, the notion that telling the truth in a convincing way will cause a whole bunch of dominoes automatically to fall is incorrect.

WHY AREN’T DETERMINATION AND HOPE ONE AND THE SAME?

CHAYES Hope is a conviction that the future of a country or an endeavor will be positive, almost no matter what you do. My point is that you have to apply yourself, regardless of what you think is going to happen. Hope is both irrelevant and, to some extent, maybe counterproductive because it may blind you to obstacles and make you miscalculate what must be done.

HOW CAN WE EACH EFFECT POSITIVE SOCIAL CHANGE?

CHAYES Ground yourself in truth. If you are in a senior leadership position, ensure—and you will have to break china to do this—that you are not surrounded by a bubble of people telling you what the system wants you to hear. Break the homogeneity of the people in your immediate circle. Bring in contrary voices and protect and empower them. It’s painful to do this for two reasons. First, it will create management headaches, and second, it’s cognitively difficult because you want to believe the convenient myth. We all do.



Jenny Abreu

If you’re not number one, find channels to get reality to the top. Don’t let telling your immediate superior suffice because there are layers of filters. If you think it’s important, make sure people in a decision-making capacity have the information.

Make allies. Create an environment where other positive people can move in and then, suddenly, you start to get a critical mass that allows you to make a difference.

Finally, get out of your comfort zone. Walk around in unfamiliar neighborhoods that aren’t comfortable to you. Interact with people who are different from you and listen to them. Whatever your background, go to the other extreme. I’m not saying you have to go to Kandahar. People who come from a different perspective are all over the place. They’re right next to you.

■ Watch her speech at www.waldenu.edu/SarahChayes.



Reconnect With Walden at a Conference

●●● **WALDEN WILL HAVE A BOOTH** at several upcoming professional conferences and expos. If you plan to attend an event, please stop by to reconnect.

American Nurses Credentialing Center (ANCC) National Magnet Conference
Oct. 8–10
Dallas, Texas
Booth #321

National Association for the Education of Young Children (NAEYC) Annual Conference and Expo
Nov. 5–8
Dallas, Texas
Booth #714

American Public Health Association (APHA) Public Health Exposition
Nov. 15–19
New Orleans, Louisiana
Booth #1824

Show Your Walden Pride

It's the perfect graduation present: a Walden Class of 2014 T-shirt. Treat yourself and proudly show your school spirit at summer commencement. You can purchase the shirt at commencement or buy it online today at www.WaldenGear.com.



Research Recipients *Announced*

CONGRATULATIONS to the recipients of the 2013–2014 Presidential Alumni Research Dissemination Awards! Walden is proud to recognize doctoral graduates who are expanding the boundaries of research and spreading knowledge by publishing and/or presenting their doctoral dissertations. *A few recipients include:*

Dr. Peter Berg '13, a Doctor of Education (Ed.D.) graduate, who published *Exploring Activities & Pedagogy Reflective of Progressive Education* (Lambert Academic Publishing, 2013). The study addressed students' lack of access to progressive education pedagogy in a U.S. school district and activities that are reflective of progressive education.

Dr. Eunice Kimunai '13, a Ph.D. in Public Health graduate, who published *Variables That Impact Breast Feeding Behavior Among HIV-Positive Women in Kenya* (ProQuest, 2013). Her results could ultimately help healthcare providers analyze and improve their educational messages regarding mother-to-child HIV transmission.

Dr. Satoko Nguyen '12, a Ph.D. in Human Services graduate, who published *Fear as a Predictor of Life Satisfaction for Older Adults in Retirement in Canada* (ProQuest, 2012). Her research may ultimately help retirees cope more effectively and experience an improved quality of life.

Dr. Calvin Fogle '14, '11, an M.S. in Accounting and Doctor of Business Administration graduate, who published *Employers' Perceptions of Business Graduates From Historically Black Colleges and Universities* (ProQuest, 2012). His research addressed the perceived reluctance of employers to hire business graduates from historically black colleges and universities.

Dr. Donald Froyd Jr. '11, a Ph.D. in Psychology graduate, who published *Retaliatory Violence After Family Court: Victim Safety After Family Court Litigation in Intimate Partner Violence Cases* (ProQuest, 2011). His study analyzed and described the experiences of individuals who used the family courts for parenting plans when their cases contained intimate partner violence.



Celebrate Your Accomplishments

●●● **WALK ACROSS THE STAGE** at the 53rd Commencement Ceremony, Jan. 31, 2015, in Orlando, Florida, at the Palms Resort, just a short drive from Walt Disney World. Registration will open this fall. If you can't join in person, mark your calendar now and plan to watch the live webcast at www.WaldenU.edu with family and friends.

Remember, if you missed your commencement ceremony after graduating, you can still walk. The list of upcoming ceremonies through 2017 is available at www.myWaldenAlumni.com/commencement.

Walden doctoral graduates who have successfully presented or published their dissertation research within the last five years are eligible for the award. To read a full list of recipients or to apply for recognition, visit www.myWaldenAlumni.com/researchers.

WALDEN UNIVERSITY
ALUMNI ASSOCIATION



Peter Howard

Expanding Our Accreditations

● ● ● **INSTITUTIONAL AND SPECIALIZED ACCREDITATIONS** demonstrate the quality of our programs and are a mark of excellence. Walden is proud of the accreditations we currently hold for 13 of our degree programs—and we're excited to add two more to that list. Our Ph.D. in Counselor Education and Supervision and M.S. in Marriage, Couple, and Family Counseling programs join our M.S. in Mental Health Counseling program in having accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the recognized standard of excellence in counseling education.

Recognize Family and Friends

● ● ● **YOUR FAMILY AND FRIENDS ARE YOUR CHAMPIONS.**

Give them the recognition they deserve for the support they gave you while you earned your degree by nominating them for an Above and Beyond story.



Jenny Abreu

To enter, please submit a one-page essay that shares examples of how your family member or friend supported and inspired you to

myWaldenImpact@waldenu.edu. Your nomination must include your full name, graduate ID, the degree(s) you earned, your email address, phone number, and full address. Please also share the full name of the person you are nominating, their relationship to you, and their email address and phone number.

All family members and friends who are nominated for a story will receive a letter of thanks, a certificate for their support, and a copy of *Walden* magazine. We look forward to celebrating your collective accomplishments!

● ● ● **THE WALDEN UNIVERSITY EMPLOYER SURVEY** allows us to hear what employers have to say about the quality and contributions of graduates like you. It ensures that we are preparing students with the 21st-century skills they need to meet today's workplace challenges. It also gives employers an opportunity to recognize your hard work. Invite your employer to take part in the 2014 Walden University Employer Survey Report by visiting www.myWaldenAlumni.com/employers.

Also, visit the site to see an example of how the anonymous results will inform our community and showcase the employers who hire Walden graduates. Watch your email for an invitation to participate!

Accolades

The professional activities of Walden's alumni are having a significant impact on their organizations, communities, and disciplines. Here are some recent highlights.

Awards

Dr. Elizabeth Grimes-Droessler '13
Doctor of Education

Honored by Wake Education Partnership as one of five inaugural inductees into the Wake County Public School System Hall of Fame in recognition of her contributions to arts education. She is the senior administrator for arts education for the Wake County Public School System in North Carolina.

Dr. Joy Guthrie '12
Ph.D. in Public Health

Received the **Kenneth R. Gottesfeld Award** from the Society of Diagnostic Medical Sonography for her contributions to the *Journal of Diagnostic Medical Sonography*. She is the director of the diagnostic medical sonography program at the Community Regional Medical Center in Fresno, California.

Dr. Rabeh Robert Hijazi '11
Ph.D. in Public Health

Received the American College of Clinical Engineering's **2014 Tom O'Dea Advocacy Award** in recognition of his work as an advocate. Hijazi is the chief clinical engineer at the William Jennings Bryan Dorn VA Medical Center in Columbia, South Carolina.

Stacey Milchman '11
M.S. in Education

Received a **Shine Award from Gov. Rick Scott** for her commitment to improving Florida's education system. Milchman was named the 2013-2014 Teacher of the Year for Plantation Key School in Tavernier, Florida, where she teaches second grade, and she was Monroe County Teacher of the Year.

Martha Belcher '07
M.S. in Higher Education

Named **Teacher of the Year** at Stringfellow Elementary School in Moultrie, Georgia, for the second time. She teaches first grade.

Dr. Shelley Hamill '97
Ph.D. in Education

Selected as a **2013-2014 SCAHPERD Scholar** by the South Carolina Alliance for Health, Physical Education, Recreation and Dance (SCAHPERD). As a SCAHPERD Scholar, she will present her research at the organization's next conference. Hamill is an associate professor of health and physical education at Winthrop University in Rock Hill, South Carolina, and the past president of SCAHPERD.

Board Appointments

Duane Davis '13, '10
Ed.S. in Teacher Leadership and M.S. in Education Graduate and Doctor of Education Student

Served on both the Item Selection Committee and Standard Setting Committee for Vocal Music Education (K-12) for the new Indiana CORE Assessments for Educator Licensure. He is the director of music at Bradie Shrum Lower Elementary School in Salem, Indiana.

Dr. Steven J. Golightly '10
Ph.D. in Public Policy and Administration

Elected president of the Los Angeles County Management Council in 2014. Golightly is the director of the Los Angeles County Child Support Services Department and a faculty member at several universities.

Presentations

Elsie Hepburn '13
Master of Science in Nursing

Presented her capstone project.

"Integrating Diabetes Education in the Classroom Environment," at a conference held in Freeport, Bahamas, in collaboration with the Cleveland Clinic.

Dr. Tony Cappello '12
Ph.D. in Public Health

Presented his dissertation research on radon contamination in drinking water from private wells at the American Public Health Association annual conference in Boston. Cappello is the public health director for the Northeast Colorado Health Department in Sterling, Colorado, and a part-time faculty member.

Dr. Raymond Marbury '12
Doctor of Business Administration

Gave a poster presentation at the Northeast Conference on Public Administration (NECoPA) at the University of Delaware. Marbury is a program analyst and advisor for U.S. Customs and Border Protection and the CEO of Education Institute of Capitol Hill LLC, in Washington, D.C.

Dr. Charles J. Williams '12
Doctor of Education

Presented strategies for Common Core success at the Winter 2014 Professional Development Forum at West Ashley High

School in Charleston, South Carolina, where he serves as the online learning and digital curriculum coordinator.

Dr. Amy Swango-Wilson '07
Ph.D. in Health Services Graduate and School of Nursing Faculty Member

Presented "Agreement Between Self-Report and Medical Record Prevalence of 16 Chronic Conditions in the Alaska EARTH Study" at Tennessee's Milligan College, where she serves as associate professor of nursing.

Dr. Jack S. Monell '05
Ph.D. in Human Services

Presented a paper on the behavioral patterns of undergraduates who have juvenile delinquency histories at the annual meeting of the Academy of Criminal Justice Sciences in Philadelphia. He is an assistant professor at Winston-Salem State University in North Carolina.

Promotions

Marko Jones '14
M.S. in Criminal Justice Leadership and Executive Management

Promoted to the **assistant special agent in charge** within the Georgia Bureau of Investigation in Colquitt. He formerly served as special agent to the Georgia Bureau of Investigation's field office in Sylvester.

Dr. Andrew Brunhart '13
Ph.D. in Public Policy and Administration

Named the **general manager** of the South Coast Water District, the water management agency that serves southern California. A retired U.S. Navy captain, Brunhart previously served as the general manager of the Washington Suburban Sanitary Commission in Laurel, Maryland.

Dr. Wanda Corner '13
Ph.D. in Management

Accepted a part-time position as a **faculty member** at Northcentral University in Arizona. She is the CEO of Corner of Success Inc., a management consulting company in Atlanta.

Dr. Pete Getz '12
Doctor of Education

Named **principal** of Academy of the Canyons Middle College High School and Learning Post High School in California's Santa Clarita Valley. He is the founder of Hart@Home, the district's home-school program.

Dr. John Strycker '12
Doctor of Education

Began work as the **superintendent** of Algonac Community Schools in Clay, Michigan. He was formerly the superintendent of New Lothrop Area Public Schools.

Hope Taylor '12
Master of Science in Nursing

Became a full-time **faculty member** in the nursing department at Central Methodist University in Fayette, Missouri. She previously served as an adjunct faculty member at Missouri Valley College and a nurse at Fitzgibbon Hospital in Marshall.

Dr. Dorothea E. Gordon '11
Doctor of Education

Became **director of special education** for the Grand Prairie Independent School District in Texas. She previously served as the AVID (Advancement Via Individual Determination) district coordinator for teaching and learning.

Dr. Christie Osuagwu '11
Ph.D. in Public Health

Hired as a **certified family nurse practitioner** at UT Physicians of Tyler, Texas. Osuagwu is also an adjunct assistant professor of community health and preventive

medicine at UT Health and a family nurse practitioner on UT Health's Mobile Pediatric Asthma Clinic.

Jeff Shawver '11
Master of Public Administration

Named to the newly created position of **chief of physical plants** for the school system in Roanoke, Virginia. He had previously served as the city's building commissioner since 2007.

Dr. Eloise D. Stewart '11
Doctor of Education

Named the **supervisor of special services** for Hillsborough Township Public Schools in New Jersey. She is also an adjunct faculty member at Fairleigh Dickinson University in Hackensack. Prior to her promotion, she served as an English teacher in the special services department at Randolph High School.

Dr. Karen Miner-Romanoff '10
Ph.D. in Public Policy and Administration

Named **dean** of the College of Health & Public Administration at Franklin University in Columbus, Ohio. She previously served as the program chair of Franklin University's criminal justice administration program.

Dr. Jay Seller '10
Ph.D. in Education

Became the **executive director** of Think 360 Arts, an organization dedicated to providing arts education programs and services to Denver-area schools. He previously served as the theater director of the Adams 12 Five Star Schools.

Mikki R. King '08
M.S. in Education

Appointed **executive director** of Community Hospice Care in Tiffin, Ohio. She volunteered with the organization before joining the staff in 2012. She previously served as the director of communication and community development for the Tiffin Community YMCA.

Dr. Kenneth "Marty" Fletcher '05
Ph.D. in Education

Became the **director** of the University of Hawaii Center, West Hawaii, in Kealahou. He formerly served as a senior lecturer for online education and a program director for the business school at Griffith University in Queensland, Australia.

Publications

Dr. Calvin Fogle '14, '11
M.S. in Accounting and Doctor of Business Administration

Published "Indispensable Ethical Considerations for Ambitious Leaders" in *Franklin Business & Law Journal* (Vol. 13, Issue 3). Fogle is an associate dean and professor of business administration at the Strayer University campus in Jackson, Mississippi.

Robin L. Jarvis '12
M.S. in Leadership

Co-authored *Staff Educator's Guide to Clinical Orientation: Onboarding Solutions for Nurses* (Sigma Theta Tau International, 2014). Jarvis is principal of R. L. Jarvis & Associates, a consulting firm that specializes in leadership development, instructional design, meeting facilitation, and change management.

Steven Rich '12
Master of Public Health

Published the article "Epidemiological Research of La Crosse Encephalitis for Holmes and Wayne Counties, Ohio" in the *Ohio Journal of Environmental Health* (Vol. 4, 2013). Rich is a registered public health sanitarian in Ohio.

Dr. Donald "Rick" Froyd '11
Ph.D. in Psychology

Published the article "Toward a Humanistic Approach to Child Custody Mediation: A Delicate Balance" in the *Journal of Child Custody* (Vol. 11, 2014). Based in Visalia, California, Froyd is a faculty member, a licensed marriage and family therapist, and a nationally certified counselor.

Dr. Denis Nkala '10
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

Published the book *Where Will My Help Come From? A Story of Courage and Positive Thinking in a Fight against Elusive and Transforming Drug-Resistant Cancer* (iUniverse, 2013) about his wife's courageous battle against cancer. Nkala is the chief of the Regional South-South Unit of the United Nations Office for South-South Cooperation in New York City.

Dr. Phyllis Wallace '07
Ph.D. in Public Health

Co-authored the article "Views of Mammography Screening Among U.S. Black and Hispanic Immigrant Women and Their Providers" in the journal *Health Care for Women International* (January 2014). Wallace is a research assistant professor at Boston University.

Dr. Vali Hawkins Mitchell '93
Ph.D. in Health Services

Authored the book *The Cost of Emotions in the Workplace: The Bottom Line Value of Emotional Continuity Management* (Rothstein Associates Inc., 2013), which details how managers should understand the full range of employees' potential emotional responses to ensure effective planning and business continuity before, during, and after a major disaster. She is CEO of ImproVizion Consulting.

Startups

Heather Hislop '13
M.S. in Mental Health Counseling

Opened Phoenix Counseling Services in North Branch, Minnesota, offering group therapy sessions to address anger management, domestic violence, and sex offender rehabilitation.

Karen Ferguson '09
Master of Business Administration

Launched Illuminate Communications in Vancouver, Washington. The company provides writing and editing services as well as hiring and worksite wellness consultation to small businesses. She is also a program coordinator at Clark College.

Andy Raupp '09 and Ellen C. Raupp '07
M.S. in Education

Launched Chronicle, an iOS application that supports Common Core and other educational standards and employs multimedia technology, through their company, Powerhouse Education. The Raupps are teachers at Hawes Elementary School in Ridgewood, New Jersey.

Dr. Anita Lewis-Schmoll '06
Ph.D. in Psychology

Opened Safe Cove Counseling in Lockport, Illinois, to provide counseling to recovering addicts, particularly those without insurance.

 We want to hear from you! Share your accomplishments at myWaldenImpact@waldenu.edu.



Alumni gathered in Orlando in January.



Dr. Cynthia Baum posed with Shelley Burke '13.



Alumni gathered in Atlanta in November.



Alma Buksh '13 (center) with her guests, Sarah Brecher and Rosalva Galvez, at the Meet the President event in Orlando in January.



Sara D'Innocenzo '13 (right) sat with her father, Antonio D'Innocenzo, in Orlando.



Dr. Mauricio Meschoulam '13 traveled from Mexico to attend commencement in January.

Cultivating Alumni Connections

●●● **OUR ALUMNI LIVE ALL AROUND THE WORLD**—but they make a point to come together to introduce themselves, catch up with colleagues, and build friendships. Here, we share a few photos from recent alumni events in Atlanta, Georgia, Orlando, Florida, and Annapolis, Maryland.



Christian Nwaukwa '13, Adrienne Brown-Drummings '13, Julie Andrews '13, and Dr. Jerome Mack Butler '93 shared their experiences with future students in Annapolis, Maryland.



Diane Brne '13, Lee Myers '13, and Mary Ellen Levine '13 celebrated at the alumni event in Orlando.



Anthony Price '13, Dr. Prince Ordu '00, Dr. Binta Masani '11, Dr. Jonathan Jenkins '12, Dr. Danette O'Neal '11, Dr. Tara L. Davis '13, Dr. Glenn Cason '11, and Carol Chateau '12 met in Atlanta.



Upcoming Events

Join fellow alumni at these events to increase your professional networking opportunities and hear fresh perspectives from the Walden community:

Sept. 22-24

Clinton Global Initiative
Watch it live at www.myWaldenAlumni.com

Oct. 7-8

World Business Forum
Watch it live at www.myWaldenAlumni.com

Oct. 11

Maryland Ambassadors Leadership Summit
Baltimore, Maryland

Jan. 31

Winter Commencement
Orlando, Florida

Visit www.myWaldenAlumni.com/events to learn more or register for an event.

Visit www.myWaldenAlumni.com to view and upload your own alumni event photos.



See the **diverse mix of careers** held by M.S. in Psychology graduates

Greg Batton '13, '12

RESIDENTIAL CLINICAL
COORDINATOR
Peninsula Behavioral Health
Port Angeles, Washington

Laura Chase '13

PUBLIC SAFETY
COMMUNICATIONS SHIFT
SUPERVISOR
Kenosha Joint Services
Kenosha, Wisconsin

Nathan Hoffmann '13

MARKETING RESEARCH
CONSULTANT
Florida Blue
Jacksonville, Florida

Deanne Montgomery '13

CRIME VICTIM ADVOCATE
Kitsap Sexual Assault Center
Port Orchard, Washington

Clint Pearman '13

EXECUTIVE DIRECTOR/OWNER
ABC Wellness Zone
Oceanside, California

Tierra Wilson '13

CRISIS COUNSELOR
Sexual Assault Victim Services
(SAVS)
Santa Ana, California

Marren Chunga '11

ASSISTANT MATRON
The Nairobi Hospital
Nairobi, Kenya

Elizabeth Gonstead '11

AODA (ALCOHOL AND OTHER
DRUG ABUSE) MENTAL HEALTH
CLINICIAN
Tellurian UCAN Inc.,
Adult Residential Program
Madison, Wisconsin

Brittany Kerr '11

ADULT MENTAL HEALTH
BILINGUAL REHAB CLINICIAN
MHMRA (Mental Health and
Mental Retardation Authority)
of Harris County
Houston, Texas

Doreen Petty '10

OWNER
Doreen Petty Coaching
Naperville, Illinois

Karin Celosse '09

MENTAL HEALTH WORKER II
and ADJUNCT FACULTY
Orange County Health Care
Agency, Behavioral Health
Services, Adult Mental Health,
and Ashford University
Aliso Viejo and San Diego,
California

Sheri Smolcha '09

LEGAL ADMINISTRATIVE
SPECIALIST
Department of Veterans Affairs
Salt Lake City, Utah

Learn even more about your fellow alumni by reading an extended version of this list at www.WaldenU.edu/magazine.

Programs at a Glance

Are you thinking about earning another degree to help you accomplish your personal goals and prepare for career advancement? Do you know a family member, friend, or colleague who would benefit from Walden's programs? Have a look at our current program offerings to see what inspires you.

(New programs in bold.)

DOCTORAL

Business Administration (D.B.A.)
Counselor Education and Supervision

Criminal Justice

Education (Ed.D.)
Education (Ph.D.)
Health Services
Human Services
Information Technology (D.I.T.)
Management
Nursing Practice (DNP)

Nursing (Ph.D.)

Psychology

Public Health (DrPH)

Public Health (Ph.D.)
Public Policy and Administration
Social Work (DSW)
Social Work (Ph.D.)

MASTER'S

Accounting
Addiction Counseling
Adult Learning
Business Administration (M.B.A. and
Executive M.B.A.)
Clinical Psychology
Clinical Research Administration
Communication
Criminal Justice
Criminal Justice Leadership and Executive
Management
Early Childhood Studies
Education
Emergency Management

Forensic Psychology

Health Education and Promotion

Health Informatics
Healthcare Administration (MHA)
Higher Education
Human Resource Management
Human Services
Information Systems Management
Information Technology
Instructional Design and Technology
Leadership
Management
Marriage, Couple, and Family Counseling
Mental Health Counseling
Nonprofit Management and Leadership
Nursing (MSN)
Project Management
Psychology

Public Administration (MPA)

Public Health (MPH)

Public Policy (MPP)

Social Work (MSW)

School Counseling

Teaching (Teacher Preparation)

BACHELOR'S

Accounting
Business Administration
Business Communication
Child Development
Communication
Computer Information Systems
Criminal Justice
Educational Studies

Forensic Psychology

Health Studies

Healthcare Management

Human Services

Information Technology

Instructional Design and Technology

Interdisciplinary Studies

Nursing (BSN) Completion Program

Political Science and Public Administration

Psychology

Public Health

EDUCATION SPECIALIST

Administrator Leadership for Teaching
and Learning

Adult Education

Assessment, Evaluation, and
Accountability

College Teaching and Learning

Curriculum, Instruction, and Professional
Development

Early Childhood

Educational Leadership and Administration
(Principal Preparation)

Educational Technology

Reading and Literacy Leadership
(Non-Licensure)

Special Education (Non-Licensure)

Teacher Leadership

Walden also offers more than
50 certificates. Learn more at
WaldenU.edu.



J. Blue Swan

DR. AMY K. SWAN '13

DEGREE EARNED: Ph.D. in Management

WHAT ELSE I WAS DOING AT THE TIME: I started my Walden studies while working full time as a consultant. I am also a single mom.

MY BIGGEST CHALLENGE: In 2007, I had the first of eight heart surgeries to fix an irregularity with my heartbeat, which occurred after cancer treatment (I've been in remission since 1999). Facing health challenges put things in perspective for me: My health issues are really a postscript; everyone has something going on. Plato said, "Be kind, for everyone you meet is fighting a hard battle." We all have challenges—and we all have the power and strength within us to get through them.

WHAT MY FAMILY DID TO HELP ME: My son Jeremiah is my hero. He's always been my reason for being and my inspiration for moving forward. He was a teenager when I started my Ph.D. program. He knew the struggle I was facing and helped around the house so I could study. He always cooked healthy, fresh meals for us. He didn't complain once about walking the dog. He knew I needed him to be strong. I was driven to do everything I could to get healthy and be there for him.

“What is the value of all the perseverance in the world if we're not working toward a greater good?”

WHO KEPT ME MOTIVATED: Unequivocally, my faculty mentor, Dr. David Banner, inspired and encouraged me. His mentoring style was the consistent thread of positive reinforcement throughout my time at Walden. He has four words he tells his students: "You can do it." His wisdom and guidance helped me see that my inherent perseverance and persistence are strengths. It's something I will always have—and can share with others. I also forged friendships with other students. We'd mentor each other through panic moments and rough spots. We are a community that understands what it means to do the work, to reach our goals, and ultimately to make a difference in the world.

HIGH POINTS: My video entry for the Scholars of Change contest won an honorable mention in 2012. The video is about my Facebook page called Kindness in Action that focuses on sharing acts of kindness around the world. In the first week, Kindness in Action was liked by people on six continents and in 50 countries. Kindness is a small gesture, but its impact has huge results. People feel good about sharing what they are doing and their posts positively impact others.

MY NEXT BIG CHALLENGE: Walden has had a tremendous influence on me. Now that I've graduated, every decision I make is founded on how it will make a difference for others. I look forward to securing a faculty position that will enable me to create a collaborative community centered on the knowledge-sharing practices I learned at Walden. After all, what is the value of all the perseverance in the world if we're not working toward a greater good? — C.L.

■ Tell us how you did it at myWaldenImpact@waldenu.edu.

We want more graduates
just like you.



4 *out of* 5

of you referred a colleague, friend, or family member to Walden in 2013.

Thank you—let's make 2014 even more successful!

REFER TODAY! <<

Introduce your colleagues and friends to us by visiting

www.WaldenU.edu/refer

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Become an Alumni Ambassador

WALDEN UNIVERSITY
ALUMNI ASSOCIATION

Alumni Ambassadors motivate and inspire others and expand their own connections by sharing their professional and educational experiences.



“I don't know of another university that takes the time to encourage its graduates to be involved in their communities and career fields the way Walden does. It made me want to give back—and the Walden Alumni Ambassador program was the perfect fit.”

Teri Peasley '12

M.S. in Early Childhood Studies Graduate

Become an Alumni Ambassador today at www.myWaldenAlumni.com/ambassadors.