

WALDEN UNIVERSITY

A higher degree. A higher purpose.

School of Psychology

Select Faculty Biographies

At Walden University, the faculty is composed of highly esteemed scholars, researchers, and distinguished professionals from broad geographical, experiential, and cultural backgrounds. Faculty guide the classroom experience to ensure all learning objectives are achieved. Adult learners' needs are at the center of Walden's challenging curricula, collaborative learning environment, and student support services. This focus enables students to gain knowledge and understanding from a wide variety of geographic, cultural, and professional perspectives.

Walden faculty members are experts in creating and delivering degree programs that produce graduates whose abilities and skills are in high demand by employers worldwide. Most faculty have Ph.D.s or a terminal degree; all are credible experts with vast experience and a profound commitment to adult learners.

Kimberley Cox

Kimberley Cox earned her Ph.D. in social psychology. Cox is a full-time faculty member at Walden, and her research interests include the social context of health and the application of social psychological knowledge and methods to understand social problems such as inequality, poverty, and homelessness.

Charles T. Diebold

Charles T. Diebold holds a doctorate in community psychology. Diebold was an active member of the U.S. Air Force for six years and worked in the construction industry for 15 years before pursuing his academic degrees. His research interests include community psychology; quantitative research design, methods, and analysis; statistics; and psychometric and sociometric scale development and validation.

Rodney Ford

Rodney Ford earned a Ph.D. in clinical psychology from Walden University. Ford has more than 35 years experience in psychology and social work education as well as in clinical practice, specializing in working with adolescents and young adults. His research interests include psychotherapy processes and outcomes; social-cognition theory; evolutionary psychology; the empirical examination of psychodynamic constructs; eating disorders; and the assessment and treatment of attention deficit hyperactivity disorder.

Vincent J. Fortunato

Vincent J. Fortunato received his Ph.D. in industrial/organizational psychology. Previously, he was the training director of the industrial/organizational Ph.D. program and taught at the University of Southern Mississippi. He also taught at Boise State University and was director of the industrial/organizational division of its Center for Applied Psychology. He has founded organizations dedicated to facilitating collaboration and social change by helping people understand the thought processes and to creating synergistic work environments. His research interests include job motivation and attitudes; stress and well-being; leadership; and personality and personality measurement. His recent research focuses on the articulation of a theory of thinking, known as the Theory of MindTime, and the development of a three-dimensional measure of thinking based on that theory.

Elisha R. Galaif

Elisha R. Galaif received her Ph.D. from the University of Southern California. She teaches graduate courses at Pepperdine University and at California State University, Northridge. Galaif worked as an assistant research psychologist at the University of California, Los Angeles for 10 years where she conducted and published empirical research. She is also a licensed marriage, family and child counselor in California and has counseled clients in private practice for more than 15 years. Her research interests include gender and ethnic differences, co-morbidity, and quantitative research methodology and study design.

Martha Giles

Martha Giles is a licensed psychologist in Minnesota who has worked in a range of settings, including adolescent and children's day treatment, outpatient clinics, corrections, and varied consultations. Her research interests include day treatment, children and adolescents, conduct disorder, juvenile justice, aging, and hybrid distance education.

Mitchell Hicks

Mitchell Hicks received his Ph.D. in clinical psychology from the University of Cincinnati. Previously, he was an assistant professor of counseling and human services and the director of field placement at Roosevelt University in Chicago. Currently, Hicks is a licensed clinical psychologist and clinical professional counselor in Illinois, where he maintains a private practice. He is also a candidate in the Adult Psychoanalytic Psychotherapy Program at the Chicago Institute of Psychoanalysis. His research interests include psychoanalytic psychotherapy, the psychology of religion and spirituality, the psychology of men and masculinity, and clinical supervision.

Steven G. Little

Steven G. Little received his Ph.D. in school psychology from Tulane University. He is a licensed psychologist in California and New York and holds a certificate in school psychology in New York. Little has held academic positions at Hofstra University; California State University, Northridge; Northern Illinois University; University of Alabama; University at Albany, State University of New York; University of the Pacific; and the University of California, Riverside. Little served as president of the division of school psychology of the American Psychological Association and the secretary/treasurer of the Council of Directors of School Psychology Programs. His research interests include applied behavior analysis, professional issues in school psychology, and the adverse effects of over scheduling children and youth.

Jimmy L. Middlebrook

Jimmy L. Middlebrook received his Ph.D. in psychology from the University of Georgia. A licensed psychologist in Georgia, Middlebrook has maintained a private practice for more than 15 years specializing in the diagnosis and treatment of emotional, behavioral and learning problems of children with an emphasis on attention deficit hyperactivity disorder and learning disabilities. He has taught at both the undergraduate and graduate

levels at various universities for two decades. Middlebrook delivered more than 200 presentations, and his work has been published in peer-reviewed scientific journals. His research interests include predictors of student success, identifying learning styles, and effective leadership.

Nina A. Nabors

Nina A. Nabors, associate dean for Walden's School of Psychology, received her Ph.D. in clinical psychology with a specialization in neuropsychology from the University of Florida. Nabors is a licensed psychologist in the state of Michigan and board certified in rehabilitation psychology. Her research interests include psychology of women, multicultural psychology, psychology of oppression, and women with disabilities. She has authored numerous publications and made many presentations related to these topics.

Frederick Rotgers

Frederick Rotgers received his doctorate from Rutgers University, is board certified in two specialties by the American Board of Professional Psychology, and is a licensed psychologist in New Jersey and Pennsylvania. Rotgers has taught at the Philadelphia College of Osteopathic Medicine and the Rutgers Center of Alcohol Studies. He is currently a member of the New Jersey Division of Addiction Services' Professional Advisory Council. Widely published in the field of addictions and harm reduction, he is the American editor-in-chief of *Addiction Research and Theory*. His research interests focus on assessment and treatment of addictive behavior, motivational interviewing and approaches to motivate behavior change, harm reduction approaches to substance use, and bioethics and substance use disorders.

Sreeroopa Sarkar

Sreeroopa Sarkar received her Ph.D. in psychology at the University at Albany, State University of New York. Currently director of Walden's Master of Science in Psychology programs, Sarkar has taught a variety of psychology courses at Walden and other universities. She is involved in mental health promotion projects in India and Sri Lanka, and has presented extensively at regional, national and international conferences. Her research interests include mental health promotions in school settings, cross-cultural research in mental health and health behavior, and gender-related issues in contemporary society.

Amy E. Sickel

Amy E. Sickel received her Ph.D. in applied social psychology from The George Washington University. Sickel has worked in academic, research and applied settings in the field of psychology as a faculty member, mental health counselor, clinical interviewer, research supervisor, and research assistant. Her research interests include borderline personality disorder; the treatment of schizophrenia; substance abuse and risk behavior intervention for middle school students; coping and chronic illness; socioeconomic status and health; doctor-patient relationships and healthcare utilization; long-term physical health outcome of childhood abuse; and the relationship between childhood sexual abuse and teenage pregnancy.

Leann (Lee) M. Stadtlander

Leann Stadtlander received her Ph.D. in cognitive psychology from The Ohio State University and received a respecialization certificate in clinical/health psychology from Fielding University. She has taught a wide range of psychology courses at Walden and other universities. Previously, she worked as a researcher and consultant for research studies in cognition, and suicide and domestic violence prevention. She has published and presented on a number of basic and applied research projects.

Thomas Trocchio

Thomas Trocchio received his Ph.D. from the University of Michigan. He has served as chief psychologist and director of a public child and adolescent services program, where he was the lead investigator for research projects on infant mental health and children of divorce. Following 20 years in private practice, he served as clinical psychologist for the Hawaii Department of Education's School-Based Behavioral Health Services unit. He is also an international scholar with The Soros Academic Fellowship Program, working with Tbilisi State University in the Republic of Georgia. His research interests include parenting and child development issues, family structure, and assimilation of recently emigrated students to the United States.