Dear Walden Alumni,

YOU’RE ONE OF MORE THAN 61,000 ALUMNI. Successful graduates from Walden work in organizations around the world and share your dedication to positive social change. Are you tapped into this incredible community of lifelong learners?

I bring up this remarkable statistic as a reminder: Reach out to connect with fellow alumni, not only to further your career, but to continue your professional development, conduct new research, serve your community, and mentor others who are looking for advice and support.

You can meet one graduate who is staying connected on page 16. Dr. Patrick Burtch is mentoring students and continuing the research he began at Walden. You can also read, on page 18, the stories of four alumni whose experience at Walden gave them the knowledge and confidence to be “disruptive innovators” and use novel insights to change their institution or industry for the better.

As alumni who embody the scholar-practitioner model, you are prepared to make a disruptive innovation of your own. By combining what you’ve learned at Walden with your life experiences and collaboration with other alumni, you can make an even greater difference.


Sincerely,

Cynthia G. Baum, Ph.D.
Volunteerism led Dr. Shannon Irvine ‘12 to found Mosaic Vision to help AIDS orphans in Uganda

By Jennifer Eberbach

Irvine’s intervention in 2005. When she first met the siblings, they were living alone in a crumbling mud home that was a breeding ground for insects and disease. And Dorcas, who is HIV-positive, was becoming sicker each day.

AIDS orphans will compose nearly 40% of future adults in Uganda. “I remember holding Dorcas and telling her she had to become a leader for her community,” Irvine recalls. “Walden inspired me to act, boldly knowing that I can influence social change, one child at a time.”

Today, Irvine and her husband, Micah, run the nonprofit Mosaic Vision, which has supported more than 300 AIDS orphans since its inception in 2004. She fleshed out its mission a year after participating in her church’s trip to Uganda, where she met Dorcas and Daniel.

Child-headed households are common in Uganda. One of Mosaic Vision’s primary goals is to place caretakers, often widows, in child-headed homes or support grandparents who have already stepped in to help. It starts with the basics—rebuilding homes to stave off disease-carrying insects and initiating community-oriented projects like rainwater collection.

In a sample of 800 children, “we discovered that nearly 12% of children orphaned by AIDS have PTSD. The only comparable group are frontline soldiers in Afghanistan,” Irvine reports. While the problems are very real, Mosaic Vision’s impact is, too. “It’s exciting to see the children go from a hopeless situation to become leaders and change agents for their communities.”

Irvine plans to continue her research in Uganda to figure out the best ways to treat children with PTSD and other emotional disorders. “I’d like to get scholars involved in studying the effectiveness of different treatments so our research can become a model for rural communities in Africa,” she explains.

Beyond research, Irvine also stresses the importance of mobilizing local community leaders, since she is based in California. “We're very involved, but we really rely on our Ugandan staff to make it a Ugandan organization,” she explains. “These leaders have become examples in the homes of orphans, which is the first part of organic change in their communities.”

Her next goal is to open a counseling center. In the meantime, the nonprofit is focused on locating funding and training Ugandan staff members to address mental health issues.

Although she runs the nonprofit full time, Irvine was formerly a CEO who dedicated her vacation time to philanthropic projects. “The more I went, the more I realized that this is what I’m called to do;” she says. “I knew I needed to make a difference. I wanted to earn my degree to assist people more proficiently.”

“Impacting two people ignited a flame for me.”

But children remain the focus of the nonprofit. Mosaic Vision also covers the costs for children to attend school and access medical care. These basics, paired with a guardian, are necessary not only to allow these children to grieve the loss of their parents, but also to allow them to continue to learn before becoming fully independent adults.

Irvine, who earned her M.S. in Psychology from Walden in 2007 and completed her Ph.D. in Psychology in November, traveled to Uganda in June 2012 as a culmination of her dissertation research on the prevalence of post traumatic stress disorder (PTSD) among orphans in Uganda.
INSIGHTS AS TOLD TO CLAIRE BLOME

YOU DON'T HAVE TO BE AN EXECUTIVE TO APPLY BUSINESS STRATEGIES TO YOUR LIFE AND ACHIEVE PERSONAL SUCCESS. Take it from Michael J. Hitchcock, the author of Personal Happiness: A Business Strategy (Lulu.com, 2011), who works as a consultant to help business leaders transform their organizations by choosing a strong, capable management team and developing plans for growth. Here, he outlines a plan to help you accomplish any goal you set.

Michael J. Hitchcock '11 | Master of Business Administration (M.B.A.)

1. COMPLETE A GAP ANALYSIS. Your gap analysis should offer a clear picture of what you have and where you’d like to go. Start by looking at three categories: your financial situation, how family and colleagues perceive you, and your career assessment. Next, look to people you admire. What do they have that you’d like in your life? Focus on the attainable. I started my bachelor’s degree seven years ago with the vision to set an example for my children. Write down what you want and call it your vision statement.

2. WRITE A MISSION STATEMENT. The best mission statements are so simple a child could memorize them. Let’s say you want to earn your master’s or doctorate—whatever the next step in your educational journey might be. Your vision could be an image of you receiving your diploma. Your mission is to choose the degree. Whatever you hope to achieve, remember that your mission statement should be direct. Let it be your guide and your mantra.

3. LIST ACHIEVABLE GOALS AND OBJECTIVES. You’ve already translated what you want (your vision) into how you’ll get there (your mission). Goals are milestones to achieving your mission, while objectives are steps to achieving each goal. By breaking down your vision into increasingly smaller parts—mission, goals, and objectives—you make your dream achievable. Now, set clear goals. Following the example above, your goals may be to complete your first class, then your first semester, and your first year. Each is a big deal. Follow this list of goals with detailed actions for each—the objectives you’ll meet, including choosing a degree, applying for financial aid, getting accepted, and pinpointing your start date.

4. WRITE YOUR ACTION PLAN—IN PENCIL. Consider it your map to success and the tool that will demand accountability. It is your timetable: a list of chronological, logical steps with clear due dates to help you achieve your goals and objectives. It should be an ever-changing document. For example, my quest for a bachelor’s degree morphed into pursuing an M.B.A. and now a Doctor of Business Administration at Walden. Next, post your vision and mission statements where you’re bound to read them daily. They will give you a sense of purpose and keep you focused on the big picture. Now, go get what you want.

Combining Passion and Rigor

NAME: Dr. Jennifer Sears ’10
DEGREE EARNED: Ph.D. in Education
CURRENT JOB: Instructional System Specialist Personnel at Hohenfels Elementary School, Department of Defense Education Activity in Germany
HOW DID YOU LEARN ABOUT WALDEN? I was talking about starting a master’s program in reading. The military has connections to several universities, but I hadn’t heard of Walden. I saw that Walden is accredited by the same governing agency as the Defense Department schools. Having been involved in the accreditation process at my school, I know how rigorous it is.

WHEN DID YOU KNOW WALDEN WAS RIGHT FOR YOU? I didn’t know what it would take, being a U.S. student overseas. Attending residencies gave me the first glimpse at what would be required and the opportunity to work intensively with faculty and other students in small groups.

WHAT DID YOU TAKE AWAY FROM THE PROGRAM? I learned that I really enjoy research. I’m very passionate about my topic of literacy, and getting my Ph.D. gave me an opportunity to train teachers, present at workshops, and write. I also learned a bit about becoming a mentor.

WHY DO YOU REFER OTHERS TO WALDEN? Walden is a fantastic choice for the working person. I also truly believe in social change. It’s what my colleagues and I do daily with children of military personnel. I have six colleagues who earned their master’s degrees at Walden after I referred them or had discussions with them before they enrolled. They saw the great learning opportunities I had with Walden, and they’ve also learned it firsthand. — A.D.

— A.D.

Refer friends, family, and colleagues at www.WaldenU.edu/refer.
THE TESTIMONY WAS ALMOST TOO MUCH FOR GINGER L. JENKINS ’11 TO BEAR, but it was her job to listen to every word in the trial of a man accused of sexually abusing a 12-year-old girl. The defendant sat stone-faced, showing no remorse.

Jenkins was serving as a volunteer for CourtWatch Florida, a nonprofit that sends observers into courtrooms to evaluate legal proceedings related to domestic violence and child abuse. Though it was upsetting to hear the details of the case, Jenkins knew she was in the right place. With her 20-year career as a paralegal and her B.S. in Psychology from Walden, she was uniquely positioned to go beyond the legal details and understand the emotions behind the case. “I wanted justice for this child,” Jenkins says. “I knew I had to promote positive social change.”

To that end, Jenkins is back at Walden pursuing her M.S. in Forensic Psychology with a specialization in Psychology and Legal Systems. When she graduates in 2013, Jenkins’ goal is to work as a criminal profiler to help solve difficult and cold-case crimes or serve as an anti-terrorism investigator. “Increasing my knowledge will help me work with adult and juvenile offenders, conduct assessments, and interpret findings for the criminal judicial system,” she says.

Jenkins, a first-generation college student from Orlando, had initially planned to become a nurse. But that focus changed when she took a part-time job as a legal secretary and was inspired by litigators who brought domestic abusers to trial. “I found myself intrigued by their ability to challenge the court and find justice for the client,” she says.

She went on to launch her own business in 2004, Global Legal Resolution Services, a paralegal service that assists major law firms, solo practitioners, and the private sector in preparing for trials, developing new legal departments, and working with employees to improve productivity.

But as she spent more time working on cases and being present in the courtroom, she realized there was more to the legal profession than briefs, proceedings, and arguments. In one case, she helped a rebellious and self-destructive 17-year-old girl mend her relationship with her parents and enroll in college to study nursing. “I encounter a lot of families going through difficulties,” she says. “It’s natural to become involved.”

As a result, Jenkins decided to pursue her undergraduate degree in psychology. After graduating in 2011, she began volunteering with CourtWatch Florida, an opportunity she found through the Walden Service Network. “The moment I realized my academic work would positively impact the community I serve was when I volunteered as a court watcher,” she says. “I go into a courtroom, sit through hearings on domestic violence, and analyze whether everything is being handled appropriately. Is the judge paying attention to and addressing the victim and the offender? Is a court advocate present to support the defendant?”

She knew she could be a better court observer and play a more important role in the legal process if she obtained her M.S. in Forensic Psychology. The field involves practicing psychology as a science within the criminal court system. Days are spent offering therapy to families in the court system, investigating child abuse reports, and evaluating child custody agreements.

“Forensic psychology is used in so many different places, like education systems, corporations, and law enforcement and corrections,” she says. “I think a lot of people get stuck where they are, and there’s not a lot to motivate them. Walden continues to encourage me. My goal is to do the same for others.”
Dr. Kenneth D. Allen ’11 is on a mission to research and create support systems for GLBTQ youth across the country.

“I WAS ON MY WAY TO GET COFFEE ONE MORNING in Arlington, Va., where I lived with Scott, my partner of 21 years, when I saw a teenage boy walking with a suitcase. I asked, ‘Where are you going?’ And he replied, ‘To a homeless shelter.’ His parents had kicked him out of his home in Georgia—because he was gay.

“He was not the first youth I have encountered who left home as a result of sexual orientation. For more than a decade I have worked on adolescent and pediatric issues in San Diego, Portland, and Washington, D.C., where I met countless kids who have been bullied, ostracized, oppressed, and forced into homelessness as a result of their sexual orientation. In fact, one study found that up to 35% of all homeless youth are sexual minorities.

“Compelled to find a way to help this population, I started looking for psychological studies on developmental theory and resilience among adolescents and found thousands of studies, but when I narrowed my search to ‘gay’ or ‘bisexual’ or ‘transgender,’ all sexual minorities, the research was almost nonexistent. I was astounded—much has been written about the higher incidents of suicide, depression, anxiety, and high-risk behavior of this group, such as drug and alcohol abuse, but relatively few studies have been done that show us how to actually help them cope. I wanted to change that.

“I decided to pursue a Ph.D. in Psychology to focus on evidence-based studies that look at the developmental experience of sexual minorities. I chose Walden for its commitment to social change. It was a great choice: I was so inspired by the support I received from my professors that I decided to create The National GLBTQ Youth Foundation while pursuing my degree at Walden.

“The foundation focuses on securing funding to increase the amount of psychological literature on gay, lesbian, bisexual, transgender, and questioning (GLBTQ) youth. We need a road map to help these kids, and scientific studies are the start. Since its inception in 2010, three studies have been funded, including one I completed while studying at Walden that looked at the lack of social programs for this population throughout the U.S.

“Available research reveals that empathetic peer support is critical to helping this group navigate adolescence—and it was distressing to find that 13 states have no such programs at all. This means if you’re a gay teenager and live in Georgia, like the young man I met that morning, there are no support groups for you to turn to in your community. That study, published in a peer-reviewed psychology journal, will raise awareness—and hopefully lead to an increase in the number of peer support programs for sexual minorities.

“During the first year of operations, the foundation was chosen as one of GlobalGiving’s charities. These funds will fuel more studies, more awareness—and more help for GLBTQ youth. That is my mission and thanks to Walden, it’s possible.” —As told to Liz Welch
By Camille LeFevre

CHRIS HENDRICKS ’11 HAS MADE LEARNING A 24/7, ENGAGING, AND EXCITING REAL-WORLD EXPERIENCE for his students. The fifth-grade teacher at Glenbrook Elementary School in Pulaski, Wis., uses netbooks, iPads, a Smart Board, a document camera, and Google Docs to teach. “The classes I took at Walden helped me relate with the world my students will someday work in,” he says. “I firmly believe each student has unique skill sets that allow them to be successful.”

In April, Hendricks received a 2012 Golden Apple Award for outstanding teaching from the Green Bay Area Chamber of Commerce’s Partners in Education program in part for creating this technology-laden learning environment. Here, the M.S. in Education graduate explains the value of these technologies.
“MY LOVE FOR FISHING DEVELOPED WHEN I WAS A CHILD IN KENTUCKY. My aunt and grandfather taught me everything from using tackle correctly to selecting bait. I share my love of the outdoors and fishing with students by sponsoring the Union Grove Fishing Club, which I started in 2000. I instruct students about bait and casting techniques. We have also gone whitewater rafting, had bonfires, held cookouts, driven paddleboats, swam, and ridden horses. We fish or do another outdoor activity once or twice a month. What I learned at Walden encouraged me to take learning beyond the classroom. I love being able to interact with students outdoors and allow them to make connections with each other.”

— Darby Steele ’06, M.S. in Education graduate, Doctor of Education (Ed.D.) student, and a teacher at Union Grove High School in McDonough, Ga.
MEET THE FUTURE GRADUATE

Lt. Col. Craig A. Jones
By Camille LeFevre

MEET A FUTURE GRADUATE

Lt. Col. Craig A. Jones
By Camille LeFevre

WHERE I WORK: In the U.S. Army Pacific Contingency Command Post at Fort Shafter, Hawaii, as a senior telecommunications officer. My mission is to support humanitarian assistance/disaster relief in the Asia-Pacific region with satellite transmission, digital voice, and data services. We also extensively support switchings, routers, and video teleconferences from anywhere we happen to be located.

WHAT MOTIVATED ME WHILE DEPLOYED: From March to December 2011, I deployed to Iraq to serve with a police transition team linked with the Baghdad provincial police to interact virtually. At the same time, I focused on completing my doctoral prospectus. Most of my research was accomplished during non-duty hours. Honestly, nothing motivates me more than working on something that stimulates my curiosity to learn and to be the best I can be.

WHAT WILL I RESEARCH: I will examine the barriers between electronic collaboration and security cooperation among the Association of Southeast Asian Nations (ASEAN) member militaries. I travel throughout the Southeast Asian region extensively with the Army, which affords me the opportunity to conduct various field observations, discussions, and ultimately interviews with fellow military officers. The purpose of collecting this information is to confirm that regional security cooperation is valued by ASEAN prior to comprehensively researching technical solutions that enhance and strengthen regional security.

HOW I BALANCE IT ALL: It is extremely difficult to maintain a coherent and predictable schedule due to the nature of military missions. Strategic partnerships throughout the region mean the Army in the Pacific supports numerous bilateral and multilateral training exercises with the Philippines, Thailand, Australia, New Zealand, Tonga, Marshall Islands, Micronesia, Guam, South Korea, and Japan. Given the breadth of responsibility, I honestly have taken administrative leave of absence when work and research conflicted.

WHAT A D.B.A. IS IMPORTANT: Higher education has always motivated me. With more than 23 years of active military service, an M.B.A. in International Business, and a D.B.A. in International Business in December 2013, I look forward to a new chapter in my life.

WHAT I PLAN TO DO AFTER GRADUATING: I intend to retire from the military and start the next phase of my life as a civilian. My wife and I are interested in employment that will keep us in the Asia-Pacific region, working with U.S. embassies, employment that will keep us in the Asia-Pacific region, working with U.S. embassies, nongovernmental organizations, or global telecommunication companies.

WHAT I TELL OTHERS ABOUT WALDEN: Walden is an extraordinary institution for military service members.

MEET THE FACULTY

Dr. Sandra Rasmussen

LIFE AS AN ADDICTION THERAPIST AND A FACULTY MEMBER HAS INTERSECTED: more than Dr. Sandra Rasmussen could have imagined. Not only is she the clinical director of Williamsville Wellness in Hanover, Va., a residential treatment center for people with alcohol, other drug, or gambling problems, she has taught at Walden for more than 13 years in the School of Health Sciences and the School of Psychology. As a published author and a board member of Walden’s Journal of Social Change and the Journal of Social, Behavioral, and Health Sciences, Dr. Rasmussen offers advice to alumni who aim to be scholar-practitioners.

HOW DO YOU INTEGRATE YOUR WORK AT WILLIAMSVILLE WELLNESS INTO THE COURSES YOU TEACH? It’s exciting to share clinical information about challenging cases with my students. For example, we see a great deal of online sports betting. It’s probably much more insidious than alcohol in terms of the brain reward. The Internet is instant, instant, instant. You can win or lose on your smartphone. Technology really enables gambling; patients report staying in their rooms for days, gambling on their computers. If I have a tough case, in confidence, I’ll share and ask my students how to manage it.

WHAT ADVICE DO YOU HAVE FOR ALUMNI? Walden students and graduates aren’t complacent. It’s an exciting time to be an instrument of social change. Continue that intensity. Experience and express it. Enrich and extend this mission beyond Walden. Really like the written word. I believe that we need to share, to disseminate our findings, our work. Publishing is one way to take it to the people. It’s work—and you may get rejection after rejection, but I think it’s a professional responsibility.

WHAT HAS TEACHING AT WALDEN IMPACTED YOU? Walden’s mission of social change energizes me to practice, manage, research, and be a scholar-practitioner.

Walden’s mission of social change energizes me to practice, manage, research, and be a scholar-practitioner...
Learning by Mentoring

Dr. Patrick Burtch ’11 explains how mentoring fuels his professional work and furthers his mentees’ studies

By Amy DerBedrosian

WHEN DR. PATRICK BURTCH ’11 MENTORS students at Walden, everyone involved grows and learns. Passionate about teaching, he believes in sharing the insights he’s gained through 25 years of experience in city management and by earning his Ph.D. in Public Policy and Administration.

Mentoring also gives him an opportunity to expand his own knowledge. “I want to learn on a regular basis; I’m constantly reading journal articles. Mentoring contributes to that process,” he explains.

Burtch, who is an adjunct professor at the University of Phoenix and has also been a guest lecturer at the University of Michigan and the University of Toledo, works full time as the city manager for Jackson, Mich. He’s also conducting a research study, using data from the city and the skills he developed at Walden, to determine whether eliminating dilapidated housing in his community can raise property values.

No matter what he tackles professionally, he continues to make time to mentor students who are working on their dissertations, an experience he recalls vividly. “Mentoring is imperative at this stage,” Burtch says. “I try to be a tough editor without discouraging them.

Many students struggle—as I did—with the feeling that they’ll be unable to complete their Ph.D. I tell them that I worked a full-time job and did this, too, so I know it’s possible.”

Burtch relies on email, phone calls, texting, and LinkedIn to communicate with his mentees. He’s become a close friend with one in particular, a police officer named Richard Jackson based in Nashville, whom he met in their first residency. “It’s a long-standing relationship,” he says. “We’ve become best of friends. There’s a lot of that kind of connection. It’s just part of what you do.”

Burtch encourages other alumni to stay in touch with their faculty members and ask them about assisting students. Recently, he became a Walden Alumni Ambassador, which will allow him to share his professional and educational experiences more widely.

“I believe in what Walden is doing. I was drawn to the scholar-practitioner model because I wanted to learn from people who worked in the public sector and bring an academic, research-based approach to public administration,” Burtch says. “If I had 30 people call me for mentoring today, I would answer. I believe in it that much.”

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SPORTING WALDEN apparel and accessories shows your university spirit and lets others know you are a PROUD GRADUATE of Walden University.
FOUR WALDEN GRADUATES SHARE HOW THEY’VE REINVENTED THEIR CAREERS TO
BECOME SOCIAL CHANGE AGENTS IN THEIR SCHOOLS, BUSINESSES, AND COMMUNITIES

By Camille LeFevre

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SOME INNOVATION IS SLOW AND STEADY, LIKE DEVELOPING VACCINES,
NEW FARMING METHODS, OR AN ENERGY-SAVING LIGHT BULB. But every once in a
while, someone breaks with the status quo to create radical change—a disruptive innovation.
For Walden graduates, pursuing positive social change, progressive or disruptive, is part
of their DNA. Here, four alumni share how they’ve applied the scholar-practitioner model to
break with business as usual for the better.

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Tag Leadership: You’re It!

Traditionally, leaders are developed at the top of an organization. Arnita Taylor ’12 has
turned this tradition on its head. She develops leaders at all levels of an organization,
especially women she calls “tag leaders.”

“Tag leaders are people who work in their communities to start things on their own
whether it’s by joining or forming an organization to address a need or create awareness,”
she explains. “I learned about tag leaders in one of my textbooks at Walden.” Although
these leaders may not have any formal leadership training, through networking or “tagging”
others, they create partnerships that enhance and enrich their communities.

“Our approach is: Let’s learn.
We want to give you the tools
to lead and influence so you can
take these new skills back home
to make a positive impact on
your community.” — Arnita Taylor

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“Research studies show that if women are going to grow as leaders, it needs to be at the hand and heart of other women,” Taylor continues. To become one of those women, she founded Eight Ministries in Keller, Texas, while she was an M.S. in Leadership student. In the fall of that year, Taylor began holding leadership seminars at the local library. Her attendees have ranged from academics and professionals to stay-at-home moms. Her goal is to help women become better leaders to maximize their relationships and mentor those around them.

Her curriculum for Eight Ministries and its seminars focuses on the four things she believes every leader should know: conflict (“It’s ever-present, and we need to manage it”); change (“Life is an evolutionary process. We need to be able to take ourselves emotionally, psychologically, and behaviorally through the change process”); communication (“Leaders need to be direct and clear, as everyone hears through their own filter”); and character (“Lead from the inside out, from your experiences and beliefs”).

Also part of Taylor’s vision? Enjoyment. “A learning environment should always be fun,” she explains. “The topics we’re covering are serious. We give people a vast amount of information to process during the seminars. Our approach is: Let’s learn. We want to give you the tools to lead and influence so you can take these new skills back home to make a positive impact on your community.”

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After a student disciplinary hearing four years ago, a principal in Dr. Laurel W. Olexa’s school district wearily turned to her and said, “We need to find new ways to reach difficult students.” Instead of simply attributing disruptive behavior to a troubled home life or a student’s psychological or physical challenges, he explained, we need new approaches to engage students in more productive behaviors. Olexa, who graduated from Walden in 2001 with a Ph.D. in Psychology, had an idea.

Olexa was already taking her trained and certified therapy dog, a cockapoo named Opie, to nursing homes where he enlivened elderly residents. What if she took him to the Saugerties Central School District in New York where she works as a psychologist? The first day Opie accompanied her “the change was amazing,” she recalls. All of a sudden, the children weren’t slouched or begrudgingly attending counseling sessions. “They were alive, engaged with the dog, and conversing with me and each other,” Olexa says. “I thought, ‘Wow. This really works.’”

It works because Opie and Oz (Olexa’s other trained and certified therapy dog) serve as curly, fluffy gateways through which the students can “let down their guard and open up,” she explains. “Kids will

“We’re not only teaching the students a skill … they’re also learning to take pride in how their work makes others happy.”

— Dr. Laurel Olexa

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“Walden taught me to think outside the box,” she says. After she saw

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“Walden taught me to think outside the box,” she says. After she saw
improvements in children who interacted with the dogs, she took the initiative a step further. She now works with special education teachers to teach students to sew dog and cat beds. To date, they’ve made more than 200 beds, which they’ve donated to animal shelters.

“We’re not only teaching the students a skill—and some are now so proficient with a sewing machine they’re doing the whole bed themselves,” Olexa says. “They’re also learning to take pride in how their work makes others happy. And it all comes from their enthusiasm for Opie and Oz.”

Since she started bringing her dogs to school, other staff members have had their dogs trained and certified. Their positive influence also goes beyond her room. Students who rarely speak greet Opie and Oz in the hall. “I walk in the door with the dogs,” says Olexa, “and it’s cause for celebration!”

Empowering Consumers

Clint Berry ’09 wants to see profits that serve people; to do that he launched Experiment Inc. in 2009 near his home in Anaheim, Calif. Through the nonprofit, he’s developing connections between consumers, businesses, and nonprofits for the greater good. The disruptive question he’s asking is: Would you be more likely to shop at a business if you could request that a percentage of the proceeds from your sale goes to your favorite nonprofit? Berry’s willing to bet you would.

Entrepreneurs by nature are more than busy, but he founded the company while an M.B.A. student at Walden. During his studies, he wrote a plan for a café where patrons chose a humanitarian project to receive a percentage of the payment for their food order. He later designed a program to allow customers to present a coupon to support a social cause when making a purchase at a local business. “The merchant would staple the receipt to the coupon and at the end of the month settle up with us,” Berry explains.

But the question still remained: Were these designs simple enough to allow consumers to directly impact nonprofits with every purchase? In 2012, Berry decided to revamp the program, go digital, and launch Experiment’s most innovative project to date: a smartphone app for its project called Mark It Place.

The mobile app connects consumers with nonprofits when they make a purchase at a participating business that has agreed to donate up to 20% of each purchase. As of last fall, more than 40 businesses in the Glendora, Calif., area and 30 businesses in Riverside, Calif., have made a commitment to Mark It Place. The nonprofits involved range from the American Heart Association and World Wildlife Fund to local organizations like Shepherd’s Pantry and Stepping Stones for Women.

“The app enforces triple bottom-line economics for people, planet, and profit,” he explains. “It teaches consumers to think differently and realize they have power to make businesses become more socially aware and responsible.”

Conversely, he adds, “The app is also a great way for businesses to attract new customers!”

In collaboration with his seven-member team, Berry has developed the Experiment website into a tool kit that allows individuals to raise money for their favorite causes in everyday ways. Users can see how much they have donated, nonprofits can sign up as partners and monitor their proceeds, and businesses can participate.

Eventually, Berry wants to nationalize the program. “I’d like anyone who is flying into one of the top 50 cities in the U.S. to be able to find and patronize a business or restaurant that’s part of Mark It Place in support of their favorite nonprofit,” he says.

“Oftentimes, entrepreneurs are willing to risk their time and resources because of potential returns on their investment,” Berry continues. “Our team of social entrepreneurs is unique in that we’re taking the same risks, but the reward is for others. I chose Walden because of its focus on social change, which was already my sole motivation for business. Today, Mark It Place is in perfect congruence with Walden’s values.”

“I chose Walden because of its focus on social change, which was already my sole motivation for business.”
— Clint Berry
I made a commitment to do whatever it took to help my students be successful.” — Deb House

be paying attention to them. They know they’ll be successful on some level.”

Another outcome from her home visits is that House’s students are rarely disruptive. As a result, they learn more. “Not every student is wildly successful,” she says, “but they’re learning.”

Beyond initial relationship building, the home visits also impact how House makes assignments to students. “I gathered a lot of data that made me realize everyone’s home isn’t a great environment for homework,” House says of the research she did while a student at Walden. “When I started making home visits, I gained even more insight that has affected my classroom policies. We now have homework help available before school each morning for students who need either a quiet place to work or a credentialed teacher who can provide help.”

Once students are in school, House makes a point to continue the personal partnerships by offering tailored feedback. Three times a year, in conjunction with weekly reviews of items in students’ goal-setting binders, she meets with students individually to discuss test scores, grades, and goals. “Students begin to realize what they’re capable of and what they need to do to achieve more,” House says. “They’re enthusiastic when they see how they’re meeting their goals.”

“In the first class I took at Walden, we spent a lot of time reflecting on our lives as teachers,” she continues. “We were asked to write a personal goal statement. I made a commitment to do whatever it took to help my students be successful. Both home visits and goal setting do that.”

House’s positive work has also spread beyond her own classroom. Other teachers in her school have adopted her innovative goal-setting system for their students, and 13 of her colleagues make home visits. House is also a trainer for the National Parent Teacher Home Visit Project.

“My school is Title 1, which means 81% of our students live in poverty,” explains Deb House, a 2005 M.S. in Education graduate who teaches seventh grade in Citrus Heights, Calif. “I started thinking about the factors that separated my students from those in go/go/go schools,” schools in which 90% of students live in poverty, but 90% perform at the 90% percentile.

“Today, she attempts to visit each one of her 68 students. “Sometimes we meet in the students’ homes, and they show me their family pictures and trophies, and we talk about their hopes and expectations. Sometimes we meet at Starbucks. But every visit makes a difference. They realize I care, that I’ll

Through her research, House came up with two critical needs: parent involvement and direct feedback to students. In response to the first, she wrote and received a Nell Soto grant for training from the Sacramento City Unified School District’s groundbreaking Parent Teacher Home Visit Project. Her objective? To visit with students and their parents on “their own turf.”

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“I’m highly motivated to continue this work, because I know what a difference it makes,” she says. “When a student makes the leap from basic to proficient and high-fives me or gives me a fist bump and shouts out ‘This is the year!’ I know that relationship building really does matter.”
The New Rules for School Nurses

SCHOOL NURSES DO MUCH MORE THAN WRAP WOUNDS AND TREAT Colds—
AND TIA CAMPBELL ’08 IS HELPING THEM TRANSFORM THEIR ROLES

By Amy DerBedrosian

DEBORAH ZELLER ’10 saved a life by clearing the obstructed airway of a choking child. NORMA BERGEY ’10 helped a parent understand the symptoms of a potentially fatal allergic reaction to potatoes. TIA CAMPBELL ’08 worked closely with a family whose first-grader was diagnosed with Type 1 diabetes, giving them the peace of mind that a qualified nurse would care for their child at school.

“What I love about school nursing is seeing the dramatic difference you’re making for a family,” says Campbell.

These Master of Science in Nursing (MSN) graduates and experienced Virginia school nurses are seeing more students with significant medical needs and chronic illnesses. Children come to school with a range of conditions, including asthma, autism, diabetes, and potentially fatal allergies. Some days, the school nurse’s office seems more like a small-scale hospital emergency room—a long way from the traditional image of a nurse who checks a child’s temperature or bandages a scraped knee.

“Sometimes parents don’t know what school nurses do because they haven’t spent much time in the office or don’t have children with frequent health issues,” says Campbell, who worked as a school nurse in the Hanover County Public Schools and Richmond Public Schools for more than 11 years before becoming a school health specialist for the Virginia Department of Education (VDOE) in 2005. “Parents who have students with chronic illnesses realize the high level of care their children receive during the school day.”

Today, families rely on school nurses to offer care that enables their children to attend class and learn. And yet, this community perspective of nurses’ duties still does not fully detail their responsibilities. What’s more, school nurses beginning their careers may not receive the training they need to prepare them to meet the laws and regulations that govern their work.

Campbell vividly recalls her own start in school nursing. “I was shown an office and equipment, and then I had to learn everything on my own,” she says. “School nurses start their careers with no idea that they’re supposed to do anything beyond see the child who walks through the door. I slowly came to understand the local policies and state laws.”
Campbell knew she had to make a change. She didn’t know at the time that her positive impact would spread through the state of Virginia and play an integral role in her earning Walden’s 2012 Outstanding Alumni Award.

Preparation: School Nurses for Success

After beginning her research, Campbell discovered that her own introduction to school nursing was all too typical. “There was everything from Welcome to your office, have fun! to much more thoughtful programs where you’re assigned a mentor or can shadow someone,” she explains. Across the state, “most orientations were brief. I felt I needed to help make a positive change in school nursing.”

Campbell, a longtime leader in the National Association of School Nurses (NASN) and its current vice president, started writing tips in a notebook, creating a month-by-month calendar of tasks and deadlines for Virginia school nurses. When she became a Walden graduate student, her notes evolved into an online orientation, featuring practical information and advice to help school nurses succeed. Ultimately, she transformed those notes into her capstone project, “Online Orientation for School Nurses.”

“From the minute I started my master’s program, I knew this was going to be my capstone project;” Campbell says. “A child needs to be healthy to learn. That’s why having a school nurse with the most current knowledge is important.”

Her orientation consists of short modules introducing the history, practice and professional standards, and legal requirements of school nursing. It also covers the immunizations and medical exams students must have before they can enroll in school.

Campbell designed the program in modules. “Nurses can do small snippets at a time or stop and start as needed,” she explains. “I opted not to include a test; it was more important for people to have access to information.” The training also includes a video and a PowerPoint presentation so nurses can download additional information.

Campbell has published an article about the project in The Journal of School Nursing and presented information to packed rooms at state and national conferences. School nurses throughout Virginia now use the program, and some school districts have made it mandatory. It’s also become a model for leaders in other states, who have adapted the training to their districts.

Next, she plans to add and update modules to reflect recent changes in school nursing practice and Virginia law. In the meantime, she leads face-to-face sessions to keep school nurses current and continues to field inquiries from other states. Campbell also spreads the word about school nursing in her career as a school health specialist for VDOE by responding to questions from teachers and parents and providing technical assistance to school nurses.

“For those without resources, my orientation provides a beginning. Seasoned school nurses have also taken it to refresh their knowledge,” she says. “The orientation helps people feel more comfortable in their role. It’s made them more mindful of the regulations and practices of school nursing, which makes students safer.”

Campbell’s work on the orientation for public school nurses also inspired a similar program for private institutions. Zeller, a nurse at St. Andrew the Apostle Catholic School in Clifton, Va., and president of the Virginia Association of School Nurses (VASN), developed her own orientation and turned to Campbell for mentoring and guidance. “Tia’s orientation provides the core framework for someone coming into school nursing. It is a starting point for continuing professional education,” says Zeller.

Campbell has also been a mentor to Bergey, who is the school nurse at George W. Carver Intermediate School in Chesapeake, Va., an adjunct faculty member at Hampton University College of Virginia Beach, and VASN past president who nominated Campbell for the Outstanding Alumni Award. Bergey says, “We’re so proud of Tia. She’s a changemaker. Her project has made a tremendous difference for school nurses.”

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“Any momentum we had in maintaining the ratio has been stymied,” says Campbell. “In Virginia, we average one school nurse for just under 1,000 students. We’ve ranked 18th to 25th nationally. Our biggest ratio is one nurse for 3,200 students.”

That leaves school nurses with too little time for individualized attention, community education, and preventive care. “We have a wealth of information, but we’re busy reacting to what comes through the door,” Campbell says.

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THE NEW RULES FOR SCHOOL NURSES

Some schools don’t even have a registered nurse in the building. Campbell reports that school districts are hiring licensed practical nurses at a lower cost but who offer a more limited range of practice. In states without a mandate for school nurses, other staff members may serve as substitutes. “The person in the school nurse’s office may not be a nurse,” Campbell cautions. “It’s important that the office is identified appropriately, and parents know what level of healthcare is provided.”

There’s good reason to have highly qualified nurses in schools. “School nurses are the access point to the healthcare system for many students,” Campbell explains. “Parents rely on the school nurse to say it’s time to see a physician or that you can wait this out.”

Caring for Children, Families, and Communities

Like many school nurses, Bergey, Campbell, and Zeller started out in another aspect of nursing. Bergey was a nurse in a hospital intensive care unit and both she and Campbell worked in an emergency room. Zeller was a critical care nurse for many years and also worked in psychiatric nursing, home health, and community health. Each was attracted to school nursing for the same reason, one that’s common among nurses in this setting: They wanted the same schedule as their children. Only later did they discover school nursing involves much more.

“Tia’s project has made a tremendous difference for school nurses.” — Norma Bergey

“My mother was a school nurse, and I thought she had the easiest job. Then I realized a school nurse takes care of the child, the family, and the community,” Bergey says. “I’ve been a nurse for 35 years. Being a school nurse has been my hardest career, but also the most enjoyable one.”

Campbell found that school nursing offered the same adrenaline rush she’d felt in the emergency room. “You need assessment skills and communication skills,” she says. “You have to know the latest healthcare practices and laws. You always have to be prepared because you never know who will come through the door.”

Zeller views her role as a generalist, specializing in the care of children in school. “School nurses really are community educators who ensure individual and population needs are met,” she explains. “You have a very broad practice. You have to know about acute and chronic care, public health, and one-on-one pediatric care. You’re a community educator. Your role is to help parents better advocate for their children’s health and education.”

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CRAIG KIELBURGER, WHO CO-FOUNDED FREE THE CHILDREN, ME TO WE, AND WE DAY, WITH HIS BROTHER MARC, SHARES HOW YOU CAN INTEGRATE SERVICE AND VOLUNTEERISM INTO YOUR DAILY LIFE

SERVICE SHOULD BE SO INNATE THAT YOU HAVE A SPECIAL TERM FOR IT. A “minga” is the term Craig and Marc Kielburger use to describe when communities gather to complete a large task in a short amount of time to benefit everyone in the community. It’s considered a social responsibility. That is the essence of the mission of Free The Children, which was founded in Canada more than 17 years ago by the brothers, who have created programming and building projects in more than 45 countries, built more than 650 international schools and school rooms, and sent $16 million worth of medical supplies around the world. Before their rousing plenary speech at the residency in Atlanta, Craig sat down to talk about their mission and how you can apply the same principles to your life.

WHY DID YOU TRAVEL TO SOUTHEAST ASIA IN 1995?
Craig: I read a newspaper story on child slavery that inspired me to go to my class and seek their help. Over the summer months, this group of seventh-graders held car washes and bake sales and bottle drives—every type of fundraiser you could imagine. In September, when I was just starting the eighth grade, I realized this wasn’t a passing phase. I’d set up this fledgling group, this tiny charity, wanting to help, so I sat down with my parents. I had it all planned out. I asked if I could take two months off school and travel through Southeast Asia. Of course they said no, but I persisted. Eventually they allowed me to make that trip with a chaperone. That trip changed my life.

WHAT DID YOU TAKE AWAY FROM YOUR EXPERIENCES IN SOUTHEAST ASIA?
Craig: I was shocked that slavery still existed. I had learned about the Underground Railroad to Canada, something in history. But there are 27 million slaves in our world today. The more I learned, the more I realized how little people knew. I wanted to meet these kids and bring their stories back to other young people. I wanted to raise awareness. The trip ranged from literally going to brick kilns...
where entire families were working sometimes for generations to pay off debts to visiting kids who had worked in the sex trade. Children were literally marching through the streets protesting child labor. It was a shock to see this reality. Bringing those stories home inspired the work we do.

**WHY WERE YOU MOVED TO ESTABLISH FREE THE CHILDREN WHEN YOU RETURNED HOME?**

**CRAIG** When we first started Free The Children, we never set out to start a charity. The first thing we did was call a well-known group and say, “We want to help.” There was a lot of confusion. One group actually said, “Well, if you want to help, do you know where your parents keep their credit card?” That was the attitude. That’s where Free The Children’s two-part mission came from: On one hand, yes, it’s freeing children from slavery and poverty, but on the other hand, it’s also freeing kids from the idea they’re too young to make a difference.

**WHY ARE “ME TO WE” AND “WE DAY” SO NOVEL?**

**CRAIG** We talk about freeing children to fulfill their potential. The challenge was the fact that this was so new. There was always something in college and university you could get involved with, but elementary school kids? Middle-school kids? Having people calling upon them to get involved was novel. This was the first time someone ever said to them, “You’re 10. You can make a difference.” It spread like wildfire. Now we have one of the largest causes on Facebook in the world. One hundred thousand kids attend We Days every year: Massive stadiums full of youth who earn their way in through volunteerism.

**WHAT WORDS OF WISDOM WOULD YOU SHARE WITH OUR ALUMNI WHO BALANCE FAMILIES AND CAREERS TO HELP THEM MEET THEIR OWN GOALS FOR SOCIAL CHANGE?**

**CRAIG** I know how they feel. I did an executive M.B.A. It was designed so that you continue your work while pursuing your studies. I can appreciate that it is not easy. It’s a challenge. We try to make it as easy as possible to make a difference in the world. You will never win the quantity race when it comes to time with your kids. But you can certainly win the quality race and have the most meaningful experiences with your families. Carve out a summer to volunteer with your kids. Take a look at an international service trip. You have the ability to make the world a better place every single day. Seize that opportunity.

Marc and two Kenyan students collect water from a clean water station built as part of Free The Children’s holistic and sustainable Adopt a Village development model.
Building a Community Garden

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NEAR THE BUS DROP-OFF AREA IN FRONT OF WILLOW LANE ELEMENTARY SCHOOL IN MACUNGIE, PA., IS AN UNEXPECTED SIGHT: a raised-bed garden that produces an abundance of fruits and vegetables. Though it honors the building's presence on former farmland, the garden has the greater goal of enhancing student learning as an outdoor classroom.

“I'm a believer in providing hands-on, project-based learning opportunities for children,” says Dr. Anthony Moyer '11, the principal at Willow Lane and a Doctor of Education (Ed.D.) alumnus. Inspired by the Edible Schoolyard Project that restaurateur Alice Waters started to involve students in growing and sharing healthy foods, Moyer's school launched its own project two years ago. Parents, teachers, and students were enlisted to raise funds and put the raised garden beds in place.

Students have planted seeds, tested soil, charted and monitored the growth of fruits and vegetables, and created journals and videos about the garden. They've also learned about sustainable gardening and healthy eating. Activities in the outdoor classroom support the school's science, technology, engineering, arts, and mathematics (STEAM) initiative and meet the goals of the East Penn School District curriculum.

“We've used the foods we harvested in the cafeteria salad bar,” Moyer explains. “Students have learned about proper nutrition, and why it's important to eat healthy foods. Children are getting excited about eating lettuce and broccoli, and they now want to grow their own food at home.” In the future, the school may sell its harvest at local farmers markets and donate the proceeds to charity or distribute the produce directly to needy residents.

Dr. Anthony Moyer ’11 brought his community together to create an outdoor classroom that promotes healthy eating and educates students

By Amy DerBedrosian

Create an Outdoor Classroom in Your Community

1. Enlist school leaders. Don’t overlook this important first step, Moyer cautions. “You need interested teachers and parents, but if you have leadership involved, the rest will fall into place.”

2. Clearly communicate your goals. “You will need a core group with a passion for the project,” he says. “In any school, you’ll find parents who want their children to come home excited about what they learned.”

3. Don’t hesitate to start. Moyer’s school held two fundraising dinners and sold raffle tickets to pay for the 10 raised garden beds—but you could move forward even sooner. “It doesn’t cost a lot of money,” he explains. “All you really need is a shovel. You can enrich your soil with composted scraps from your cafeteria and collect seeds from your home garden. We constructed raised beds on a Saturday in March thanks to the support of a collaborative team of students, parents, and staff.”

4. Be creative with the curriculum. “When students go outside, their senses are stimulated,” Moyer explains. “It’s experimental, experiential, and engaging.”
Building Their Networks

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**ALUMNI AMBASSADORS ARE CONTINUALLY CONNECTED** to the Walden community. Not only are they leaders and innovators in their fields, they also take time to talk to current and prospective students about their Walden experiences, their goals as lifelong learners, and their personal missions to effect positive social change. Learn about the Ambassadors featured in this issue:

- Ginger L. Jenkins ’11
- Dr. Patrick Burtch ’11
- Dr. Anthony Moyer ’11
- Dr. Leo Parvis ’98
- Dr. Angelyn Nienhuser ’12
- Christy Alten-Osmera ’11
- Massako Hashimoto ’11
- Iara O. Paz ’11
- Kerissa Nelson ’10
- Shannon D. Pickett ’10

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**Save the Date!**

**WALK ACROSS THE STAGE** during our 50th Commencement Ceremony Aug. 17, in Minneapolis. More details are on myWaldenAlumni.com/commencement in the coming months for more information. Registration will open in the spring. If you can’t join in person, mark your calendar now and plan to watch the live webcast on www.WaldenU.edu with family and friends.

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**Continue Your Research**


Designed for the academic-based research needs of post-college professionals, these databases provide abstracts and full-text articles for thousands of journals and magazines, including peer-reviewed resources.

Alumni can still use many public resources of the Walden Library. Go to library.waldenu.edu to view guides, watch archived webinars, and send reference questions.

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**Scholars of Change Share Their Missions**

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**MEET THE 2012 SCHOLARS OF CHANGE** winners, four students and one alumna who are driven to improve the lives of people in their communities and abroad—from Oregon to India—by using the tools they’ve learned at Walden to effect positive social change.

“An education is very doable with a full-time job. They saw how well Walden worked for me. I feel good because I’ve mentored them. I love that they say it’s been a good experience for them,” says Tammy Marrs ’05.

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**WHY I Refer…**

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**I explained to my team that pursuing an education is very doable with a full-time job. They saw how well Walden worked for me. I feel good because I’ve mentored them. I love that they say it’s been a good experience for them.** — Tammy Marrs ’05

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Volunteers Make a Worldwide Impact

Dr. Chantrell Anita Bruton (center) with members of her Global Day of Service team.

CAREER RESOURCES WAS YOUR NO. 1 REQUEST in the 2012 Walden magazine survey. Visit Career Insider at myWaldenAlumni today to develop your own page of career guides, blog articles, company research, and industry profiles. As alumni, you receive free and unlimited access to this comprehensive resource.

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Learn more at www.myWaldenAlumni.com/careerinsider.

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If you are passionate about learning and making a difference in the world, then you are no doubt always on the lookout for ways to expand your knowledge and network. This is where Career Insider comes in. A media-rich tool that is also an interactive environment, Career Insider is your go-to resource for developing your own page of career guides, blog articles, company research, and industry profiles.

As alumni, you receive free and unlimited access to this comprehensive resource. The tool is also an interactive environment where you can ask a question about an article or start your own conversation about an industry or trend on the discussion board to talk to other professionals directly.

Career Insider also offers résumé and cover letter samples and advice, videos, daily news feeds, salary information and recruiter insights, and archived webinars. Learn more at www.myWaldenAlumni.com/careerinsider.

ON MY NIGHTSTAND

Rethinking Yourself and the World

INK ON THE PAGE IS OF GREAT IMPORTANCE TO DR. LEO PARVIS ’98, WHO EARNED A Ph.D. IN HEALTH SERVICES AND THE 2007 OUTSTANDING ALUMNI AWARD, WHETHER IT’S IN HIS TEXTBOOKS FOR TEACHING DIVERSITY AND GLOBAL STUDIES AT DUNWOODY COLLEGE OF TECHNOLOGY IN MINNEAPOLIS, HIS STAMP-FILLED PASSPORT, OR THE SWEEPING SELECTION OF BOOKS PILED ON HIS BEDSIDE TABLE.

A METHODICAL READER WHO TAKES NOTES AS HE GOES, THESE VOLUMES ARE AMONG HIS DOG-EARED FAVORITES:

- HAPPIER: LEARN THE SECRETS TO DAILY JOY AND LASTING FULFILLMENT by Dr. Tal Ben-Shahar
  I use this book for a class on the psychology of positive thinking. Written by a Harvard professor, Happier uses science, research, spirituality, and self-help to show how happiness can be learned. You won’t want to put it down—except to do the exercises at the end of each chapter.

- THE NEW JIM CROW: MASS INCARCERATION IN THE AGE OF COLORBLINDNESS by Michelle Alexander
  This book argues that the idea of “colorblindness” is a fallacy, as illustrated by the country’s high rate of incarceration and the discrimination suffered after sentences are served. I teach my students about the state of diversity in the United States, and this book helps me engage them with essential discussion questions about racial justice.

- CHINA 2.0: THE TRANSFORMATION OF AN EMERGING SUPERPOWER AND THE NEW OPPORTUNITIES by Dr. Marina Yue Zhang with Bruce W. Stening
  This is a good primer for Americans who want to understand how the Internet is changing China’s politics, its economy, and the way its citizens connect and collaborate. Zhang gives an honest portrait without jeopardizing herself or betraying her country.

What’s on your nightstand? Share your top reads by emailing myWaldenImpact@waldenu.edu.

Rethinking Yourself and the World

Dr. Tal Ben-Shahar

HAPPIER: LEARN THE SECRETS TO DAILY JOY AND LASTING FULFILLMENT

THE NEW JIM CROW: MASS INCARCERATION IN THE AGE OF COLORBLINDNESS

CHINA 2.0: THE TRANSFORMATION OF AN EMERGING SUPERPOWER AND THE NEW OPPORTUNITIES

AGAIN and Again

Walden is a fantastic choice for the working professional. I have six colleagues who earned their master’s degrees at Walden after I referred them or had discussions with them before they enrolled. They saw the great learning opportunities I had, and they’ve also learned it firsthand.

— Dr. Jennifer Sears ’10

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— Dr. Jennifer Sears ’10
Connecting Year Round

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ALUMNI ARE SPREAD AROUND THE WORLD—but they also make an effort to come together to introduce themselves, catch up with colleagues, and build new friendships. Last year, alumni gathered in Miami, Houston, Baltimore, Minneapolis, and Atlanta—among other cities across the United States—to connect.

2013 Alumni Events

Get ready for a variety of events that will increase your professional face-to-face networking opportunities and bring fresh perspectives from the Walden community. Join fellow alumni in these select cities:

MARCH
Arlington, VA

JUNE
Houston, TX

AUGUST
Minneapolis, MN

OCTOBER
Baltimore, MD

NOVEMBER
Atlanta, GA

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

Imagine the networking power if there were more alumni in the world like you! Visit www.WaldenU.edu/refer and recommend others to Walden today.

Thank you for inspiring others to explore Walden University.

YOUR REFERRAL is the Highest Compliment You Can Give Us.
**Accolades**

**Awards**

Chris Hendricks '11  
M.S. in Education  
Won a 2012 Golden Apple Award from the Green Bay Area Chamber of Commerce's Partners in Education program in April. Read more about the teacher at Glenbrook Elementary School in Pulaski, Wis., on page 10.

Dr. Jonas Nguh '11  
Ph.D. in Public Health  
Won the Volunteerism and Service award from Nurse.com/Nursing Spectrum's 2012 Nursing Excellence program. He volunteers to lead teams to remote areas in Alaska, Kenya, Sudan, and South Africa to provide vaccines and supplies.

Deborah Zeller '10  
Master of Science in Nursing  
Received the Outstanding Private/Parochial School Nurse (PPSN) Award from the National Association of School Nurses in recognition of her significant contributions to school nursing. Read more about her on page 27.

James Richard “Dick” Jordan '09  
M.S. in Education  
Received a 2012 GIANTS Award from Idaho First Lady Lori Otter in April, in recognition of his work to link industry and the economic future of Idaho to the classroom through science and technology.

Brian W. Nelson '06 and Rebecca McClelland-Crawley '04  
M.S. in Education  
Each received the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) in June, the highest recognition a K-12 mathematics or science teacher may receive for outstanding teaching in the United States.

**Presentations**

Dr. David Kenneth Waldman '11  
Ph.D. in Public Policy and Administration  

Benjamin Banks ’10  
Master of Public Health  
Spoke on a panel at the United States Food and Drug Administration in May as an ambassador for the Elizabeth Glaser Pediatric AIDS Foundation.

Dr. Lisa P. Stevens ’10  
Master of Public Health  
Discussed improving clinician understanding of and engagement with the Affordable Care Act with White House staff members last fall.

**Promotions**

Dr. Earl Metzler II ’12  
Doctor of Education  
Named the superintendent for School Administrative Unit 55 in New Hampshire in August.

Rose Tran ’12  
M.S. in Education  
Appointed the assistant principal of Fulton Learning Center in Rockport, Texas, in July.

Jonathan Bowser ’11  
Master of Business Administration  
Started as the director of Cumberland County Economic Development in Pennsylvania in April. He also serves as the vice president of the Cumberland Area Economic Development Corp.

Dr. Gudeta Fufaa ’11  
Ph.D. in Public Health  
Awarded a post-doctoral fellowship at the National Institute of Diabetes and Digestive and Kidney Diseases. She is an epidemiologist and data manager at the Arizona Department of Health Services in Phoenix.

Dr. Joseph P. Murray ’11  
Ph.D. in Public Policy and Administration  
Appointed the chief of the Dearborn Fire Department in Michigan in July.

Tina Twedd ‘11  
Master of Healthcare Administration  
Named the vice president and dean of the College of Southern Maryland’s Leonardtown Campus.

Dr. Gayle D. Jones ’09  
Ph.D. in Public Health  
Named the director of the Georgia Department of Public Health’s Comprehensive Child Health Services Unit, Maternal and Child Health Program.

Carol Brown ’07  
Master of Science in Nursing  
Joined Shorter University’s School of Nursing in Rome, Ga., as a full-time faculty member.

Shontarius Aikens ’06  
Master of Business Administration  
Named the accreditation manager for the College of Business at North Dakota State University in July.

Dr. Madeline (Lynne) Food ’04  
Ph.D. in Education  
Joined the MGH Institute of Health Professions as the Boston graduate school’s first director of the Prerogatives for Health Care Professions program.

**Publications**

Dr. Stephen Chris Edwards ’12  
Doctor of Education  

Dr. Christina Spoons ’12  
Master of Public Administration  
Co-authored the article “Lessons Learned From the 2011 Flooding in Thailand” with Dr. Mark Gordon in PJ Times (July 19, 2012) about the serious challenges flooding presents in Thailand.

Dr. Dayner Azzellino ’11  
Ph.D. in Public Policy and Administration  
Co-authored the article “Lessons Learned From the 2011 Flooding in Thailand” with Dr. Mark Gordon in PJ Times (July 19, 2012) about the serious challenges flooding presents in Thailand.

Dr. Madeline Spoons ’12  
Master of Public Administration  

Joanne Souza ’09  
M.S. in Psychology  
Co-authored the article “Ultimate Caulusion in Evolved Human Political Psychology: Implications for Public Policy” in the Journal of Social, Evolutionary, and Cultural Psychology (Vol. 6, Issue 3).

Dr. James B. Huntington ’07  
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)  

Dr. Leo Parvis ’18  
Ph.D. in Public Policy and Administration  
Co-wrote the ebook Path to Professorship: A Plan (Amazon Digital Services, 2012) to help readers gain skills to teach at the college level. Read his book chapters on page 41.

Dr. Richard Leonard ’93  
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)  
Authored his third textbook, fundraising for Sport and Athletics (FIT, 2012), to help readers plan, design, and execute fundraising programs.

We want to hear from you! Share your accomplishments at my Walden impact@waldenu.edu.
M.S. in Mental Health Counseling

See the diverse mix of careers held by graduates who all completed the same degree program.

For more information about Walden’s programs—including more than 45 certificates and full lists of program concentrations—visit www.WaldenU.edu.
How I Found Time to Study:
I do my coursework very late at night. Fortunately, I’m a night person, but I definitely don’t get a lot of sleep. I also take full advantage of technology. I have an iPhone and an iPad, and they allow me to do schoolwork while I’m away from home. Technology is my biggest lifesaver.

How My Family Helps:
My mom lives three hours away and comes to help out a lot, and my kids understand why I’m doing this. I have a 14-year-old and a 21-year-old. It’s hard when you don’t have time to do the things you want to do with your family, but they understand I won’t be in school forever.

Most Challenging Part:
The time commitment is always a challenge. But if I say I’m going to do something, I do it.

What Keeps Me Motivated:
I had my daughter when I was 15. I want my children to have more opportunities. I realized I had to lead by example, which made me more determined in my own career. I always knew I wanted to keep people healthy. My degrees are part of my goals. I plan to be involved in research, so a Ph.D. will give me much more credibility; people will see I’ve met a high standard.

Highest Point:
I really enjoyed the residencies and meeting the faculty. A lot of them are in Florida, so I’ve been in touch with them since.

Biggest Change in My Life Since Getting My Degree:
My degree has helped me help others. I’m doing interventions with teenage girls to prevent pregnancy and STDs. This is a direct result of getting my master’s degree from Walden. Also, I’d always dreamed of starting a nonprofit, but I wanted to make sure I was fully prepared; I have the confidence to do it now. Passions are great, but you need a foundation of knowledge and a plan to make an impact.

My Next Big Challenge:
Finding the time for my dissertation! I’m writing it on trauma and HIV acquisition. I hope it will help health departments and clinics understand what they can do to be effective. The more I learn, the better the services I can provide for my community.

Ronesa Strickland-Roberts ‘10

Degree Earned: Master of Public Health
Current Program: Ph.D. in Public Health
How I Paid for It: Student loans and full-time positions at the Orange County Health Department and Planned Parenthood of Greater Orlando.
How Long It Took: Two years
What Else I’ve Done at the Same Time: I’m currently a program manager at Planned Parenthood. I also started my own nonprofit, Inspiration and Change Inc., in January 2011 to provide education and services that take a holistic approach to poverty and health disparities in my community.

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Social Change Starts at the Walden Service Network

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

Make a point to positively impact your community all year long.
Visit the Walden Service Network to:
➢ Post projects and recruit volunteers.
➢ Locate local volunteer opportunities.
➢ Explore global projects using the international search feature.
➢ Create a volunteer profile to share your background and expertise.

Alumni, faculty, staff, and students have already logged more than 660,000 volunteer hours on the Walden Service Network. Join them today to discover and share new opportunities to make a difference.
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