

CURRICULUM VITAE

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Statement of Teaching Philosophy

Education not only assists individuals to achieve personal goals, but also serves as a vehicle to better ourselves, our community, and ultimately the world. Education encourages positive professional, personal, and social change.

The ideal relationship between student and teacher is built on comprehensible expectations, clear communication, and mutual respect. Educators should set and communicate precise guidelines to learners at the onset. Facilitators can be supportive while requiring that deadlines and curriculum objectives are met. Professors must understand that students are investing in higher education with time and finances, and instruction and learning are the “products” they receive for their investment. We represent the schools we serve.

Learning occurs through assimilating information in a manner that becomes useful to the individual. If the knowledge or information is applied and allows for creation, especially outside the classroom, then higher order learning has occurred.

My greatest strength as an educator is my commitment to professional and personal growth and helping learners meet their own goals. I continually pursue professional betterment, striving to help students and colleagues attain it as well. I aspire to leave students with a positive sense of education and the desire to continue lifelong learning. My goal is to be respected, make a profound contribution to the field of psychology, and assist others to achieve their goals and realize their highest version of the individual they seek to become.

Personal Attributes

Innovative educator, counselor, presenter, and facilitator to culturally diverse populations and at-risk communities.

Skilled at creating curriculum and presentations sensitive to diverse cultural populations.

Strong expertise in wellness programs including spiritual, physical, and mental wellness for individuals and companies.

Extensive background in course development and revision, especially in quantitative methodology and innovative research.

Experienced in adult and youth education, educational presentations, customized curriculum development.

Dedicated to personal and professional excellence and fostering the highest standards in students.

Highly experienced distance educator and adult application developer.

Strongly versed in individualized instruction, professional consulting and education, supervision, leadership and online learning.

Excellent communication and rapport-building skills, including using online platforms to facilitate courses.

Created and delivered numerous presentations on health and psychology, supervision, and leadership.

Proven skills working independently in face-to-face and in remote collaborative learning environments.

Demonstrated success in leadership and teaching positions; work well with administrators, peers, and students to create the most effective academic environment.

An academic innovator, partnering traditional learning techniques and emerging technologies with the study of psychology to create an optimal learning environment for personal, professional, and scholarly growth in diverse populations.

High-level communication skills to enable transfer of complex, research-based knowledge to individuals in a business or academic setting in a systematic and simplified mode that is readily embraced and inspires life-changing behaviors.

Formal Education

Doctor of Philosophy in Psychology, Capella University	2007
Dissertation: <i>Spiritual Well-Being and Physical Activity: Their Influence on Self-Esteem and Life Satisfaction</i>	
Master of Science in Psychology Counseling, Capella University	2005
Authored: <i>Equine Assisted Therapy: A Manual for Therapists</i>	
Bachelors of Science in Education: Broad field Social Science, Music Major	1989
Western Montana College	

Teaching Experience

American College of Health Care Sciences **2013 - Present**

Teach Capstone, Research and Health courses.

RES 501 Assessment and Integration of Research

Designed to give students a solid grasp of how to review and utilize available research within their field of interest. The goal is to encourage critical thinking about, and critical inquiry into available research. Students will learn to locate, analyze, and integrate research into their original writing. Several modules will focus on locating and analyzing research, including a discussion of various research methodologies and the difference between, importance and impact of qualitative and quantitative research. Students will delve into locating pertinent research through different sources, including but not limited to online databases, articles, case studies, and industry-specific journals. Several modules will then focus on integrating research. Students will primarily learn how to incorporate research by researching and writing their own academic research paper. This paper will be developed during the course and will be based on independent research presented

in a well-organized, analytical format, including a thesis statement and elements of a formal paper: Abstract, Introduction, Results, Discussion, and Conclusions and Recommendations.

HED 503 Stress Management and Emotional Health

This course explores stress management and emotional health through the student's personal journey. It leads students through an examination of those factors and influences that have an impact on health. It also provides an opportunity to examine barriers and motivational factors that affect the degree of commitment individuals make to health practices. Your instructor's role, and your future role, is to serve as an enabler coach during this process. A wellness coach recognizes that each person's mental-emotional, physical, social, and spiritual status is unique. As a wellness coach, your instructor often will challenge you to consider the consequences of certain lifestyle choices and the "truth" of your knowledge. A wellness coach may not have all the answers regarding stress and emotional health for an individual, but will provide the framework within which the answers can be found.

CAP 501 - Graduate Capstone

The completion of the MS degree programs culminates with the senior capstone project designed to demonstrate subject mastery, such as a research thesis or analysis of a problem or challenge in the CAM industry and offering alternative solutions.

Yorkville University Fredericton

2015 - Present

Teach graduate Counseling and Ethical Standards courses.

Psyc 6104 A Biopsychosocial Approach to Counseling

This course examines application of a biopsychosocial model to professional counselling psychology. It looks at both the need for it, and its systems and ethical foundations. The course considers a biopsychosocial approach to assessment, treatment, outcomes evaluation, and prevention. To illustrate, it examines biopsychosocial factors contributing to development and treatment/management of selected counselling problems, such as anxiety and depression, with particular emphasis on neurocognitive factors often underemphasized in traditional counselling approaches to these problems

Psyc 6203 Ethical Standards for Mental Health Service Providers

Course follows the standards for ethical conduct and practice; including the scope of practice issues, professional responsibility, privacy and confidentiality, record keeping, appropriate relationships during and after treatment (including sexual intimacies), third party relationships and responsibilities, advertising, continuing professional education, and interruption and termination of treatment. Issues of disaster response, electronic or telephonic delivery of service, child protection, and guidelines for the treatment of gay, lesbian, and bisexual clients

Psyc 6243 Counseling Skills & Competencies

Course provides students the opportunity to learn basic counselling skills, and competencies essential to initiating, and maintaining relationships with clients, regardless of specific theoretical orientation. By means of weekly structured practice assignments as well as transcript assessments of their own interviews, students learn how to identify, and conduct competent counselling interviews.

Psyc 6153 Counseling Methodologies- Psychodynamic and Humanistic Modalities

Course is a review of the most important contemporary psychodynamic and humanistic approaches of counselling and psychotherapy, focusing on: underlying philosophical assumptions, major concepts, views of personality, the therapeutic process, the counsellor's role, typical interventions, and targeted outcomes. The current approaches to counselling and psychotherapy selected for this course are explored with respect to the relations between theorists and their theories, as well as between counsellors and their clients. Cross-cultural and gender-related aspects will be considered for each of the counselling schools under study.

Students endeavor to recognize the links between theory and practice, between constructs and applied techniques or interventions.

Psyc 6273 Cultural Diversity in Counseling

Course examines cultural differences among people in relation to structuring counselling interventions. Identity formation, worldview, communication style, and acculturation will be studied from the perspective of the significant cultural minorities. This course is designed to enhance students' understanding of the role of personal, ethnic, social, and cultural factors in multicultural counselling and mental health service delivery.

Psyc 6273 Research Methodology

This course provides students of counselling with the tools needed to critically review and evaluate scientific research and develop the basic elements of a research proposal. Students will explore the body of counselling research, critique selected studies, and develop elementary research design skills, thereby gaining a sound understanding of the scientific method and the ethical considerations bearing on the research process. Strong familiarity with the scientific method allows professionals to understand psychological research and integrate it with daily practice. The scientific method can best be learned by studying all aspects of scientific research, including basic design, implementation, interpretation of results, and the drawing of conclusions.

Southern New Hampshire University

2015 - Present

Teach undergraduate Psychology courses.

PSY 108 Introduction to Psychology

This course provides students an introduction to the scientific study of behavior and mental processes. Students prepare for more advanced concepts in upper-level Psychology courses by learning the basics of how to evaluate research and exploring various areas of specialization within the discipline.

**Allied American University
Online Adjunct Professor**

2012 – 2017

Teach undergraduate Counseling, Ethics, Research and Psychology courses.

Serve as Course revision author, developed and revised Introduction to Psychology, Abnormal Psychology, and Independent Research courses, including content, curriculum mapping, student objectives, text selection, and course design and implementation.

Responsible for aligning curriculum with university requirements, accreditation standards, and coordinating with the department.

PSY 140 Introduction to Psychology

Course provides a broad overview of the fundamental principles, theories, research methods, and ideas that constitute the field of psychology. It also introduces important aspects of the history of psychology as a field of study. Topics include biological and behavioral theories, learning and memory, cognition, intelligence, development, stress, abnormal behaviors, therapies, and social psychology.

PSY 300 Abnormal Psychology

Course provides a broad overview of what is considered to be abnormal behavior. The course explains the scientific bases of contemporary theories of major psychological disorders such as schizophrenia, depression, and anxiety. Emphasis is placed on a scientific, empirical view. The primary focus of the course is the description of various symptoms, syndromes, and illnesses, as well as research and theories on etiology.

PSY 300 Social Psychology

Course introduces the critical aspects of social psychology, such as social recognition and perception, interpersonal attraction, prosocial behavior, aggression, and prejudice. Students will gain insight into each topic with the use of significant and interesting examples that have occurred in recent times.

PSY 313 Independent Research in Psychology

Course provides the opportunity for advanced topics in psychology. Students expand on a topic or investigate a related topic by performing research in the subject. Research skills in design, methodology, and writing are addressed. A final research paper or scholarly report is submitted upon course completion.

CRJ 310 Correctional Counseling and Treatment

Course teaches students to apply evidence-based counseling and treatment approaches to rehabilitate offenders by helping enhance offenders' mental health, cognitive functioning, academic achievements, vocational aptitude, and social skills. Each module is designed to raise important issues, formalize ideas, and document best practices from which effective correctional programs can be replicated.

PHI107 Introduction to Ethics

Course examines the historical and philosophical discussion of ethics (moral philosophy). Introduction to ethics includes analysis and discussion of issues of morality and moral knowledge such as concepts of right and wrong, good and evil, and virtue in connection to well-known philosophers.

SOC 280 Social Science Research

The course focuses on the history, development, process, and dissemination of social science research. The course covers quantitative research methods, including experimental research, survey research, and nonreactive research. The student will also learn about qualitative research methods, including field research and historical-comparative research. The ethical and political issues facing each method are explored. Other topics include social science theory, approaches to social science research, literature reviews, research reports, research proposals, sampling methods, and statistical analysis.

Kaplan University
Online Adjunct Professor

2008 – 2014

Teach undergraduate wellness and health science courses.

Course developer for the Creating Wellness course, including creating all content, curriculum mapping, student objectives, text selection, and course design and implementation.

Responsible for aligning curriculum with university requirements, accreditation standards, and coordinating with the department

HW410 Stress: Critical Issues in Management and Prevention

Investigate best practices and research associated with stress management and stress prevention, incorporating physiology, mind–body–spirit relationships, coping strategies, and relaxation techniques.

HW420 Creating Wellness, the Psychological and Spiritual Aspects of Healing

Explore meditation, mindfulness, and transpersonal psychology in theory and practice. Investigate the role of personal mindset toward oneself and others as a foundation for wellness, and appraise the impact of positive and negative relationships in maintaining good health.

HS100 Introduction to Health Science

Identify current issues in health science and how they relate to chosen health science professions. Educational and credentialing requirements are defined for health science

occupations. Professional traits and skills for success in the field are explored as well as roles and responsibilities of selected health professionals.

HW215 Models for Health and Wellness

Introduced concepts of health healing and wellness and explored global and cultural effects on health and wellness from broad and multicultural perspectives.

University of Phoenix
Online Adjunct Professor

2008 – 2016

Teach graduate Counseling and Ethical Standards courses.

PSY 275 Introduction to Abnormal Psychology

The course introduces the study of major psychological disorders as defined in the DSM, including their diagnoses, causes and treatments. IT covers subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders as well as gender and cultural differences

PSY 305 Professional Orientation in Psychology

The course explores issues professional face in the field of psychology. Specifically, the course emphasizes the legal and ethical concerns in psychological research and in practice. Emphasis is placed on the knowledge of APA Ethical Principles and the integrating of core competencies for professionals related to psychology.

PSY 480 Elements of Clinical Psychology

Provides an overview of the theory and practice of clinical and counseling psychology. Major theories of personality, assessment, and psychotherapy are introduced. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches; humanistic, biological, cognitive/behavioral, and child and family therapies.

PSYCH 550 Psychology of Learning

Course in the Masters of Psychology program. Examine major theories of learning with relevance to instrumental and classical conditioning, cognitive-learning processes, motivation, and affect and memory, with emphasis on human learning from cognitive and behavioral perspectives.

PSYCH 540 Research Methodology

An overview of fundamentals of research methods applicable to the field of psychology, including research design, qualitative and quantitative methodologies, ethics, research processes, and outcomes.

Opheim Public Schools
Head of Music Department and Music Educator

2003–2005

Developed and implemented technology curriculum into the traditional music curriculum. Led students to receive district and state honors, qualified to travel to Europe as Music Ambassadors. Created and implemented an innovative communitywide crisis-intervention program incorporating administrators, teachers, staff, parents, clergy and other community members.

Peerless Public Schools
Guidance Counselor, Head of Music Department and Music Educator

2000–2005

Responsible for professional development of educators, testing oversight, scholarship administration, and guidance counseling; Developed and implemented districtwide music curriculum K–12 incorporating technologies and advanced competencies. Recruited and retained an unprecedented 100% of student body in Grades 4–12 in elective instrumental music program.

Students qualified for District Honor Band and traveled to Europe as Music Ambassadors. Students achieved the highest level of district and state achievement honors. Created and implemented an innovative communitywide crisis-intervention program incorporating administrators, teachers, staff, parents, clergy, and other community members.

Roy Public Schools

1989–1993

Head of Social Science and Music Departments

7-12 Social Science Educator and K-12 Music Educator

Awarded “Most Supportive Teacher” honors; Authored Grades 7–12 social science curriculum, coauthored Grades 5–12 curriculum; Created and implemented instrumental music curriculum; taught all social science and music courses.

Professional Adult Trainer/Adult Educator

The Recovery Foundation

2006–2008

Presenter, Facilitator, and Trainer

Presented and facilitated “High Risk Kids,” “Spirit of Youth,” and “Building Stronger Communities” workshops in Alaska, Arizona, Montana, and North Dakota and consistently received excellent evaluations from participants and supervisors.

Educated adults and youth on issues of fostering psychological well-being in communities and schools.

Intensive multi-day and single-day in-service trainings targeting community intervention. Presented to administrators, educators, counselors, tribal leaders, mentors, community members, spiritual leaders, families, and youth.

Addressed issues of illicit drugs, suicide, dropouts, poor self-esteem, pregnancy, and violence.

Communicated to a diverse audience including Native Americans, Eskimos, and Caucasians, from diverse socioeconomic backgrounds, elders and youth, professionals and laypersons, formally educated and subsistence-reliant people.

Counseling Experience

Eastern Montana Mental Health Center

2004

Intern Counselor

Facilitated all stages of an outpatient mental health clinic counseling including planning, community health issues, treatment plans, assessments, and appointments with mental health clients.

Led individual and group sessions.

Experienced with a broad spectrum of pathology.

Ensured privacy and federal HIPPA compliance.

Developed and maintained strong professional relations with colleagues, supervisors, staff, and clients.

Entrepreneurial Experience

Big Sky Growth & Wellness

2010–Present

Founder and CEO

Based on groundbreaking research, developed a Triple Wellness™ approach that integrates physical, mental, and spiritual concepts into a robust toolbox of products and services guaranteed to increase the efficacy of any workplace wellness program.

Synthesized teaching experience into the Triple Wellness™ system, offering small and mid-sized employers affordable and effective evidence-based integrated wellness products and services.

Offer clients products and consulting services for customers through the spectrum of workplace wellness-program needs identified through primary market research:

- Help me get this off the ground—companies that have a dream to start a program but have taken little or no action. These companies ideally would outsource but have not researched or determined a budget.
- Help me get this right—companies that have started experimenting internally and want to grow, but would like some advice to make sure they are on the right track.
- Give me something I bundle in my service offer—companies whose clients are other businesses for which they would like to make wellness programming a service option.
- Help me make my program comprehensive—companies seeking to augment their existing wellness program.

Educational Training

University of Phoenix Online Facilitation Training

Allied American University Online Faculty Orientation

Yorkville Online Faculty Training

SNHU Adult Learner Faculty Training

Washington Post Ethics Training

Acceptable Use Edition 1

Acceptable Use Edition 2

Acceptable Security Awareness with Privacy

Washington Post Company Code of Business Conduct

Washington Post Statement of Ethical Principles

Kaplan's Acceptable Use Policy

Respectful Workplace Employees

Security Introduction

Updates and Training

New Portal Training

Integrity and Ethics: Core of Kaplan Compliance

Kaplan Training for Online Facilitation in Higher Education

Teaching Certifications

State of Montana Certified Grades 5–12 Social Sciences Educator

State of Montana Certified Grades K–12 Music Educator

Published Books

Fouhy, C. (2011). *Triple Wellness Workbook*.

Fouhy, C. (2012). *Triple Wellness Trainers Manual*

Fouhy, C. (2012). *Triple Wellness First Big Step Wellness Program*

Fouhy, C. (2012). *Triple Wellness Physical Devotion Video*

Fouhy, C. (2012). *Triple Wellness Total Tranquility Audio Series*

Fouhy, C. (2006). *Equine Assisted Therapy: A Manual for Therapists*

Articles and Research

Fouhy, C. (2007). *Spiritual Well-Being and Physical Activity: Their Influence on Self-Esteem and Life Satisfaction*.

Residencies and Colloquia

Capella University

Masters: Colloquiums Tracks I, II, III

PhD Colloquiums Tracks I, II, III

Community Service & Leadership

Montana Coalition for Behavioral Health

Lead and facilitate Mental Health education and services
Collaborate with Hospital, Clinics, Schools, Extension services, Families
National Coalition for Behavioral Health

Public School Volunteer

Support student academic and therapeutic success
Assist faculty, students and families through crisis intervention

Kids Book Charity

Mentor and Executive Officer
Administrator of the nonprofit youth developed and youth focused charity; fundraising, budgeting, purchases, donations, youth meetings and communications.

Youth raise money and donations to purchase books that are donated to youth hospitals.

Special Olympics

Selected and certified as a Trainer of Trainers

Selected as Head Coach of Montana Power Lifting Team to National Special Olympic Games 2006

Certified Level Two Coach, Track & Field, Power Lifting, Equestrian

KCGM Radio

Nonprofit Board Member

J-Lane Fouhy Riding Opportunities

Program Developer and Lead Instructor; promoting self-esteem through horses

Montana 4-H

Volunteer and Interview Judge

Project Leader

Eagle Mount

Therapeutic Riding Volunteer

Professional Associations

American College of Wellness Certified Wellness Specialist

American Psychological Association (APA) Member

International Positive Psychology Association Member

International Coaching Federation Member

Equine Assisted Growth and Learning Association Member

International Association of Worksite Health Promotion Member

Institute of Noetic Sciences Member

National Wellness Council of America Member

National Wellness Institute Member

Highly Competent Subject Areas

Subject Matter Expertise:

Clinical Psychology

Abnormal Psychology

Stress Management and Prevention

Positive Psychology

Integrated Wellness

Transpersonal Psychology

Counseling Psychology

Multicultural Considerations

Psychology of Learning

Research Methods

Correctional Counseling

Social Psychology

Ethics
Wellness in the workplace.
Quantitative research
Various combinations of exercise, spirituality, and psychology; Therapeutic considerations of spirituality and fitness
Animal-assisted therapy

Learning Management Systems:

“OLS” Online Learning System
WebCT
Canvas
eCollege
Learning Space
Blackboard
iBoard

References

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