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PSYCHOLOGY

LEADERSHIP

SUSTAINABILITY

ART HISTORY

HUMANITIES

PHENOMENOLOGY

SOCIOLOGY

EDUCATION

NEUROSCIENCE

TABLE OF CONTENTS

Introduction	1
Handbook of Online Learning in Higher Education	2
Leadership in Sustainability	3
Handbook of Transformative Phenomenology	4
The Future of Navajo Education	5
Leadership Coaching in China	6
Psychology Ethics in Everyday Life	7
Real Characters: Parasocial Relationships	8
Colorism: Investigating a Global Phenomenon	9
Leonardo's Mona Lisa: New Perspectives	10
Innovations in Leadership Coaching	11
Living Well, Dying Well	12
Resilience: Navigating Challenges in Modern Life	13
Understanding the Frontal Lobe of the Brain	14
The Fielding Scholar-Practitioner	15



It has been just eight years since Fielding University Press was established to advance Fielding's mission of fostering strong scholar-practitioners through knowledge creation and the advancement of the social sciences. In that short timespan, we have been able to publish over 25 volumes, covering the work of more than 100 scholars throughout the world, including Europe, Asia and Africa, in addition to our own faculty and alumni at Fielding Graduate University.

We are particularly proud to showcase our recent releases, which illustrate the sheer diversity of research at Fielding and institutions of higher learning around the world. These includes volumes on psychology ethics; leadership coaching in China; the challenges of education for the Navajo Nation; the celebrity culture of Hollywood characters; the crucial rule of leadership in pursuing global sustainability; the critical role of transformative phenomenology; the psychology of resilience; a revolutionary new analysis of the *Mona Lisa* portrait; and last but not least, our groundbreaking *Handbook of Online Learning in Higher Education*, the first book to examine the pivotal role of online learning during and after the Covid pandemic.

The last two years have been a trying time for humanity; but as this catalog may attest, this has also been a period of intense and illuminating research that may help humankind move to better, safer and more sustainable shores.



Katrina S. Rogers, Ph.D.
President,
Fielding Graduate University



Jean-Pierre Isbouts, D.Litt.
Managing Editor,
Fielding University Press

HANDBOOK OF ONLINE LEARNING IN HIGHER EDUCATION

Examining Online Learning in the Wake of the Pandemic

KJELL RUDESTAM, JUDITH SCHOENHOLTZ-READ AND MONIQUE SNOWDEN

CAN AN ONLINE COURSE DELIVER THE SAME QUALITY AS A LIVE CLASSROOM?

The Handbook of Online Learning in Higher Education is a comprehensive response to the higher education crises triggered by the Covid-19 pandemic. Online learning has moved to the forefront of academia as institutes of higher learning around the world have been compelled to move their classroom courses to the virtual space with little preparation. But even now, in the wake of the pandemic, many questions remain unanswered: Can an online course deliver the same quality as a live classroom experience? Can an institution retain its unique cultural values in the process? What are the alternative pedagogies and formats for supporting an online learning environment? How can an online course foster a meaningful form of community-building? What are the “must-have” requisites for moving classroom courses and programs into an online space? How does a shift to digital learning affect instructional methods, student-faculty engagement, and accreditation concerns?

These and many other questions form the basis of this handbook and make it an invaluable resource for educators and administrators. Edited by Drs. Kjell Rudestam, Judith Schoenholtz-Read and Monique Snowden, this volume captures the experience of over 40 leading educators and professionals in online learning—both at traditional campuses and virtual organizations. Drawing upon the research literature as well as first-hand experiences and case studies, the authors argue that online learning will become vested as integral to the future of higher education. It behooves every academic institution to be able to use this knowledge to bring inspiration, creativity and excellence to virtual learning in their courses and institutions.



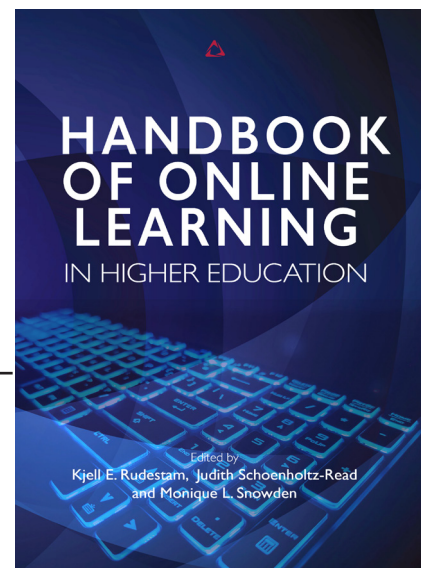
Dr. Kjell Erik Rudestam is professor emeritus at Fielding Graduate University, School of Psychology.



Dr. Judith Schoenholtz-Read is professor emerita at Fielding Graduate University, School of Psychology.



Dr. Monique L. Snowden is senior vice chancellor at the University of Colorado Denver.



“This book is a Godsend... (and) desperately needed. It tells the reader what the landscape looks like today and how to design, teach, assess, meet compliance requirements, and create a community and culture for online learning.”

—Arthur Levine, President Emeritus,
The Woodrow Wilson National
Fellowship Foundation

“The Council for Higher Education Accreditation (CHEA) applauds the scholarly publication, Handbook of Online Learning in Higher Education... An excellent research source that would be helpful in determining the efficacy of online teaching and learning for any college or university.”

—Cynthia Jackson-Hammond,
President of the Council for Higher
Education Accreditation (CHEA)

Handbook of Online Learning in Higher Education

Fielding Monograph Series Softcover
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LEADERSHIP IN SUSTAINABILITY

*The Key Role That Leaders Must Play
in Sustainable Practices*

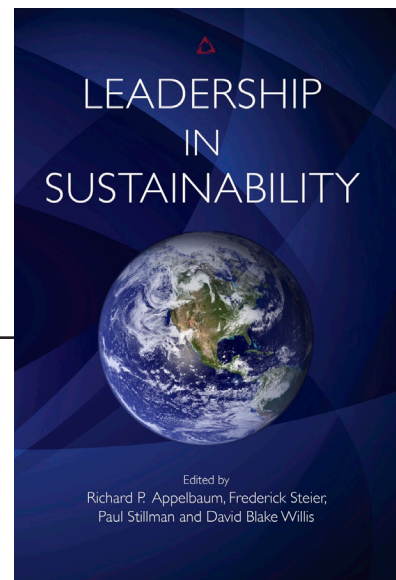
RICHARD APPELBAUM, FREDERICK STEIER,
DAVID BLAKE WILLIS AND PAUL STILLMAN

PRESENTING THE ECOLOGICAL AND SOCIAL ISSUES THAT REQUIRE LEADERSHIP IN BUSINESS, GOVERNMENT, AND EDUCATION

This book offers a unique focus on the reciprocal relationship between leadership and sustainability in a turbulent world. It hopes to make the reader aware of how effective sustainable practices *depend* on leadership in a variety of ways. One key to its success is to understand how a system – whether in a community, an organization, an eco-system, or even a nation – can manage the delicate balance between social stability and change.

The chapters in this volume address these issues in many different contexts – some from an organizational perspective, while others provide a cultural or national framework. What they have in common is an understanding of how sustainability and leadership might inform each other, particularly in a world where attention to both social and ecological justice is so critical. While much has been written about both leadership and sustainability individually, much less scholarship attention has been focused on the effort to bring the two concepts together in a holistic fashion.

At the core of this book lies our recognition that we live in a participatory universe. In other words, when we speak about sustainability and sustainability leadership, we do so as participants in those worlds we are trying to sustain. We also recognize the value of others as participants in bringing about sustainability, and the unique perspectives that those with different ideological or political mindsets may bring to our quest.



What is the role of leadership in managing multiple perspectives when differences exist regarding what should be maintained and what can be changed within the system and its environment? How might bringing leadership and sustainability together afford a better understanding of the seemingly intractable “wicked problems” that we face today?



Dr. Richard Appelbaum chairs Fielding's Doctoral Concentration in Sustainability Leadership.



Dr. Frederick Steier is faculty in Fielding's School of Leadership Studies.



Dr. David Blake Willis is faculty in Fielding's School of Leadership Studies.



Dr. Paul Stillman is a Life Fellow in the American College of Healthcare Executives.

Leadership in Sustainability
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HANDBOOK OF TRANSFORMATIVE PHENOMENOLOGY

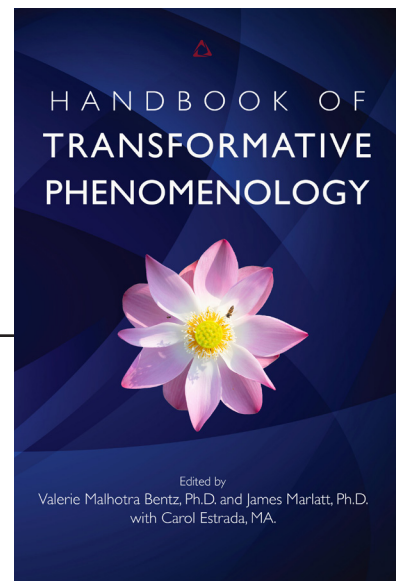
Investigating the Study of Human Consciousness

VALERIE MALHOTRA BENTZ AND
JAMES MARLATT

A GUIDE TO A GROWING FIELD OF SOCIO-CULTURAL RESEARCH AND PRACTICE EMPHASIZING POSITIVE CHANGE

This book offers an introduction to Phenomenology, an emerging field of socio-cultural research and practice that encourages positive change for practitioners at every level in modern society. Put briefly, Transformative Phenomenology is the study of human consciousness, and ways in which an enriched awareness can help individuals achieve personal, professional or organizational goals. Particularly today, a person's view of the world can so often be clouded or biased by preconceptions, ideology, grievances or deliberate distortions in the media. Over time, these may blind us to what should be readily apparent to the clear phenomenological eye. In other words, Phenomenology directs us to the fullness of our experience.

Scholars at Fielding Graduate University developed the practice of Transformative Phenomenology over several decades based on the foundational work of Husserl and Schutz. With contributions from nine scholars around the world, this handbook is designed to appeal to researchers, educators, scholar-practitioners and students, as well as the general reader interested in understanding the phenomenological way to an expanded consciousness in the pursuit of a more livable world.



"The Handbook of Transformative Phenomenology begins by explaining the practico-ethical purpose governing this "movement" within phenomenology: to heal and transform the world."

—Michael Barber, PhD
Professor of Philosophy,
St. Louis University.

"The practitioner will find in it a treasure chest of concepts, methods, and good practices in this emerging field of applied sociocultural research and practice that supports positive change."

—Carlos Belvedere, Ph.D.,
Professor, Faculty of Social Sciences,
University of Buenos Aires



Dr. Valerie Malhotra Bentz is a professor at the School of Leadership Studies, Fielding Graduate University.



Dr. James Marlatt is an executive coach, educator, author, and researcher.

Handbook of Transformative Technology

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THE FUTURE OF NAVAJO EDUCATION

The challenges facing educational institutions at Native Nations.

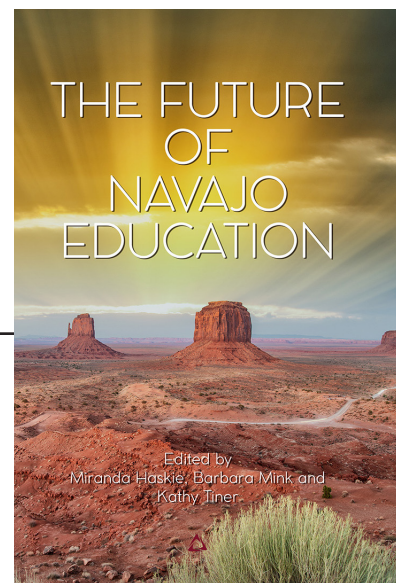
MIRANDA HASKIE, BARBARA MINK AND KATHY TINER

PRESERVING AND FOSTERING UNIQUE LANGUAGE TRADITIONS AND CULTURAL VALUES

In the current debate about improving the quality of American education, the subject of education at Native Nations is often ignored. And yet, these Nations face a unique set of challenges, above and beyond those faced by other educational institutions, including the preservation and fostering of their unique language and cultural values. This book offers a number of case studies illustrating efforts by the Navajo Nation to boost the career prospects of its students with academic programs that also safeguard the Navajo language and traditions. Some of these traditions include a focus on organizational change while living in harmony with the natural world and the universe. Others emphasize social responsibility and community service in accordance with the philosophy of Navajo culture.

The Navajo Nation also faces other challenges. A great many residents still live without electricity or running water. Broadband availability is scarce, and some communities have only limited access to the Internet. Many of these challenges can be met by education: by highly qualified educators devoted to educating students for life, on and off the Navajo Nation.

This book includes contributions by prominent Navajo leaders and scholars, including Navajo Nation President Jonathan Nez; Dr. Manley Begay, Professor of Applied Indigenous Studies at Northern Arizona University; Dr. Henry Fowler, Associate Professor of Mathematics at Navajo Technical University; The Honorable Robert Yazzie, Chief Justice Emeritus of the Navajo Nation; and Dr. Miranda Haskie, Professor of Sociology at Diné College in Tsaile, AZ.



"This Navajo Education book shows the dynamic and innovative ways that Navajo educators used educational resources available to them in their communities and the world outside the Navajo Nation to propose organizational change in their areas of expertise."

—Rose Graham,
Office of Navajo Nation Scholarship
and Financial Assistance



Dr. Miranda Haskie is Professor of Sociology at Diné College in Tsaile, AZ.



Dr. Barbara Mink is Dean of the School of Leadership Studies at Fielding Graduate University.

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LEADERSHIP COACHING IN CHINA

How Western Coaches Equip Chinese C-Suites for Success

MARJORIE WOO, JAMES WARNER, TOM PAYNE
AND JEFF HASENFRATZ

A FASCINATING VIEW ON THE CHALLENGES OF APPLYING WESTERN-STYLE LEADERSHIP IN CHINA

Few Western observers would contest that China's economy is projected to become the world's largest within this decade. But the question of how Chinese leaders intend to execute that prospect has often remained elusive, given that much of what happens in the upper echelons of Chinese enterprises has remained hidden from Western eyes.

The exception is the unique access enjoyed by Western coaches. Chinese corporations—as well as multinationals operating in China—increasingly recognize that their top management needs Western-style support in honing their leadership skills, provided such guidance is leavened with the unique nuances of Chinese culture.

The book provides fascinating observations by leading China-based coaches, academics and business leaders on the challenges of applying Western-style leadership development methods at major Chinese corporations, including state-owned enterprises as well as private start-ups. Among others, the book reveals successful strategies for how to initiate coaching engagements, how to best involve key stakeholders, and how to foster a modern leadership style in the Chinese C-suite that can motivate individuals and teams at all levels of the organization.

Edited by James Warner, Tom Payne and Jeff Hasenfratz in addition to Woo, with contributions from 30 Chinese and Western coaching professionals, the book is perhaps the first to fully explore the experience of Western coaches operating at the highest levels of Chinese industry.



"A multi-faceted collection of insights into leadership coaching, Chinese culture, and the relationship between the two."

—Robert Kegan,
Harvard University

"This is a must-read book for those interested in coaching in China – whether business leaders, professional coaches, or those thinking of starting careers in the coaching field."

—Juan Antonio Fernandez,
Professor, CEIBS

Dr. Marjorie Woo, lead editor,
is founder and member of the
Board of Directors of Keystone
Group Shanghai, Inc.



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PSYCHOLOGY ETHICS IN EVERYDAY LIFE

Can APA standards be relevant for society at large?

SHERRY HATCHER AND KRISTINE JACQUIN

CREATING A NEW PLATFORM OF MORAL AND ETHICAL LEADERSHIP IN MODERN LIFE

There is no question that we live in a turbulent time where the behavior of people in civil society is challenged at every turn. For psychologists Sherry Hatcher and Kristine Jacquin, this raises an important question: Could psychology ethics offer a new platform of moral and ethical leadership in modern society? Are APA ethics standards relevant for individuals across all walks of life and, if so, what stories can be told about the ethical dilemmas that we all face on a daily basis? These questions form the core of this book.

Based on contributions from 12 authors, the book addresses a wide range of common ethical issues, including confidentiality, multiple relationships, conflicts of interest, sexual and other harassment, informed consent, interference of personal problems, privacy issues, exploitation, plagiarism and unfair discrimination. The book is based on a study of 133 participants across the United States, including firefighters, teachers, law enforcement professionals, taxi drivers, chefs, homemakers, students, physicians, nurses, home caregivers, business professionals, artists and musicians. These participants provided thoughtful and often moving narratives about ethical dilemmas they faced at work or in their personal lives.

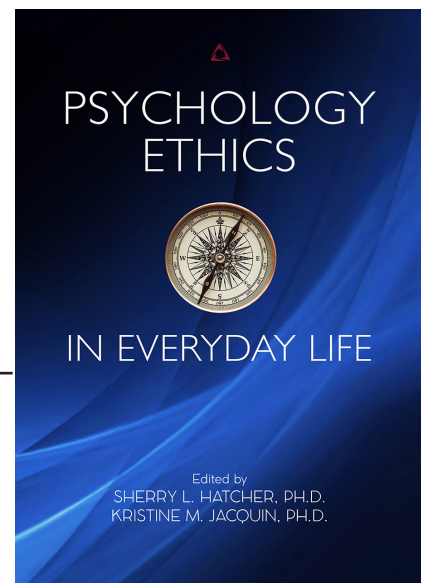
Especially in an era of increasing social tensions, *Psychology Ethics in Everyday Life* is a deeply valuable contribution to helping us understand and resolve the great ethical issues of our time.



Dr. Sherry L. Hatcher, is a clinical psychologist in the psychology program at Fielding Graduate University.



Dr. Jacquin is the Psychology Department Chair at Fielding Graduate University.



"As an expert in psychology ethics, I found that this book provides a fascinating mirror for psychologists to better appreciate the broader applicability and universality of our fundamental ethical standards."

—Erica H. Wise, Ph.D.,
University of North Carolina at
Chapel Hill

"This fascinating book explores how non-psychologists engage with the ideas of ethics as initially written for psychologists in our Ethics Code... The book is complex, rich, and thoughtful, something for non-psychologists to enjoy and learn from."

—Susan G. Goldberg, Ph.D.,
Parkhurst Associates Mental
Health Services

Psychology Ethics in Everyday Life
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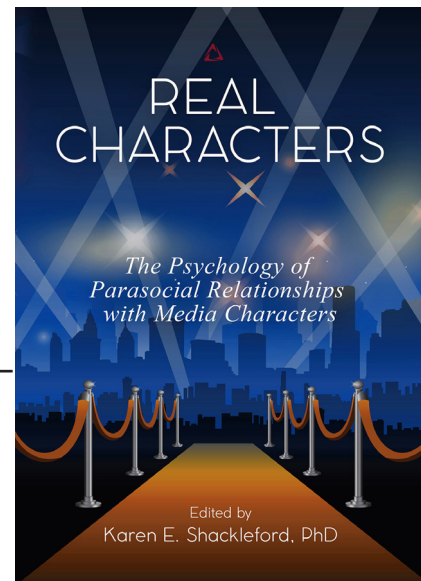
REAL CHARACTERS

*The psychology of parasocial relationships
with media characters*

KAREN SHACKLEFORD

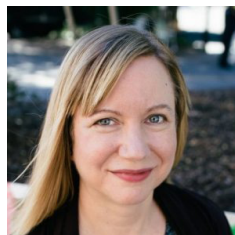
NEW RESEARCH SHOWS THAT FANTASY CHARACTERS CAN INFLUENCE OUR THOUGHTS AND FEELINGS

This book explores the unique relationship between viewers and fictional characters in TV, film and social media. Edited by Dr. Karen Shackleford, the book showcases the research of leading scholars and practitioners who understand what fictional characters mean to us from a psychological perspective. As a result of the pandemic, many people have embraced the escapism afforded by streaming services such as Netflix, Amazon Prime, Apple Plus and Disney Plus, strengthening the role that media characters play in their lives. All of us have felt a strong connection to particular stories and characters, whether from literature, films, television, theater, or other media phenomena. The book shows why that is: because these characters serve as models and avatars that prompt us to consider our relationships, our identities and our values. Today, in an age of streaming video and social media, the role of fictional stories and characters is more pervasive than ever. Throughout the book, the authors take us inside the human mind, revealing how these connections can benefit us as social creatures, and help us to see our own experiences with fictional characters in a new and fascinating light. With 23 contributing authors from universities in the US, Canada and Great Britain, Real Characters is the collaborative product of leading experts in social psychology, media psychology, and communications theory.



"This book can be enjoyed by anyone who wants to know how characters impact our lives, and it is a must-read for scholars interested in the concepts of identification and parasocial relationships."

Dr. Karen Shackleford is
faculty of Media Psychology at
Fielding Graduate University.



Real Characters

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COLORISM

Investigating a Global Phenomenon

KAMILA M. WOODSON

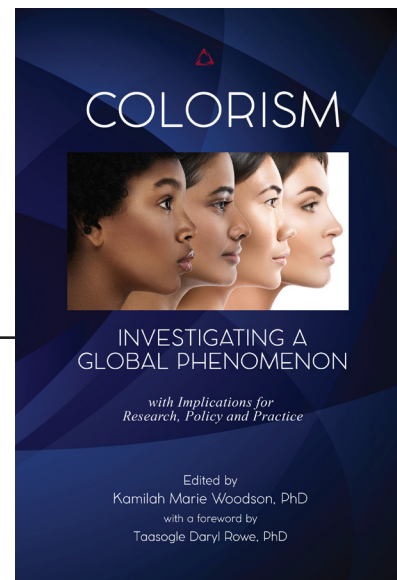
EXAMINING THE ROOTS OF COLORISM IN MODERN SOCIETY, NOT ONLY IN NORTH AMERICA BUT AROUND THE WORLD.

This volume provides penetrating insights into the historical, social, cultural, and personal challenges of people of color—including those of either African, Latino and Indian/Asian ancestry. While colorism has traditionally been defined in terms of prejudice or discrimination relative to skin color, this 400-page reference work argues that colorism differs from racism in that it is observed *between* different social groups as well as *within* one's own ethnic group, it is multifaceted. As such, the main objective of this volume is to provide a comprehensive reference on the history, scope, trends, and implications of colorism. This includes topics such as (1) the acknowledgment of the continuing role of the European aesthetic, such as hair texture/length, body image, and perceived attractiveness; (2) a recognition that colorism not only impacts Africans in America but people of color around the world; and (3) an understanding of colorism as a phenomenon that takes root in family dynamics and spreads throughout society. In that sense, colorism is a far more complex and pervasive global phenomenon than was previously posited, not only for its toxic corollaries, but also for its impact on self-esteem and core sense of self.

"Colorism" is the outflow of an ambitious, multi-year effort led by Dr. Kamilah Woodson involving a cadre of scholars from Howard University, Fielding Graduate University, Texas Southern University, Virginia Commonwealth University, Grambling State University, The University of North Texas, The Chicago School of Professional Psychology, Winston-Salem University, Morgan State University, Louisiana State University, the University of the District of Columbia, and other leading institutions.



Dr. Kamilah M. Woodson is Professor in the Counseling Psychology Ph.D. Program at Howard University.



"Dr. Kamilah Woodson has taken on the impressive task of deconstructing the colorism component of the 'racist racial race paradigm.'"

—Na'im Akbar,
Past President of The Association
of Black Psychologists

"No course instructor should dare to teach his/her race related class without using this essential compendium."

—James C. Wadley,
Professor & Chair of Counseling,
Lincoln University

Colorism: Investigating a Global Phenomenon

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LEONARDO DA VINCI'S MONA LISA: NEW PERSPECTIVES

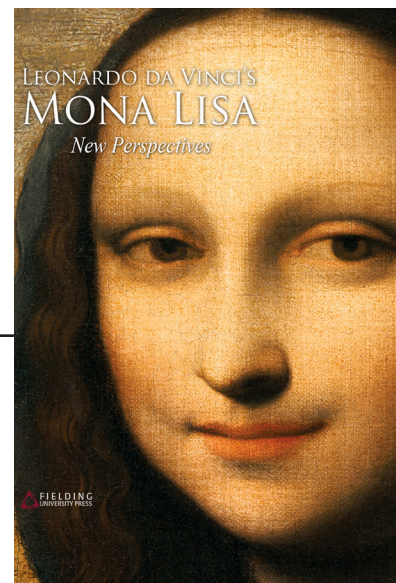
*Resolving the Mystery of the World's Most
Famous Painting*

JEAN-PIERRE ISBOUTS

ELEVEN SCHOLARS PRESENT COMPELLING EVIDENCE THAT LEONARDO PAINTED TWO VERSIONS OF THE MONA LISA

Art historians have long debated the question why our sources about the *Mona Lisa* portrait provide conflicting information. This monograph presents a solution: our 16th century sources don't agree because they are not talking about the same painting. If we consider this possibility, that Leonardo painted not one but two versions of the *Mona Lisa*, then all of these problems begin to resolve themselves. In fact, Leonardo would often return to a motif or composition for a variety of reasons. Thus, there are at least two versions of *The Virgin of the Rocks*, painted by Leonardo with the De Predis brothers in Milan, and two versions of the *Madonna of the Yarnwinder*, painted by Leonardo with his assistants in Florence. In other words, the proposition that Leonardo may have painted not one, but two versions of the *Mona Lisa* is by no means far-fetched. Nonetheless, it also raises an important question. If Leonardo did paint an earlier version in addition to the Louvre *Mona Lisa*, where is this portrait today?

The answers to these questions are provided by scholars from around the world, including Prof. John Asmus of the University of California at San Diego; Prof. Vadim Parfenov at the State Electrotechnical University in St. Petersburg, Russia; Prof. Átila Soares da Costa Filho of the Universidade Cândido Mendes in Rio de Janeiro, Brazil; Prof. Jason Halter of the University of Michigan; Prof. Robert Meyrick of Aberystwyth University; noted art critic Gérard Boudin de l'Arche; and two prominent artists, Albert Sauter and Joe Mullins.



"This elegant read separates the work and legacy from the man of mystery, and in doing so provides an enjoyable stroll through some of the highlights of art history."

—GoodReads

"If you love art and history, this is an excellent read that you're sure to enjoy. It's well-researched and engaging."

—Manhattan Book Review



Dr. Jean-Pierre Isbouts
is an art historian and
Professor Emeritus
at Fielding Graduate
University.

*Leonardo da Vinci's Mona Lisa:
New Perspectives*
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INNOVATIONS IN LEADERSHIP COACHING

*The Research and Practice of Modern
Executive Coaching*

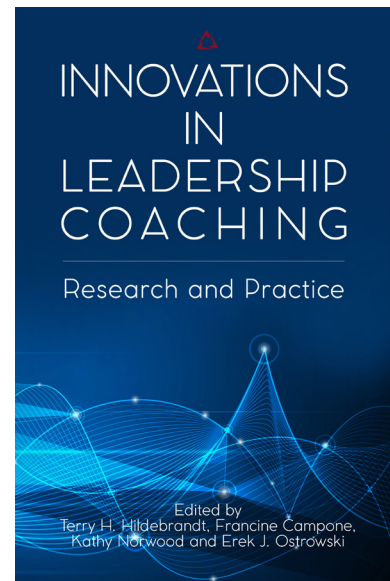
TERRY HILDEBRANDT WITH FRANCINE
COMPONE, KATHY NORWOOD AND
EREK OSTROWSKI

A MAJOR REFERENCE WORK FOR THE MODERN PRACTICE OF EXECUTIVE COACHING

Today, the need for effective leadership coaching is more urgent than ever. In response, this book offers a broad and multi-disciplinary overview of coaching in the twenty-first century, with contributions from 27 leading coaches and coach educators across North America, Europe and Asia. It is organized in 5 sections. Part I offers an overview of the “ancestors” of coaching, whose theories and practices have informed coaching from its beginnings. Part II consists of five chapters including research, theories, and models that inform coaching with leaders and executives. Part III includes four chapters focused on a variety of theories, research, and techniques that enable transformational change with coaching clients. Part IV includes four chapters focused on coaching in an organizational or group context. Part V includes three chapters covering research and applied theory for educating and developing professional coaches.

The book is particularly valuable for practicing coaches, who will appreciate innovations in both coaching theory and practice of immediate relevance for their clients; researchers, who will value new case studies using qualitative and quantitative methodologies in multiple coaching contexts; coach educators, who will find fresh perspectives and new materials to include in their training programs; and coaching students, who will gain a deeper appreciation of the theories underpinning evidence-based coaching.

Terry H. Hildebrandt, PhD, MCC,
MCEC is a certified executive
coach, organization development
consultant, and coach educator.



*“If Coaching is what you do and a
Coach is who you say you are, this
book connects the dots.”*

—Kathryn Kee, PCC,
Results Coaching Global

*“With apologies to Maslow, this
new monograph from the Fielding
University Press meets all the basic
needs of current coaches and
educators.”*

—Lois H. Kahn-Feuer, PhD

*“This monograph provides a twenty-
first century perspective on coaching
principles, practices, and impacts.”*

—Dr. Damian Goldvarg,
Past Global President,
International Coach Federation

Innovations in Leadership Coaching
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LIVING WELL, DYING WELL

A New Approach to Living and Dying in America

JUDY STEVENS-LONG AND DOHREA BARDELL

MAKING THE BEST CHOICES FOR ENSURING THAT THE LAST YEARS OF LIFE WILL BE SATISFYING

Attitudes to death and dying are changing in the United States. Today, we are living longer, yet with the acute awareness that what we do now will affect our remaining time. Prompted by a big push from baby boomers, our society is moving towards a culture that provides a greater array of positive choices in the final phase of our lives. This should inspire all of us to find new ways to create joy and comfort until the very last moment of life.

Written by Social Sciences Professor Dr. Judy Stevens-Long, author of the bestselling book *Adult Life*, with Dr. Dohrea Bardell, a Fellow at the Institute for Social Innovation, this book contains all the information you need to ensure that the last years of your life, or the life of someone you love, will be as satisfying, comfortable, and as productive as possible.

Living Well, Dying Well

*A practical guide to choices,
costs, and consequences*



Judy Stevens-Long, PhD
and Dohrea Bardell, PhD

"Written by a professor of human development and an accomplished author and her graduate student, this is a book that should be read by everyone. It addresses the need to educate ourselves and to have active conversations with our loved ones and with our doctors and healthcare professionals."

—Steven Hassan, PhD.



Dr. Judy Stevens-Long is Professor Emerita in Human and Organizational Development at Fielding Graduate University.



For over 30 years, Dr. Dohrea Bardell has straddled both the biological and the social sciences.

Living Well, Dying Well
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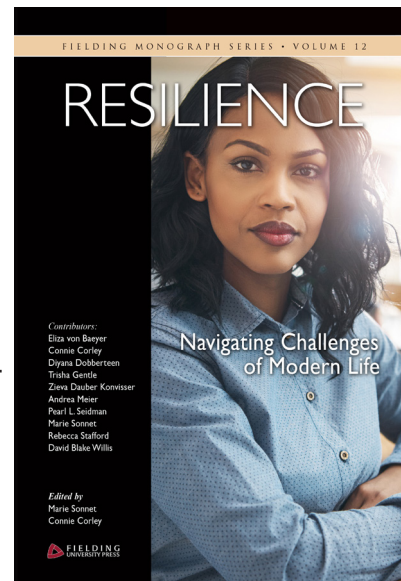
RESILIENCE

Navigating Challenges of Modern Life

CONNIE CORLEY AND MARIE SONNET

UNDERSTANDING THE ROLE OF RESILIENCE IN RELATIONSHIPS AND MODERN COMMUNITIES

Today, the idea of being “resilient” or “building resilience” has become a common feature of modern life. In popular and academic literature, increasing resilience is promoted as a desirable goal for not only individuals, but also organizations, communities—even our planet. But what is resilience, really? To answer that question, both practitioners and scholars need to better engage with real-life situations, rather than pure theory. That is the purpose of this book. It presents six articles by ten authors who use original academic and field research to analyze and discuss core aspects of resilience in practice, deepening our understanding of this profound and promising human attribute. For example, one paradox of resilience is that it is most visible amid tension, turbulence, and trauma. Another is that its growth is often the result of adversity. All of these issues are raised as our authors discuss resilience as both an adaptive and transformative characteristic, not only in interpersonal relationships but also within modern communities and organizations.



This book offers the scholar, educator, and practitioner a scan of how the properties of resilient people and systems work, increasing our awareness of the complexity and variety of the resilience concept.



Dr. Connie Corley leads the doctoral concentration in Creative Longevity and Wisdom at Fielding Graduate University.



Dr. Marie Sonnet continues her research at Fielding and is the Principal at Sonnet Organization Consulting.

Resilience: Navigating Challenges of Modern Life

Fielding Monograph Series Softcover

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UNDERSTANDING THE FRONTAL LOBE OF THE BRAIN

Fractioning the Prefrontal Lobes and the Associated Executive Functions

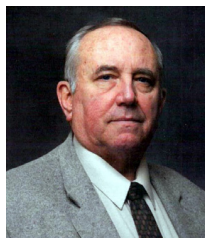
HENRY V. SOPER, K. DRORIT GAINES, TONYA COMSTOCK AND ROBIN E. KISSINGER

A NEW INVESTIGATION OF PREFRONTAL FUNCTIONALITY

Understanding the Frontal Lobes of the Brain, by Drs. Soper, Comstock, Kissinger, and Gaines takes a new look at the functioning of an area of the brain, which has not been well understood in the past. In fact, until relatively recently, it has been considered a silent area of the brain. Although the prefrontal area has been associated with executive functioning, some are now saying that executive functions include non-prefrontal areas. The book establishes that in fact the prefrontal areas are the seat of executive functioning, although other areas have a role in the final production of these functions.

One difficulty is that executive functions have not been well defined. The book takes a look at the functional neuroanatomy and evolution of the prefrontal areas to provide a glimpse at what their functions might be and to come up with a definition of executive functions. From the neuroanatomy it can be derived that these prefrontal areas integrate sensory, affective, reinforcement, and memory information from the rest of the brain to guide the motor system to make the most appropriate response given the information available. Further, this analysis produced four distinct prefrontal areas, the dorsolateral, ventrolateral, orbital, and medial ACC, each with a primary focus; sensory information for the dorsolateral, affective information for the medial ACC, and various information about reinforcement and memory for the other two areas. Each of these four areas is discussed in detail.

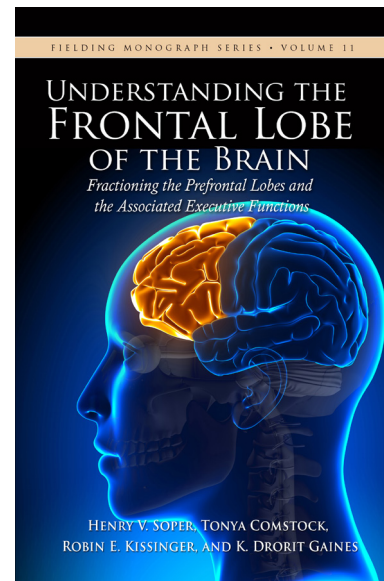
The book is intended for those who work clinically with neurologically impaired patients, to include psychologists, neurologists, neuropsychologists, and others who work with patient who suffer from prefrontal difficulties, including executive dysfunction.



Until his untimely passing in 2020, Dr. Henry V. Soper was Chief Fellow of Neuropsychology at UCLA and faculty at Fielding's Clinical Psychology Program.



Dr. Drorit Gaines serves as clinical faculty at the UCLA Department of Pediatrics and is CEO of NeuroHealth, LLC.



The book takes a look at the functional neuroanatomy and evolution of the prefrontal areas to provide a glimpse at what their functions might be and to come up with a definition of executive functions.

Understanding the Frontal Lobe of the Brain

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THE FIELDING SCHOLAR-PRACTITIONER

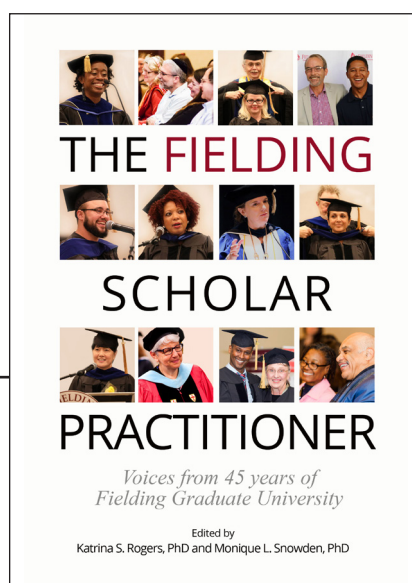
Voices from 45 years of Fielding Graduate University

KATRINA S. ROGERS AND MONIQUE SNOWDEN

TESTIMONIALS FROM ALUMNI, STUDENTS, FACULTY AND STAFF

This is a collection of essays, memoirs and research articles that capture the unique role of Fielding Graduate University as one of the nation's oldest graduate institutions for mid-career learners. Long before there was an Internet, Fielding pioneered the concept of a distributed university—a place where adult learners could leverage their professional and academic experience to aspire to doctoral and other graduate degrees, without having to leave their home or place of work.

This monograph illustrates adult transformational learning, from alumni describing how evolving into “scholar-practitioners” inspired their life's work to faculty members recounting how Fielding took shape amid a culture of scholarship and social justice. The book also includes discussions about the transformative power of adult education, the creation of new scholarly disciplines, and the role of mentoring in learning. Together, these stories provide a sampling of the rich, complex tapestry that is Fielding.



“This book highlights a community where students become learners and where learners become effective and compassionate citizens of the world, committed not just to apply their knowledge to their vocations but their hearts to the cause of a just and humane world.”

—Michael B. Goldstein,
former Associate Vice Chancellor,
University of Illinois at Chicago



Dr. Katrina S. Rogers is
President of Fielding Graduate
University in Santa Barbara, CA.



Dr. Monique L. Snowden is
senior vice chancellor at the
University of Colorado Denver.

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