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About the Contributors

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About the Contributors

Susan Gere

Professor and Division Director of Counseling and Psychology, Core Faculty and a clinician and consultant in the community. Gere's research and teaching interests are in integrative approaches to trauma treatment; understanding the impact of adverse life experience on adult learning; and mental health consultation in clinical, educational, organizational, and community settings.

Julia Byers

Professor Emerita and was the former Expressive Therapy Division Director at Lesley University. With over 35 years of professional experience in Expressive Therapy and Mental Health Counseling, Byers has worked in over 20 countries, primarily focused on crisis intervention, training, and research. Julia brings her decades of experience to the EDI Institute in helping to set our overall strategy, and to lead our EDI education and support services.

Joan Drescher

Fellow at the Institute for Body, Mind and Spirituality at Lesley University, Boston MA; a certified Spiritual Director from the Claritas Institute in Boulder CO; and author/illustrator of more than 25 children's books.

Lily Fessenden

Teaches in the MS in Ecological Teaching and Learning Program. Her PhD in the Humanities focused on transformative learning and change and her dissertation was a cooperative inquiry exploring the experience of interbeing. She was faculty and executive director of the Geocommons College Program, a study abroad experience focused on communities working towards a sustainable future, and also directed the Northeast Initiative, an outreach program of The White Mountain School helping secondary schools integrate sustainability into their school improvement efforts.

Dicki Johnson

Co-founder of the acute trauma response and intervention, CBI. For the past 25 years, in her career as a dance therapist, she has created international healing rituals for children isolated by developmental and neurological disorders and exposure to conflict and natural

disaster. She continues to guide children, caregivers, and dancers of all ages with her Isadora inspired workshops and trainings.

Joan Klagsbrun

Currently works at the Department of Counseling Psychology, Lesley University. Joan does research in Clinical Psychology, Health Psychology and Positive Psychology. Their most recent publication is Finding Sanctuary in a Stressful Environment The Use of Clearing a Space to Enhance Learning for College and Graduate Students.'

Vivien Marcow Speiser

Board Certified Dance/Movement Therapist (BC-DMT), a Licensed Mental Health Counselor (LMHC), National Certified Counselor (NCC), and a Registered Expressive Arts Therapist (REAT). She has directed and taught in programs across the United States and internationally and has used the arts as a way of communicating across borders and across cultures. Her expertise lies in the areas of working with trauma and cross-cultural conflict resolution through the arts and she has worked extensively with groups in the Middle East and in South Africa.

Nathaniel Mays

Dean of Student Life and Academic Development at Lesley University. Prior to joining Lesley in the summer of 2004, Dr. Mays served in several Student Affairs positions at Brandeis University. His work in higher education has focused on building a safe, respectful, vibrant, and engaged community of students, faculty, and staff from various walks of life with the express purposes of fostering an environment that encourages learning and an appreciation of campus community.

Marion Nesbit

Studied public interest law and policy through participation in coursework and an internship at the University of Texas Law School in the fields of child and family law, educational law, privacy rights, and juvenile justice. Nesbit's research is dedicated to the scholarship of teaching and learning. From perspectives of leader/mentor/ colleague, she addresses higher education pedagogy, thesis development, and thesis advisement as well as institutional partnerships in program development and evaluation. She has focused on the relationship of cultural factors and life transitions in educational achievement and on psychosocial and organizational factors in teaching and advisement that contribute to student success.

Jana Van der Veer

Writer pursuing an MFA in writing for young people at Lesley University in Cambridge, MA and is a program administrator.

Jared D. Kass,

Professor in the Division of Counseling and Psychology, Graduate School of Arts and Social Sciences at Lesley University. He is a senior faculty member of the Holistic Studies specialization, where he trains mental health clinicians to practice trauma-informed, culturally-responsive, mind-body behavioral health. Kass conducts a prevention-oriented research program that investigates the development of pro-social, health-promoting attitudes and behaviors in emerging adults. Most recently, he has developed and tested an engaged learning curriculum for higher education.

Dr. Estrella

Expressive Arts Therapy Program Coordinator in the Expressive Therapies Division at Lesley University. As a Music Therapist and Art Therapist, Estrella's work has focused on developing an integrated arts approach to counseling and psychotherapy, and she has spent much of the past 15 years focused on developing competencies and integrating theory in Expressive Arts Therapy. Estrella has an interest in training, clinical practice, and supervision of Expressive Therapies; multicultural approaches to Expressive Therapies; psychodynamic psychotherapy and supervision and its applications to Expressive Therapies; and social action and activism through the arts, particularly when integrated with therapeutic practice.

Cheryl A. Giles

Extensive experience in the treatment of children, adolescents, and their families with significant mental illness, high-risk behaviors, and traumatic stress. Her primary research interests are identifying the role of risk and resilience in developing healthy adolescents, exploring the impact of contemplative care for the dying, and increasing awareness of healthcare disparities of African-Americans. A core faculty member of the Buddhist Ministry Initiative, Professor Giles received training and certification in end-of-life care from the Being With Dying program and G.R.A.C.E.: Training in Compassion-Based Interactions in the Clinical/Patient Encounter at Upaya Zen Center.

Farid Esack

South African Muslim scholar, writer, and political activist known for his opposition to apartheid, his appointment by Nelson Mandela as a gender equity commissioner, and his work for inter-religious dialogue. He has published on Islam, Gender, Liberation Theology, Interfaith Relations, and Qur'anic Hermeneutics and currently works on the Qur'an and socio-economic justice and in developing a niche at UJ for the Study of Islam, Decolonization and Liberation. Esack has taught at the Universities of Western Cape, and Hamburg, the College of William & Mary and Union Theological Seminary (NY) and at Xavier University in Cincinnati.

John Woodall

Board Certified Psychiatrist formerly of the faculty of Harvard Medical School and the Founder and Director of the Unity Project, a resilience learning system that was developed to promote resilient strengths in youth.