**Degrees, Certifications, Titles, and Associations: R. Floyd Lindquist**

**(Current, as of April 2, 2024)**

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# Titles

## Counseling

|  |  |
| --- | --- |
| 1. Dr. of Law and Policy (DLP) 2. Dr. of Psychology (PsyD) 3. Dr. of Thanatology (PhD) 4. Expert in Resilience & Recovery Against Trauma, Crisis, and Addiction 5. UCBT (Unlocked Cognitive Behavioral Therapist; PhD, PsyD, MA, MS) 6. NBCBA (Non-Board-Certified Behavior Analyst; PhD, PsyD, MA, MS) | 1. UPC (Unlocked Professional Counselor; PhD, PsyD, MA, MS) 2. PSI (Professional Suicide Interventionist) 3. OCSIS (Online Counseling and Suicide Intervention Specialist) 4. UPH (Unlocked Professional Hypnotherapist) 5. UMT: MT-NBC (Unlocked Musical Therapist: Musical Therapist–Not Board Certified) |

## Law

1. Expert in Policy Analysis (DLP)
2. Expert in Legal Analysis and Compliance (DLP, JM, BS)
3. Lawyer (Non-Attorney) (DLP, JM, BS)

## Health

1. Expert in Nutrition and Public Health (MPH, MS)
2. PT–PC (Personal Trainer–Previously Certified)
3. MT–PC (Massage Therapist–Previously Certified)

# Degrees

|  |  |
| --- | --- |
| 1. PhD, Thanatology 2. PsyD, Psychology 3. DLP (Doctor of Law and Policy) 4. MPH, Nutrition and Epidemiology 5. MBA, Business (finance emphasis) | 1. MS, Nutrition 2. MA, Counseling 3. JM, Law 4. BS, Law 5. Finance (planning) |

Current Undertakings: JD (Juris Doctorate); MA (Professional Writing)

# Certifications (completion *is* verifiable by organization)

## Health (H)

|  |  |  |
| --- | --- | --- |
| **#** | **H Certification** | **Organization** |
| **1** | Anatomy (Chest, Neck, Abdomen, and Pelvis) | Yale |
| **2** | Anatomy (Upper and Lower Extremities) | “ |
| **3** | Breast Cancer (intro) | “ |
| **4** | **Climate** |  |
| **4.1** | Climate Adaptation for Human Health | Yale |
| **4.2** | Climate Change (Health Effects of) | Harvard |
| **4.3** | Climate Change and Health (introduction) | Yale |
| **4.4** | Climate Change and Health (communicating it) | “ |
| **4.5** | Climate Change and Health (From Science to Action Specialization) | “ |
| **4.6** | Climate Change (Modeling) | U of Chicago |
| **5** | Fitness Training | (previously: NASM, ACE, NSCA) |
| **6** | Global Health (Essentials of) | Yale |
| **7** | Health Behavior Change: From Evidence to Action | “ |
| **8** | High Risk Chief Complaints (What Every Provider Should Know) | Stanford |
| **9** | Medical Research (Understanding): Your Facebook Friend is Wrong | Yale |
| **10** | Medical Software | “ |
| **11** | Massage (CMT) | Mueller College of Holistic Studies |
| **12** | Science of Well-Being | Yale |

## Mental Health (MH)

| **#** | **MH Certification** | **Organization** |
| --- | --- | --- |
| **1** | **Autism** |  |
| **1.1** | Autism 101 | Autism Society of America |
| **1.2** | Foundations of Evidence-Based Strategies | OCALI |
| **1.3** | Many Faces of Autism | “ |
| **1.4** | Serving Library Users on the Autism Spectrum | PALS |
| **2** | Combating Physician Burnout | Medscape |
| **3** | Crisis Resource Management | Columbia |
| **4** | Family Engagement in Education | Harvard |
| **5** | Hypnosis | Since the late 90s, I've been an occasionally-practicing professional hypnotist (suggestive, Ericksonian, and cognitive-behavioral) |
| **6** | Mental Health and Nutrition | U of Canterbury |
| **7** | Opioid Crisis in America | Harvard |
| **8** | Personal Finance | Indiana University |
| **9** | Prison Library as an Agent of Rehabilitative Change | ASGCLA/ALA |
| **10** | **Suicide** |  |
| **10.1** | QPR (Question, Persuade, Refer) Gatekeeper (suicide prevention) | QPR Institute |
| **10.2** | OCSIS: Online Counseling Suicide Intervention Specialist | “ |
| **10.3** | Physician Burnout (Combating) | Medscape |
| **11** | **Medical Best-Practices (CMEs)** | **Medscape** |
| **11.1** | Coding: What You Need to Know for Optimal Payment |  |
| **11.2** | Creating a Productive and Motivated Staff |  |
| **11.3** | Dealing With Difficult Patients |  |
| **11.4** | Debt Management: Physician's Guide |  |
| **11.5** | Doctors and the Internet: Boost Your Reputation and Career |  |
| **11.6** | EHRs: Improve Your Practice |  |
| **11.7** | EHRs: Overcoming the Challenges |  |
| **11.8** | Finance: Accounting and Profitability |  |
| **11.9** | Finance (Personal): Planning Your Future |  |
| **11.10** | Finding the Right Physician Job |  |
| **11.11** | Insurance (Revenue & Reimbursement) |  |
| **11.12** | Leadership (How to Become an Effective Leader) |  |
| **11.13** | Malpractice: What to Do if You Get Sued |  |
| **11.14** | Medical Ethics |  |
| **11.15** | Medical Practice and the Law |  |
| **11.16** | Negotiating and Getting Paid by Insurers |  |
| **11.17** | Physician Burnout (Combating) |  |
| **11.18** | Physician Payment Incentives, Bonuses, and RVUs |  |
| **11.19** | Physician Safety Nets |  |
| **11.20** | Reimbursement: New Payment Models |  |
| **11.21** | Sexual Harassment in the Medical Workplace (Dealing With) |  |
| **11.22** | Strategy: Running a Successful Business |  |
| **11.23** | Telemedicine: Can It Help Your Practice? |  |
| **11.24** | What It's Really Like for Physicians to Work for a Hospital |  |
| **11.25** | Working as a Locum Tenens: A Career Path for You? |  |

## Law (L)

| **#** | **L Certification** | **Organization** |
| --- | --- | --- |
| **1** | Addressing the Legal Information Needs of Immigrants and Non-Native Speakers | Nebraska Library Commission |
| **2** | America's Unwritten Constitution | Yale |
| **3** | Bioethics: The Law, Medicine, and Ethics of Reproductive Technologies and Genetics | Harvard |
| **4** | Bioethics | Georgetown |
| **4** | Civil Rights in American History | Hillsdale College |
| **5** | Comparative Equality and Anti-Discrimination Law | Stanford |
| **6** | Contract Law (American) (I and II) | Yale |
| **7** | Contract Law: From Trust to Promise to Contract | Harvard |
| **8** | Indigenous Peoples' Rights | Columbia |
| **9** | Open Justice | NYU |
| **10** | **Legal Research** | **Thomson Reuters** |
| **10.1** | Legal Research (Foundations; Essential; Advanced; Litigation) |  |
| **10.2** | Prepare to Practice |  |
| **10.3** | Transactional Law |  |
| **11** | Moral Foundations of Politics | Yale |
| **12** | Public Policy: Social, Economic, and Foreign Policies | Harvard |
| **13** | Terrorism and Counterterrorism | Georgetown |

## Teaching, Learning, Communication (TLC)

| **#** | **TLC Certification** | **Organization** |
| --- | --- | --- |
| **1** | Balancing Books and Social Issues: Homelessness and Trauma | InfoPeople |
| **2** | Doing the Work Externally and Internally: Race, Equity, Diversity and Inclusion | Web Junction |
| **3** | Financial Markets | Yale |
| **4** | Global Financial Crisis (The 2008-2009) | “ |
| **5** | Inclusive Teaching: Supporting All Students in the College Classroom | Columbia |
| **6** | Moralities of Everyday Life | Yale |
| **7** | Music and Social Interaction | “ |
| **8** | Negotiation (intro): A Strategic Playbook for Becoming a Principled and Persuasive Negotiator | “ |
| **9** | Providing Access to the Good Life for the Disabled | Nebraska Library Commission |
| **10** | Qualitative Research Methods: Conversational Interviewing | MIT |
| **11** | **Religions & Ecology** | **Yale** |
| **11.1** | Christianity & Ecology |  |
| **11.2** | East Asian Religions & Ecology |  |
| **11.3** | Indigenous Religions & Ecology |  |
| **11.4** | Religions and Ecology: Restoring the Earth Community Specialization |  |
| **11.5** | Western Religions & Ecology |  |
| **12** | Science of Parenting | UCSD |
| **13** | Strengthen Equity, Diversity, and Inclusion Practice Through Self-Paced Learning | Web Junction |
| **14** | Teaching & Learning in the Diverse Classroom | Cornell |
| **15** | Understanding Classroom Interaction | U of Pennsylvania |
| **16** | Using Social Media as a Tool to Advocate Diversity and Inclusion | InfoPeople |
| **17** | We Know Equity, Diversity, and Inclusion are Important...Now What? | “ |

# Completed Programs and Classes (completion *is not* verifiable by organization)

## Health (H)

| **#** | **H Program or Class** | **Organization** |
| --- | --- | --- |
| **1** | Epidemics (1-4) | U of Hong Kong |
| **2** | Health and Society | Harvard |
| **3** | Improving Global Health: Focusing on Quality and Safety | “ |

## Mental Health (MH)

| **#** | **MH Program or Class** | **Organization** |
| --- | --- | --- |
| **1** | Empathy and Emotional Intelligence at Work | Berkeley |
| **2** | Foundations of Happiness at Work | “ |
| **3** | Mindfulness and Resilience to Stress at Work | “ |
| **4** | Happier Employees and Return-On-Investment | U of Texas, Austin |

## Law (L)

| **#** | **L Program or Class** | **Organization** |
| --- | --- | --- |
| **1** | Civil Liberties | Princeton |
| **2** | Constitutional Interpretation | “ |
| **3** | Intellectual Property Law and Policy | U of Pennsylvania |

## Teaching, Learning, Communication (TLC)

| **#** | **TLC Program or Class** | **Organization** |
| --- | --- | --- |
| **1** | Cornell | Advancing Learning Through Evidence-Based STEM Teaching |
| **2** | Beyond Medical Histories: Gaining Insight from Patient Stories | Brown U |
| **3** | Causal Diagrams: Draw Your Assumptions Before Your Conclusions | Harvard |
| **4** | Critical Issues in Urban Education | U of Chicago |
| **5** | Demystifying Biomedical Big Data: A User’s Guide | Georgetown |
| **6** | Ethical Decision-making (Government and Political Issues) | “ |
| **7** | Ethical Decision-making (Cultural and Environmental Impact) | “ |
| **8** | Ethical Decision-making (Labor and Production Dilemmas) | “ |
| **9** | How to Speak | MIT |
| **10** | Knowledge Inference and Structure Discovery for Education | U of Pennsylvania |
| **11** | Nutrition Communication for Health Professionals: Key concepts | U of New Castle |
| **12** | Supporting Veteran Success in Higher Education | Columbia |
| **13** | Online and Blended Teaching | “ |
| **14** | Selling Ideas: How to Influence Others, and Get Your Message to Catch On | “ |
| **15** | Structuring Business Agreements for Success | Cornell |
| **16** | Systematic Reviews | Stanford |

## Society and Culture (S&C)

| **#** | **S&C Program or Class** | **Organization** |
| --- | --- | --- |
| **1** | **Comparative** | **MIT** |
| **1.1** | Ethnography |  |
| **1.2** | Digital Anthropology |  |
| **1.3** | History and Theory of Historic Preservation |  |
| **1.4** | Medicine, Religion and Politics in Africa and the African Diaspora |  |
| **1.5** | Black Matters: Introduction to Black Studies |  |
| **1.6** | Political Economy of Latin America |  |
| **1.7** | Political Economy of Chinese Reform |  |
| **1.8** | Democratization in Asia, Africa, and Latin America |  |
| **1.9** | Teaching and Learning: Cross-Cultural Perspectives |  |
| **1.10** | Power of Place: Media Technology, Youth, and City Design and Development |  |
| **1.11** | Race, Immigration, and Planning |  |
| **1.12** | Leadership and Empowerment: Resources from Graduate Women at MIT |  |
| **1.13** | Learning by Comparison: First World/Third World Cities |  |
| **1.14** | Law, Social Movements, and Public Policy: Comparative and International Experience |  |
| **2** | **Economics** | **MIT** |
| **2.1** | Strategy and Information |  |
| **2.2** | Game Theory |  |
| **2.3** | Psychology and Economics |  |
| **2.4** | Financial Crises |  |
| **2.5** | Capitalism and Its Critics |  |
| **2.6** | Development Economics: Microeconomic Issues and Policy Models |  |
| **3** | **Ethics** |  |
| **3.1** | Autism Theory and Technology | MIT |
| **3.2** | Becoming a More Equitable Educator: Mindsets and Practices | “ |
| **3.3** | Case Studies in Social and Ethical Responsibilities of Computing | “ |
| **3.5** | Corporate Social Responsibility (CSR): A Strategic Approach | U of Pennsylvania |
| **3.6** | Dilemmas in Bio-Medical Ethics: Playing God or Doing Good? | MIT |
| **3.7** | Education (meta): Looking Forward and Looking Back on Education | “ |
| **3.8** | Education (meta): Understanding and Evaluating Education | “ |
| **3.9** | Ethics of Memory | Brown University |
| **3.10** | Exploring Fairness in Machine Learning for International Development | MIT |
| **3.11** | From Poverty to Prosperity: Understanding Economic Development | Oxford |
| **3.12** | Global Inequality | Wellesley |
| **3.13** | Guidelines for Teaching @ MIT and Beyond | MIT |
| **3.14** | Intentional Public Disruptions: Art, Responsibility, and Pedagogy | “ |
| **3.15** | Jesus in Scripture and Tradition | Notre Dame |
| **3.16** | Justice | Harvard |
| **3.17** | Happiness in Leadership: Driving Team Success | “ |
| **3.18** | Moral Psychology | MIT |
| **3.19** | Nazi Germany and the Holocaust | “ |
| **3.20** | Poverty and Economic Security | “ |
| **3.21** | Poverty, Public Policy and Controversy | “ |
| **3.22** | Slavery and Human Trafficking in the 21st Century | “ |
| **3.23** | Reclaiming Broken Places: Introduction to Civic Ecology | Cornell |
| **3.24** | Quran, Intro: The Scripture of Islam | Notre Dame |
| **3.25** | Social and Ethical Responsibilities of Computing (SERC) | “ |
| **4** | **Identity** |  |
| **4.1** | Black Feminist Health Science Studies | MIT |
| **4.2** | Doing Gender and Why it Matters | U of Hong Kong |
| **4.3** | Feminist Thought | MIT |
| **4.3** | For Love and Money: Rethinking the Family | “ |
| **4.4** | Gender: Historical Perspectives | “ |
| **4.5** | Gender, Power, and International Development | “ |
| **4.6** | Gender, Power, Leadership, and the Workplace | “ |
| **4.7** | Gender, Race, and the Complexities of Science and Technology: A Problem-Based Learning Experiment | “ |
| **4.8** | Gender, Race, and the Construction of the American West | “ |
| **4.9** | Gender, Sexuality, and Society | “ |
| **4.10** | Identity and Difference | “ |
| **4.11** | New Culture of Gender: Queer France | “ |
| **4.12** | Passing: Flexibility in Race and Gender | “ |
| **4.13** | Psychology of Gender | “ |
| **4.14** | Queer Cinema and Visual Culture | “ |
| **4.15** | Race and Identity in American Literature: Keepin' it Real Fake | “ |
| **4.16** | Screen Women: Body Narratives in Popular American Film | “ |
| **4.17** | Sexual and Gender Identities | “ |
| **5** | **Law & Government** | **MIT** |
| **5.1** | Drugs, Politics, and Culture |  |
| **5.2** | Getting Things Implemented: Strategy, People, Performance, and Leadership |  |
| **5.3** | Law of Corporate Finance and Financial Markets |  |
| **5.4** | Law of Mergers and Acquisitions |  |
| **5.5** | Patents, Copyrights, and the Law of Intellectual Property |  |
| **5.6** | Prohibition and Permission |  |
| **5.7** | Solving Complex Problems |  |
| **5.8** | Trials in History |  |
| **5.9** | Work, Employment, and Industrial Relations Theory |  |
|  |  |  |
| **6** | **Technology** | **MIT** |
| **6.1** | Blended Learning Open Source Science or Math Studies (BLOSSOMS) |  |
| **6.2** | Computer Games and Simulations for Education and Exploration |  |
| **6.3** | Concept-Centered Teaching |  |
| **6.4** | Design Thinking for Leading and Learning |  |
| **6.5** | Launching Innovation in Schools |  |
| **6.6** | Nature of Constructionist Learning |  |
| **6.7** | Producing Educational Videos |  |
| **6.8** | RAISE (Responsible AI for Social Empowerment and Education) |  |
| **6.9** | STAR: Software Tools for Academics and Researchers |  |
| **6.10** | Technologies for Creative Learning |  |
| **6.11** | User-friendly Classroom |  |
| **6.12** | Visualization for Mathematics, Science, and Technology Education |  |

# Associations\*

## Counseling

1. American Counseling Association
2. American Association of Christian Counselors

## Law

1. American Bar Association
2. American Muslim Bar Association
3. Hennepin County Bar Association
4. Hispanic National Bar Association
5. Minnesota State Bar Association
6. National Association of Women Lawyers
7. National Italian American Bar Association
8. National Native American Bar Association
9. National Bar Association
10. Orange County Jewish Bar Association
11. Ramsey County Bar Association
12. Swiss Chinese Law Association

*\*Current, as of March 13, 2024*