

## **Sandra L. Lundahl, M.P.H., M.A.**

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### ***Profile***

Instructional design, development, and delivery. Online and face-to-face. Specializes in customized, rapid instructional design based on client needs with a focus on discerning and attaining core competencies, choosing among a wide range of instructional modalities, including self-instruction, mentoring, professional collaboration, just-in-time training and job aids, online learning, and onsite courses. Team leader focused on collaboration and quality assurance. Easy to work with, uplifting, creative, research-oriented, practical and attentive to detail and priorities. Content expertise in health, leadership, human development in the second half of life.

### ***Selected Accomplishments***

- Developed over 24 courses in higher education and 9 federally funded public health training programs with accompanying training plans, teacher guides, participant manuals, and reference materials.
- Conducted over 90 individual strategy sessions on course design with graduate school faculty members to align course outcomes with learning activities and formative and summative assessments.
- Facilitated professional collaboration to align outcomes, instructional strategies, and assessments for on-campus and online courses.
- Provided technical assistance to over 20 graduate faculty in changing from Moodle to Canvas learning management systems.

### ***Education***

- M.A., Instructional Systems Design, University of Maryland Baltimore County.
- M.P.H., Public Health, University of Michigan, Ann Arbor.
- B.A., Psychology and Sociology, State University of New York at Buffalo.

### ***Certifications***

Quality Matters: Applying the Quality Matters Rubric (APPQMR).  
Quality Matters: Certified Peer Reviewer in Higher Education (PRC).  
Quality Matters: Connecting Learning Objectives and Assessments.

### ***Technology Skills***

- Microsoft Office including Word, Publisher, Access, Excell.
- Canvas learning management system.
- WEB EX, ZOOM, Big Blue Button, and other video conferencing tools.
- Appropriate use of technology tools to attain learning outcomes.

## **Relevant Work Experience**

Visions, a private health education and public health consulting organization. 1995 to present  
Provides public health content expertise and instructional design in developing face-to-face and distance learning courses, training curricula, and educational materials. Designs and teaches community education programs in all aspects of health and human development.

Maryland University of Integrative Health, Laurel, Maryland. 2014 to 2016

### **Director of Faculty Development**

Worked with over 90 faculty members to create and revise courses following Quality Matters instructional design standards. Facilitated faculty study groups on cognitive sciences research. Developed over 24 online and on-campus courses in acupuncture, nutrition, health education, health and wellness coaching, yoga therapy, and herbal medicine.

### **Adjunct Faculty**

Created and taught Health Education Specialist I and II, an internship program for students seeking a Masters in Health Promotion.

AFYA, Inc. Laurel, Maryland. A federal contracting firm. 2002; 2005 to 2009

### **Training, Instructional Design and Development Specialist**

Designed a one-day, cross-cutting partnership development training for staff members of the National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention; taught evaluation of partnership development.

Created a learning community and designed in-service training for the Center for Substance Abuse Prevention (CSAP), Substance Abuse and Mental Health Services Administration (SAMHSA). Modules included: public health approach to substance abuse prevention, prevention research findings, systems thinking, cultural competency, sustainability of desired outcomes, and technical assistance skill building.

Designed the Therapeutic Communities (TC) Curriculum funded by the SAMHSA/Center for Substance Abuse Treatment (CSAT), the initial training of therapeutic community employees. The TC is a residential drug treatment program that views substance abuse as a disorder of the whole person and uses the distinctive community-as-method approach to treatment.

Wrote meeting reports for Office of Consumer Affairs, Center for Mental Health Services/ SAMHSA including regional consumer advisory meetings. Wrote *From Pain to Promise*, a report based on the Suicide Dialogue meeting held with suicide attempt survivors, family members, and health care providers funded by the Center for Mental Health Services/SAMHSA.

American Association of Suicidology, Washington, DC. 2003 to 2005  
*A not-for-profit organization of over 1,100 individuals and 150 organizations that promote research, public awareness programs, public education and training for professionals and volunteers.*

### **Instructional Design and Training Specialist**

Worked with expert clinicians to identify 24 core competencies for mental health care providers working with individuals at risk for suicide. Designed and developed the Assessment and Management of Suicide Risk (AMSR) Core Competencies Training Program. Created a one-hour training video using a simulated patient. Developed 3 case vignettes and scenarios, 17 resource sheets, over 12 experiential learning exercises, cultural competency considerations, personal action plan as an assessment and follow up activity. Wrote the trainer's guide and participant manual.

Developed the Suicide Prevention Community Core Competencies Curriculum (CCCC), a 13 module training for community groups in leadership and collaboration skills. Developed case studies, resource sheets, and experiential learning exercises. Wrote the trainer's guide and participant manual. Conducted training for Suicide Prevention Resource Center staff and community leaders in Pennsylvania, Western Maryland, and Massachusetts.

Identified core competencies for first responders (e.g., fire department and law enforcement personnel) in responding to suicide attempts and completions. Developed a 4-hour core competencies training program.

ROW Sciences, Inc., Rockville, Maryland. A federal contracting firm. 1999 to 2001; 1995 to 1997

### **Project Manager**

Provided policy analyses and sampling methodology technical assistance to SAMHSA/CSAP to help States meet the requirements of the Synar Amendment. Wrote guidance documents and the annual *Synar Report to Congress*. Developed and maintained an integrated web-based database.

### **Instructional Design Specialist**

Created the needs assessment process and training plan for the Comprehensive Cancer Control Leadership Institute for the National Training Center (NTC) funded by the Cancer Control and Prevention Program of the Centers for Disease Prevention and Control (CDC).

Designed the conversion of a face-to-face cross training program to an online tutorial for substance abuse, mental health, and corrections professionals funded by SAMHSA/CSAT.

Developed educational materials for the National High Blood Pressure Education Program.

Wrote *En Acción*, a training manual for the National Hispanic Leadership Initiative in Cancer.

Tabulated and analyzed data for proposed regulations by Food and Drug Administration (FDA) restricting the sale and advertising of tobacco products to minors.

Conducted needs assessments, developed training curricula and educational materials; created the training resource library and database for the National Training Center, Division of Cancer Prevention and Control at CDC.

Educational Services, Inc., Washington, D.C. A federal contracting firm. 1998 to 1999

### **Instructional Design Specialist**

Conducted social marketing research, designed and developed educational materials for middle school personnel for the BodyWise Eating Disorders Educational Campaign funded by the Office on Women's Health/ U.S. Public Health Service.

University Research Corporation, Bethesda, Maryland. A federal contracting firm. 1997 to 1998

### **Health Communications and Instructional Design Specialist**

Developed Coaching and Teambuilding, a 3 1/2-day 15-module training for the U.S. Agency for International Development. Wrote an issue paper on the quality design of job aids as a training strategy for improving work performance and enhancing formal training programs.

## ***Selected Curricula and Instructional Materials***

### **Curricula**

- *Clinical Skills Core Competencies Curriculum*, for mental health professionals working with individuals at risk for suicide, funded by the Center for Mental Health Services, SAMHSA, 2005, updated in 2008.
- *Learning Community Curriculum*, for substance abuse prevention professionals employed by the Center for Substance Abuse Prevention, Substance Abuse and Mental Health Administration (SAMHSA), 2007.
- *Community Core Competencies*, a 5-day, 10 module training program for individuals interested in developing comprehensive suicide prevention programs in their communities following the recommendations of The National Strategy for Suicide Prevention, funded by the Center for Mental Health Services, SAMHSA, 2004.
- *Therapeutic Communities Curriculum*, a 7-day, 11 module training program for staff members of Therapeutic Communities, funded by the Center for Substance Abuse Treatment, SAMHSA, 2003.
- *Coaching and Teambuilding*, a core curriculum developed for the Quality Assurance Program and funded by the U.S. Agency for International Development (US AID), December 1998.
- *Developing and Managing Community Health Worker Programs: Training for Success*, a curriculum and training manual designed for public education and outreach coordinators of the National Breast and Cervical Cancer Early Detection Program, Centers for Disease Control and Prevention (CDC), delivered in January 1998.
- *How to Design and Deliver Hands-On, Skills Building Clinical Breast Examination (CBE) Training*, an educational packet designed for coordinators of professional and clinical education as well as for trainers who conduct CBE training for health care providers, funded by CDC, June 1997.
- *Enhancing Training Design and Delivery Skills, Using CBE as a Model*, a curriculum and training manual designed for professional education coordinators of the National Breast and Cervical Cancer Early Detection Program, funded by CDC, delivered in June 1997.
- *Developing Effective Outreach Strategies for Older, Medically Underserved Women*, a curriculum and training manual designed for public education coordinators of the National Breast and Cervical Cancer Early Detection Program, funded by CDC, delivered in January 1997.

### **Papers, Reports, Educational Materials, and Guidance Documents**

- *Building Bridges: Suicide Prevention Dialogue. "From Pain to Promise,"* a report of a suicide dialogue with consumers, survivors, and providers, 2008.
- *Annual Synar Report to Congress* and related guidance documents, 2001.
- *BodyWise, Eating Disorders Information Packet* for Health Care Providers and Middle School Personnel, funded by the Office on Woman's Health, 1999.
- *Quality Design and Evaluation of Job Aids*, an issues paper written for the Quality Assurance Program, U.S. AID, October 1998.
- *En Acción Training Manual* to help community organizers and program planners develop a community-based health communication campaign to increase cancer awareness and preventive health behaviors in diverse populations, funded by the National Hispanic Leadership Initiative on Cancer, US Department of Health and Human Services, 1997.

### **Health Education Books**

- *Onward! With Spirit into the Full, Rich Wholeness of Life.* How timeless stories from around the world and throughout the ages play out in the life of one woman as she reflects backwards and forwards in

time. Describes the 7 stages of personal growth and spiritual development that are possible in the second half of life. 2016

- *Flourish! 4 Steps to Release Your Inner Sage*. A compelling new vision of the second half of life that requires taking 4 steps and adopting a new way of learning--from the inside-out. 2013