

# CURRICULUM VITAE

## KATHYSUE DOREY

BUFFALO & ALBANY, NEW YORK – USA

[doreyenterprises@roadrunner.com](mailto:doreyenterprises@roadrunner.com) • 716-491-4723

[doreyenterprises.com](http://doreyenterprises.com)

## EDUCATION

### **Ed.D – Traumatology Counseling / May 2025**

Liberty University – Lynchburg, VA [see Addendum B for Teaching Philosophy Statement]

Grade Point Average: 3.91/4.0 overall

### **M.S. – Creativity and Change Leadership / May 2013**

Center for Applied Imagination (formerly the International Center for Studies in Creativity)

Buffalo State University, Buffalo, NY – USA

Master's Project: *The Exploration into Achieving One Women's [sic] 'Freedom of Voice' as Relevant to Domestic Abuse through the Sciences of Creativity*

Grade Point Average: 4.0/4.0 overall

Awards: Recipient of *Firestien Family Creative Achievement Award*, *International Service-Learning Scholarship Award*, and *Dr. Mary Murdock Creative Spirit Scholarship Award*

**The Coaching Programme / 2010 – University of Manchester, CEL, Manchester, England**

**B.A. – Journalism / May 1984 – Buffalo State University College, Buffalo, NY – USA**

## TRAINING/COURSES/CERTIFICATIONS

- Cognitive Processing Therapy Training Course – 2023
- Psychological First Aid (PFA) – NCTSN / 2023
- Conflicts of Interest (ex. 1/2026); Social & Behavioral Researchers (ex. 1/2025) – CITI
- Healing the Wounds of Trauma – PESI / 2022
- NRA Certified Pistol Basic and Advanced Instructor (#261739049) / 2022
- Krav Maga Advanced Sr. Master Instructor – Amsterdam, NY / 2019-2017-2013-2010
- EQi 2.0® – EQ360 and EQi 2.0® Youth Version – London, England / 2012
- FourSight® Thinking Profile – Buffalo, NY / 2012
- Domestic & Sexual Violence Training – Springfield, MA / 2011
- Combatives Training – Wooster, OH / 2011
- Executive/Life Coach – Manchester, England / 2010

## PROFESSIONAL AFFILIATIONS

- *Student Affiliate*, Society for the Neuroscience of Creativity
- *Member*, The Science of Psychotherapy Academy
- *Lifetime Member*, Omega Nu Lambda National Honor Society

## PROGRAM DEVELOPMENT TARGETED GROUP POPULATIONS

- Domestic, sexual assault, violent crime, and human-trafficked trauma survivors
- Teens and young adults for anti-bullying and leadership development
- Higher education institutions for decreasing violence on and off campuses
- Incarcerated/recently paroled individuals for behavioral and spiritual reformation

## PROGRAM DEVELOPMENT

- The Dorey Method™ Program of Integrative Study
- The Freedom Legacy 5-Day Pilot Inquiry
- Wisdom Self-Defense for Senior Citizens
- 11-week self-defense course for Buffalo State International Students
- Self-Defense & Leadership Summer Camp for Young Adults
- Self-Defense/Leadership University Program with 3-credit SUNY course
- Courage Leadership and Anti-Bullying / Pilot Tested 2013-2015 in Albany, NY (USA)

## ONE-DAY WORKSHOP DEVELOPMENT & PRESENTATIONS

- *Shift Your Perspective in Mindfulness and Meta-Cognition*
- *Self-Protection Principles in the Workplace*
- *Challenge the Process Leadership Practices*
- *Superheroes Men's Emotional-Social Intelligence*
- *Live Your Spiritual Purpose*
- *Child Sexual Abuse in Males*
- *Sex Trafficking: What, Who, Why, and Treatment*
- *Trauma Bonding in Human Trafficking Survivors*

## PRODUCTS UNDER DEVELOPMENT

- Trauma Bonding Rate of Prevalence (TBRP) Scale
- *Creationism* Psychological School of Thought
- The Creative Leadership Mentorship Model

## WORK-RELATED EXPERIENCE

### DOREY ENTERPRISES, INC.

#### ***Educator and Trauma Healing Facilitator/Mentor/Coach/Lead Researcher***

#### **The Dorey Method™ Program of Integrative Study** (formerly The Freedom Legacy)

– *Bamenda, Cameroon (AFRICA)* [8/2018 – present]

– *Buffalo, NY (USA)* / [1/2015 – present]

– *Schenectady, NY (USA)* / [6/2014 – present]

- The Dorey Method™ Program of Integrative Study (TDM) is a trans-theoretical trauma-informed treatment approach (in the form of a one-year intensive training course) that specializes in restoring an individual's emotional-social, cognitive, physical, and spiritual well-being from years of trauma, abuses, and violence through nine in-field-tested methodologies (see Addendum A) founded on an affirmative creative environment that allows the opportunity to excel and fail forward promoting personal growth and learning.
- The nine methodologies within the TDM also are offered as separate learning constructs for individuals without trauma-induced experiences that allow the opportunity to excel and fail forward while promoting age-appropriate developmental growth.

#### ***Exit and Transcendence Strategist*** – Buffalo and Albany, NY (USA) [7/2015 – present]

- Strategize with at-risk individuals in developing Plans-for-Action toward safe exiting of dangerous circumstances.

#### ***Social Activist/Self-Protection Advocate/Subject Matter Expert*** [1/2012 – present]

- Offer knowledge-based information on how to stay safe to domestic abuse, sexually assaulted, violent crime, and labor-sex trafficking organizations.
- Panelist and task force group member in the challenge of global violence eradication.
- Featured in the film "*Light in the Darkness*" that premiered June 2018.

#### ***Creative Leadership and Social-Emotional Learning Practitioner*** [8/2010 – present]

- Train and facilitate individuals in creative problem-solving and leadership practices.
- Develop and implement social-emotional learning practices to private/corporate sectors.
- Create and present targeted programs, leadership workshops, and seminars.
- Coach/mentor women and young adults in positive mental wellness.

***Certified Pure Krav Maga Advanced Senior Master Instructor*** [7/2010 – present]

- Create, develop, and implement customized self-defense programs to specialized group populations aged 5+.

***Executive Assistant, Advertising Consultant, Proofreader, Editor*** [3/1988 – present]

- Provide executive assistance to clients, which includes managing personal/corporate expenses/bookkeeping and medical/health insurance files with Microsoft Office 365.
- Provide social media, traditional marketing, advertising, proofreading, and copyediting services to local, regional, and national clients.

**THE SCHUTTE GROUP** [1/1995 – 3/2002] & **SINGER ADVERTISING** [12/1991– 12/1995]***Creative Services Manager***

- Supervised, managed, and executed creative concepts for print, broadcast, and outdoor advertising, direct mail, collateral, and P-O-P campaigns.
- Prepared annual client production budgets and all project estimates.
- Successfully dealt with vendors.
- Proofread and edited client copy.
- Staffed weekly operational meetings.
- Attended client and new business meetings.

**STATE UNIVERSITY OF NEW YORK AT BUFFALO*****Adjunct Professor*** [1/1997 – 12/1997]

- Designed and delivered undergraduate course: *Principles & Techniques of Advertising*.
- Taught principles, strategy, and execution of multi-media advertising campaigns.

**THE DOREY INSTITUTE FOR RESEARCH AND RESTORATIVE WELLNESS**

– an altruistic division of Dorey Enterprises, Inc. –

***Founder*** / Under development

- Envisioned as a separate entity in the quiet of the country with an organic farm, culinary training center and bistro, educational and vocational training center, farmhouse comfort-style housing/high-security shelter, an old-style chapel, and an environment that radiates the warmth of a loving and trusting home.
- Serving labor-sex trafficked, domestically abused, and other atrocity-inflicted adult survivors and their children suffering from emotional-social, cognitive, physical, and/or spiritual trauma; believing the shared life experience of trauma is the commonality, not the *type* of perpetrated adversity that creates those traumas, survivors are not separated by adversity category, but rather unified by varied traumas as a symptom of the adversity.

**IN-KIND SERVICES**

8/2018 – present	<i>Executive Director</i> Mercy Seed Outreach – Bamenda, Cameroon
10/2017 – present	<i>Strategic Partner</i> Give Them a Voice Foundation – Dallas, TX
3/2013 – 12/2018	<i>Mentor and Mentoring Initiative Developer</i> Creativity and Change Leadership Mentorship Program Buffalo State University – Buffalo, NY
6/2014	<i>Creative Leadership Presenter &amp; Publicity Coordinator</i> Creative Problem-Solving Institute Creative Education Foundation – Scituate, MA

### PUBLISHED WORK

- King, J. A., King, M. R., & Dorey, K. (2017). *#Dealwithit: Living well with PTSD*. Next Foundation Press.
- Dorey, K. (2013). The Exploration into Achieving One Women's [sic] 'Freedom of Voice' as Relevant to Domestic Abuse through the Sciences of Creativity. *Creative Studies Graduate Student Master's Projects*.  
<http://digitalcommons.buffalostate.edu/creativeprojects/191/>

### NON-PUBLISHED MONOGRAPHS

- *Traumatology Focus: Trauma Bonding*
- *Emerging Working Theory: Creationism – A Psychological School of Thought*
- *In What Ways Does Authenticity Drive Leadership?*
- *Spirituality with Application in Authentic Leadership*
- *Bar-On Emotional Quotient Inventory®: Measuring Emotional-Social Intelligence*
- *Sustainable 21st Century Leadership Practices*

### POSTER PRESENTATION

- Dorey, K., Patel, R., & Fanwi, S. K. (2019, January 30–February 2). *The Dorey method® program of integrated study: An innovative and dynamic approach to restoration after trauma* [Poster presentation]. Building the Next Generation of Academic Physicians 10th Year Anniversary Conference and 2nd Pre-Faculty Conference, University of Arizona, Phoenix, AZ, United States.

### EMPIRICAL RESEARCH & ASSESSMENT MEASURES

- Since 2012, The Dorey Method™ Program of Integrative Study has taken a trauma-informed approach to the emotional-social functioning of human-trafficked, violent crime, and domestic violence subjects while also looking at the trauma-related generational cycle/rate of trauma bonding in its subject populations.
- In 2024, trauma bonding in sex-trafficked women will be studied as a mixed methods quasi-experiment that looks at the correlation between Emotional Quotient and trauma bonding from learning skills in emotional-social intelligence, creative problem-solving, and Christian doctrine in a creative environment.
- Skilled in various qualitative, quantitative, and clinical assessment measures, e.g., EQi® 2.0, FourSight®, Biopsychosocial-Spiritual (BPSS), SPSS/Process, and MAXQDA.

### RESEARCH GRANTS & AWARDS

2024	<i>Institutional Review Board Approved Dissertation Research</i> Liberty University – Lynchburg, VA
2019	<i>Frank H. Netter School of Medicine Co-Research Grant of \$4,000</i> Quinnipiac University – Hamden, CT
2016	<i>Ruth B. Noller Research Grant of \$1,500</i> Creative Education Foundation – Scituate, MA
2012 – 2018	<i>The Research Foundation (Non-Financial) Research Award</i> Buffalo State University at Buffalo – Buffalo, NY
2012	<i>International Service-Learning Scholarship Award of \$1,500</i> Buffalo State University at Buffalo – Buffalo, NY

Current as of May 6, 2024

## ADDENDUM A

<b>THE DOREY METHOD™ PROGRAM OF INTEGRATIVE STUDY*</b> Breaking the generational cycle/pattern of trauma one person at a time through an integrated approach utilizing nine (200+ combined years of proven, in-field tested) methodologies, plus YOU.								
<b>YBS</b> Your Belief System [ value-driven behavior ]	<b>CPS</b> Creative Problem-Solving [ problem-solving skills ]	<b>TSM</b> Thinking Skills Model [ cognitive-affective skills ]	<b>TLC</b> The Leadership Challenge [ leadership practices ]	<b>EQi®</b> Emotional Quotient Inventory [ emotional-social competencies ]	<b>4SITE</b> Foursight® Thinking Profile [ creative preference styles ]	<b>SAVI</b> The SAVI Approach [ utilizing all four senses ]	<b>TCD</b> The Chain of Defense™ [ self-defense principles ]	<b>SRL</b> Servant Leadership [ pay it forward ]
<b>CHANGE</b> Re-defining your Belief System + <b>TRANSITION</b> Living your re-defined Belief System = <b>TRANSCENDENCE</b> The Authentic You  [ Who do you need to be to live your purpose? ]	<b>STAGE 1 - EXPLORE THE CHALLENGE</b> Assess the Situation Identify Goal, Wish or Challenge Explore the Vision Gather Data Clarify the Challenge Formulate Challenges  <b>STAGE 2 - GENERATE IDEAS</b> Generate Ideas Exploring Ideas  <b>STAGE 3 - PREPARE FOR ACTION</b> Select & Strengthen Solutions Formulate Solutions Explore Acceptance Plan for Action Formulate a Plan	<b>Diagnostic Thinking-Mindfulness</b>  <b>Visionary Thinking-Dreaming</b>  <b>Strategic Thinking-Sensing Gaps</b>  <b>Ideational Thinking-Playfulness</b>  <b>Evaluative Thinking-Avoiding Premature Closure</b>  <b>Contextual Thinking-Sensitivity to Environment</b>  <b>Tactical Thinking-Tolerance for Risks</b>	<b>Model the Way</b> Find Your Voice Set the Example  <b>Inspire A Shared Vision</b> Envision the Future Enlist Others  <b>Challenge the Process</b> Search for Opportunities Experiment & Take Risks  <b>Enable Others to Act</b> Foster Collaboration Strengthen Others  <b>Encourage the Heart</b> Recognize Contributions Celebrate the Values & Victories  [ Credibility is the foundation of leadership. ]	<b>Self-Perception</b> Self-Regard Self-Actualization Emotional Self-Awareness  <b>Self-Expression</b> Emotional Expression Assertiveness Independence  <b>Interpersonal</b> Interpersonal Relationships Empathy Social Responsibility  <b>Decision Making</b> Problem Solving Reality Testing Impulse Control  <b>Stress Management</b> Flexibility Stress Tolerance Optimism  <b>HAPPINESS</b> [ well-being indicator ]	<b>Clarifier</b> Get a clear understanding of the challenge.  <b>Ideator</b> Generate broad concepts and ideas.  <b>Developer</b> Analyze potential solutions with strengths and weaknesses.  <b>Implementor</b> Take action on ideas.  <b>Integrator</b> Ability to do all of the above.	<b>Somatic</b> Moving Doing Hands-on Learning  <b>Auditory</b> Talking Hearing  <b>Visual</b> Observing Picturing Drawing  <b>Intellect</b> Problem Solving Reflecting Asking Questions  [ Retain and understand information faster and at a greater proficiency level. ]	<b>Non-Physical</b> Danger Analysis Reaction Time Situational Awareness Heightened Awareness Avoidance & De-escalation No Complacency Vision-Motion Personal Territory Body Language Self-Defense Laws Pressure Points Listen to Your Gut Physical Self-Confidence  <b>Physical</b> Redirection of Body Force Body Movement Strikes & Kicks 360-degree Defenses Close Range Scenarios H2 Get Up-Fall-Rollover Ground Defenses Leads/Controls Club&Knife Attacks-Defenses Pistol Defenses Multiple Attackers Mass Shootings	<b>The Power of Prayer</b>  <b>Stewardship</b>  <b>Building Community</b>  "If you light a lamp for someone it will also brighten your own path." BUDDHIST PROVERB  [ Pursue greatness for others. ]
<small>©2019 Dorey / ©2004 Peterson/Seligman</small>	<small>©2001 Miller, Frosten &amp; Vohar</small>	<small>©2011 Puccio, Marzke &amp; Marzok</small>	<small>©2007 Kouzes &amp; Posner</small>	<small>©2011 P+K, Inc. / ©1997 Bar-On</small>	<small>©1999 Puccio</small>	<small>©2000 Meier</small>	<small>©2019 Dorey / ©2009 Aviram</small>	<small>©2006 McNeal</small>
MISTAKES = FAILURE = SUCCESS <b>THE AFFIRMATIVE ENVIRONMENT</b> <small>*THE DOREY METHOD Program of Study and materials fall under the Dorey Enterprises, Inc. trademark and may not be used, duplicated or revised without written permission.</small>								

### Methodology 1: Your Belief System based in Positive Psychology

Delves into values, behaviors, and attributes (re-defined beliefs) that are important to the individual in which the (re)discovery of an individual's self-identity or positive self-concept is realized. During this process, an individual goes through two phases – change and transition – leading to authentic transcendence. Change occurs as the belief system is re-defined; and transition is the process of living your re-defined beliefs and internalizing them, thus creating an authentic Self and real transcendence. Next, is to ask the question – *Who do you need to be to live your purpose?* It is not about what individuals want, but rather what they need in relation to who they are.

### Methodology 2: Creative Problem-Solving based in Applied Creativity

Teaches how to identify challenges to find and implement novel solutions in an affirmative way. Many times, individuals experience roadblocks without any idea how to go from A to Z; perpetuating negative, unhealthy choices that lead to a defeatist mindset of feeling trapped in life. The ability to problem-solve is crucial to becoming a healthier, happier, more hopeful individual.

### Methodology 3: Thinking Skills Model based in Applied Creativity and Cognitive Thinking

Teaches the cognitive skills of diagnostic, visionary, strategic, ideational, evaluative, contextual, and tactical; and the affective skills of mindfulness, dreaming, sensing gaps, playfulness, avoiding premature closure, sensitivity to environment, and tolerance for risks. This is a significant methodology in creating a vision for the future, leading to disclosing an individual's life purpose.

### Methodology 4: The Leadership Challenge based in Person-centered Theory

Teaches the five leadership practices of model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. Most individuals inherently practice these skills and just need to realize and embrace the leaders they already are. By teaching what the five leadership practices are, individuals feel more emotionally equipped, more confident, and begin to understand the importance of a positive self-perception.

**Methodology 5: Emotional Quotient Inventory based in Positive Mental Health Theory**

This assessment acts as a baseline for individuals and monitors the credibility of TDM when used as an empirical study. Additionally, the five composites and 15 subscales are taught as competencies to increase emotional-social functioning and wellness; individuals learn about themselves and behaviors (negative and positive) and come face-to-face with their authentic Self.

**Methodology 6: FourSight® Thinking Profile based in Cognitive Neuroscience**

Teaches how to embrace and utilize the creative preference styles and differences individuals inherently possess. Knowing how to identify these styles helps individuals work together in personal and professional frameworks.

**Methodology 7: The SAVI Approach based in Learning Theory**

Teaches how to retain and understand information faster and at a greater proficiency level by utilizing the four senses of somatic, auditory, visual, and intellect, empowering individuals with intellectual confidence.

**Methodology 8: The Chain of Defense™ based in Reality and Exposure Theory**

Teaches self-defense principles, helping to build an individual's self-worth in their capacity to physically and non-physically protect themselves, showcasing their inner strength and resolve.

**Methodology 9: Servant Leadership based in Biblical Foundational Theory**

Teaches the significance of pursuing greatness for others. There are many resources (the Bible, Scripture essays/writings, spiritual leaders, and motivational leaders) that are embraced, discussed, interpreted, and used on an individual basis.

---

**References**

- Aviram, B. (2009). *Krav maga: Use of the human body as a weapon philosophy and application of hand to hand [sic] fighting training system*. Self-published.
- Bar-On, R. (1997). *Bar-On emotional quotient inventory: Technical manual*. Multi-Health Systems, Inc.
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge*. (4th ed.). Jossey-Bass.
- McNeal, R. (2006). *Practicing greatness: 7 Disciplines of extraordinary spiritual leaders*. Jossey-Bass.
- Meier, D. (2000). *The accelerated learning handbook: A creative guide to designing and delivering faster, more effective training programs*. McGraw-Hill Education.
- Miller, B., Vehar, J., & Firestien, R. (2001). *Creativity unbound: An introduction to creative process*. (3rd ed.). Innovation Resources, Inc.
- Multi-Health Systems, Inc. (2011). *EQ-i® 2.0 manual*. Multi-Health Systems, Inc.
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. American Psychological Association and Oxford University Press.
- Puccio, G. J. (1999). Creative problem-solving preferences: Their identification and implications. *Creativity and Innovation Management*, 8(3), 171–178. <https://doi.org/10.1111/1467-8691.00134>
- Puccio, G. J., Murdock, M. C., & Mance, M. (2011). *Creative leadership: Skills that drive change*. (2nd ed.). SAGE Publications, Inc.

## ADDENDUM B

### My Teaching Philosophy Statement

Individuals in the educational framework are mandated to put forth their philosophy toward teaching. Yet, in my opinion, it is not a philosophy toward teaching, but rather a philosophy toward learning throughout the integrated emotional-social, cognitive, physical, and spiritual life experiences on a personal, professional, and academic basis. How we teach should reflect how we learn – inclusive of the successful and not-so-successful outcomes.

I learn and teach best in a safe, affirmative environment that supports and encourages mistakes as steppingstones toward successful growth.

- I believe in a praise-first approach when resolving challenges.
- I believe every challenge can be resolved on some level.
- I believe in flexible, adaptive strategies when learning and teaching.
- I believe emotional-social, cognitive, physical, and spiritual attributes need to be identified and understood bi-relationally.
- I believe in pursuing positive emotional-social, cognitive, physical, and spiritual wellness.
- I believe in purposeful living and good old-fashioned perseverance.
- I believe in pursuing greatness for others and advocate for freedom, equality, and diversity of actionable thought through the power of an affirmative environment ... and chocolate – chocolate is a staple.
- I developed, believe in, practice, and model the five basic principles of: **Understand Thyself: value yourself; Accept Thyself: believe in yourself; Embrace Thyself: love yourself; Like Thyself: admire and praise yourself; and Respect Thyself: honor and trust yourself.**
- I believe a positive, strong self-concept leads us toward better choices, decisions, and sustainable outcomes.

As an educator, lifelong student, and individual, I adhere to several integrated best practices, which include:

- A belief system in love, respect, trust, integrity, informed consent, confidentiality, truthfulness, authenticity, hope, and professional/academic/personal competence and responsibility.
- The pursuit of a life filled with happiness, engagement, and purpose for all persons.
- The consideration of any conflicts of interest personally, professionally, academically, or spiritually.
- Full transparency and complete disclosure between all parties involved as necessary.
- Exercising and modeling the attributes of humility and modesty.

As a Christian-focused educator, I am governed by 1 Peter 4:10 – “As every man hath received the gift, *even* so minister the same one to another, as good stewards of the manifold grace of God” (KJV).

— *Kathysue Percy*