

Sample 1

Faculty Development Plan – Final Report

2017 – 2018

Course Development Project – Final Report

Course Background:

PSYCH 381 – Behavioral Neurobiology is a required course for psychology majors that is taught in multiple sections. It is an upper-division course students take after they have been exposed to basic and intermediate principles in psychology that reflect human behavior. It is often cited as a challenging course for students as it differs from general psychology themes given the strong emphasis on neuroscience. There is also a significant amount of content for them to learn.

The purpose of the course is to introduce principles of neuroscience by developing foundational knowledge in the basic physiological, anatomical, and chemical bases of behavior. By the end of the course students will be able to explain how the brain influences the way we think, feel and act by describing the functions of these systems. An important overarching goal for the course is to generate enthusiasm for the application of brain science on the broader human experience.

Learning Outcomes:

1. The brain, experience, and behavior

Students will develop their understanding of how the brain influences one's experience of the world and one's behavior in it. *Measurement:* In-class quizzes and/or exams on assigned textbook reading, lectures, and class discussions and written reports and/or in-class presentations of self-selected articles from the scientific literature.

2. Scientific methods and behavioral neurobiology

Students will identify scientific methods, especially those of cognitive neuroscience, that are valuable in behavioral neurobiology. *Measurement:* In-class quizzes and/or exams on assigned textbook reading, lectures, and class discussions and written reports and/or in-class presentations of self-selected articles from the scientific literature.

3. Diseases, trauma, drug usage, hormones, and genes

Students will extend concepts and research findings to diseases, trauma, drug usage, hormones, and genes. *Measurement:* In-class quizzes and/or exams on assigned textbook reading, lectures, and class discussions and written reports and/or in-class presentations of self-selected articles from the scientific literature.

The Learning Outcomes originated from the Department Undergraduate Curriculum Committee and were designed to prepare students to be familiar with the most important elements of neuroscience that relate to psychology. While this does not provide much flexibility for the individual professor, it does allow for their own unique approach to implementing them. Overall, I found that getting students excited about brain science by helping them see how it fit into their daily world, aided in the successful completion of the outcomes. These learning outcomes support programmatic outcomes by integrating and reinforcing the importance of brain structure and function on human behavior, which is part of the expectation of a psychology graduate.

Regarding course activities, students were required to read textbook chapters, attend and participate in lectures, write and discuss “Thought Questions” throughout the semester, research and write “Neuroscience in the News” assignments, take exams and participate in extra credit seminars if so desired. These enhanced learning through repetition of the material (reading and listening to lectures), as well as independent learning through research and investigation of relevant topics areas (e.g., how drugs affect

the CNS). Guidance and feedback was provided in class during discussion of probing Thought Questions. Some examples of topic areas included the integration of cultural folklore and neuroscience (e.g., Caribbean ‘zombies’), the legalization of marijuana from a neurobiological perspective, and how culture frames mental health categorization and treatment. In addition, in-class demonstrations of brain anatomy came through the use of cadaver brains. The process of learning complicated brain regions and functions was modeled as I described my experiences learning this material as a student. These activities enhance the acquisition and development of the learning outcomes by: discussing content that connects brain and behavior; involving them in methodology for neuroscience investigations (research reviews); and writing about current controversies/provoking ideas that integrates neurobiological theories. The field of neuroscience is rapidly changing, and part of keeping current is being acquainted with the latest research. To accomplish this I required the Neuroscience in the News articles/write-ups to come from legitimate sources and be within the past 3 years. Thought questions also revolved around current theories/issues that typically evoke some opinion which requires them to be grounded in current thought.

Assessment of student learning took the form of weekly quizzes, two research articles, in-class thought question discussions and 3 exams that covered content directly related to the 3 Learning Outcomes. Assessments provided sufficient opportunities for students to demonstrate achievement of the learning outcomes in the following ways: Quizzes provided multiple opportunities for students to demonstrate they had completed readings and were involved in classroom lectures. Research articles were aimed at the integration of what they were learning in class with content from the media, write-ups encouraged interpretation of findings from this perspective. Thought questions accomplished something similar in that it required forming an opinion of the topic, consider it in light of what they had learned in the course at that point (whether this was a brain-behavior topic, methodological conundrum, or how various influences alter normal brain development and functioning), and then “think on their feet” when adapting and integrating new theories during discussion. The exams were in multiple-choice format and a formal investigation of what they had learned and whether they could adequately learn upper-division material and retain it over the course of the semester.

Determining whether students were able to achieve learning outcomes was determined primarily through course exams and weekly quizzes, which directly related to the readings and lectures. Given the course requires a degree of rote memorization of structures, physiology, methodology and environmental factor influences, exams were deemed the most appropriate estimate of proficiency. Quizzes were modeled after the exams and prepared the students for the format and level of depth required. Exam performance was the best indicator of whether Learning Outcomes were achieved; mean performance ranged from 70% to 77%, with upper quartile performance in the 85% to 93% range. There was also a high degree of consistency in exam performance among those who excelled in the course. Overall, students described the course as challenging, yet satisfying in that they were surprised at how much neurobiology affects the overall human experience. The average score for the class was an 86%, indicating students tended to do well as a group. By in large, the most prominent theme in the feedback provided from the course evaluations included concerns for the sheer amount of information that they were required to learn. This has been a challenging concern to address, and I have spoken with other colleagues who teach the same course about how to adapt. The difficulty lies in that the Learning Outcomes clearly outline that “much is required” from this upper division course. It may be helpful on the front end to prepare student with the expectation that the course will differ from other psychology courses in that it is relatively more rigorous and will approach the basis of behavior from a different angle. I have also considered finding more opportunities to demonstrate the application of various frameworks described in the course readings (e.g., “real world” examples with discussion). Finally, I also am attempting to incorporate more ways to model how learning can occur with this kind of material.

Scholarship Strategies Project – Final Report

Goals:

(from the original Scholarship Strategies Project)

1. Begin recruitment of psychosis subjects by collecting data on at least 2 subjects for all protocols (imaging, clinical and cognitive)
2. Submit 2 manuscripts for publication, at least one of which is 1st author
3. Have students present their research (or accepted to present) at a conference

Regarding the above goals, I have been relatively successful in their completion. I have had 3 manuscripts as a coauthor submitted for publication since this goal was set. One is now in print, and the other two are accepted and in press. However, none of these are 1st author publications. The primary 1st author manuscript I wanted to submit is still in development but has made significant progress with the help of a student. We have added some analysis, which will strengthen the article and make it more likely to get accepted into a top journal. The other challenge is I was recruited to write two chapters in different books, by different editors. Some of them are on a tight timeline, which makes focusing on other manuscripts difficult, especially since I have two other students working on other manuscript drafts as well. I anticipate more publication success in the coming year given how many works are “in the hopper.” Another success is that my first graduate student presented her first poster at a recent international conference for our discipline. She constructed the poster, presented during the session and was also able to attend several lectures and symposia. Overall, this was a great experience for her and also aided in her professional development.

The one challenge I did experience was getting recruitment underway for a collaborative clinical research program with the Utah State Hospital (USH). I presented my idea to USH administration back in October, which was well received, but now am in the midst of developing a research and IRB protocol for both BYU and the state of Utah so that recruitment and collection of imaging/cognitive data may begin. I have a student assisting me in the process, but it will still take time and effort to develop and pass the IRB committees. It is anticipated this will become a long-standing endeavor that will ultimately benefit the community and the field in general.

Regarding my proposed strategies, as described above, I was able to meet with USH staff to propose my project, but am still working on my protocol. I was variably successful in dedicating 30-60 minutes of writing time, this is an area of future focus. Instead of reviewing material from the Tara Gray writing workshop, I read the book, “How to Write A Lot,” by Paul Silva, which describes a writing program very similar to the Gray workshop. I found some of those strategies helpful and will begin to implement those into my daily routine. I was also able to secure some internal grant funds to recruit more students into my lab. Finally, I was quite successful at meeting individually with my students to train on imaging methodology, statistical analysis, and manuscript drafting. It took quite a bit of time out of my schedule, but has advanced several of my projects.

One of the more poignant lessons I learned from this project is the importance of prioritizing and balance. At times I found myself distracted by work that could have been shelved or given to a student to complete. In some cases, my time was better spent developing ideas or deciding on directions to take my work. One other lesson learned, which wraps into future plans for improving productivity, is the importance of daily writing. Like any other skill it must be nurtured daily and cannot truly become effective when used intermittently throughout the week (or month!). Thus, I plan to make a more concerted effort at consistent daily writing that occurs at the same time. I found that my productivity greatly improved when I did this. There is still so much science left for me to do, and I am eager to make the most of my time so discovery can proceed.

Citizenship Project – Final Report

Goals/Activities:

1. **Generate activity and involvement among those involved in the Cognitive and Behavioral Neuroscience Research Area in the Department.** There has been relatively little energy in coming together as faculty with common research interests in this area. My goal as the new chair of this area is to establish regular meetings with focused agendas that will facilitate and advance educational training in neuroscience at BYU. Items will include curriculum development, student recruitment and new faculty hires.
2. **Review 3-4 articles for professional journals per year.** I plan on continuing to review manuscripts for professional journals, but would like to limit them to 3-4 times a year.
3. **Establish 1 new collaborative relationship at BYU.** I will again be attending and presenting at the annual Faculty Networking Event at BYU. My hope is to establish a new collaborative relationship by meeting others and determining whether we have aligning interests or overlapping needs.

Experience implementing above goals:

1. Since the project, I have lead 3 meetings as chair of the Cognitive and Behavioral Neuroscience Research Area. I believe these were a success as we discussed and made some needed changes to the curriculum for graduate students and also made some decisions on how to streamline the undergraduate experience. In addition, we spent a significant amount of time focusing on faculty applicants, and were able to recruit a new faculty member from Harvard to the department.
2. This goal was easily met as I conduct 6 independent manuscript reviews for journals over the past year.
3. This one was more of a challenge, but I did have a couple of collaborative lunches over the past year. Particularly with a faculty member in the Spanish/Portuguese department, who was interested in underlying brain functioning in language acquisition. In addition, I was a co-investigator on an application for the new Interdisciplinary Research (IDR) Origination Award, which focused on bringing together faculty from disparate departments/schools to collaborate on a shared research project.

One of the biggest lessons learned was that sometimes it only takes a single individual to act as a catalyst for collaborative relationships to occur. In particular, I noticed faculty responded well to my initiation of meetings and goals surround the Cog/Neuro Research Area. There appeared to be a lot of energy focused on “getting things done” that enhanced the area and department; the same goes for research collaborations. I also learned that there can be some benefit to saying no to outside demands for professional and society involvement, I may pair back in the future given the number of groups and task forces I am currently involved in.

Appendix

Sample exam questions:

9. The subdivision of the nervous system that controls the gut is called the:

- A) somatic nervous system.
- B) enteric nervous system.
- C) digestive nervous system.
- D) autonomic nervous system.

10. Motor output from the spinal cord travels via the:

- A) dorsal spinal cord.
- B) ventral spinal cord.
- C) medial spinal cord.
- D) lateral spinal cord.

11. _____ is the study of how the environment can influence the expression of genes.

- A) Transgenics
- B) Genotyping
- C) Epigenetics
- D) Prototyping

43. _____ contain the neurotransmitters.

- A) Synaptic vesicles
- B) Ribosomes
- C) Axons
- D) Dendrites

44. Reuptake is accomplished by:

- A) transporter proteins.
- B) glial cells.
- C) enzymes.
- D) calcium channels.

45. The _____ hypothesis of schizophrenia suggests that patients have _____.

- A) norepinephrine; too much serotonin
- B) serotonin; not enough serotonin
- C) dopamine; not enough dopamine
- D) dopamine; too much dopamine

Sample 2

██████ PhD, LP
Professional Track Faculty
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Citizenship Project Final Report

My original citizenship proposal included three tasks I wanted to accomplish that promoted more regular collaboration with colleagues in teaching, scholarship and outside of BYU. Below I list my original goals (in italics) followed by the report of what I did, what worked or didn't work, and what I learned.

1. *Teaching: I would like to observe 2 classes of colleagues (one in the department, one outside) and schedule a follow-up meeting with them to discuss their approaches to teaching.*

To accomplish this goal, I coordinated to observe a department colleague's graduate class as well as a neuroscience professional track faculty. I was able to complete two observations and found it was incredibly helpful to see their teaching style, organization of the course and strategies both in and outside the classroom to facilitate experiential learning. I found that it actually worked better for me to consult with the faculty meeting before observing, then take notes during observations related to what I felt like I would like to do more of, and also review their syllabus and structure of the course. I also had a chance to visit with students in each course and ask about what elements were engaging for them. Overall, I felt like it was a very helpful experience and one I would like to continue to push myself to do periodically in the future.

2. *Scholarship: Though I am professional track, I would like to collaborate on one scholarly project with a colleague that will either be submitted for publication or to a conference before February 2018.*

I actually found that this goal was not a good fit over the last 6 months, largely due to the nature of my position and time constraints. I would still like to collaborate to submit for publication, but will need a longer timeline in order to achieve that. What I was able to do, however, is collaborate with several more faculty both in and outside the department as part of multiple thesis and dissertation committees. This has been a good way for me to continue to stay involved in scholarship even though I do not have primary research resources to promote an independent project right now.

3. *Outside of BYU: I would like to collaborate with colleagues to invite one scholar outside of BYU to participate in or supplement the department seminar series.*

Similar to the goal above, I ended up modifying this goal somewhat to make it more manageable in the 6-month time frame. I have been collaborating with 2 colleagues to discuss inviting a specific scholar to come visit campus, but that likely will not happen until next year. I did, however, invite an individual from outside BYU to supplement our case conference series, although he was not able to attend (we are working on arranging a later date).

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Professional Project Final Report

My original professional project proposal (in place of scholarly strategies project) included three tasks. Below I list my original goals followed by the report of my success in achieving goals, application of strategies and what I learned from the process.

1. Apply for ABPP advanced certification to promote ongoing development, help in establishing relationships with external sites and promote recruiting
 - Complete ABPP written and visual portfolio
 - *Schedule dedicated writing time*
 - *Set deadlines for portions of essay*
 - Prepare and sit for ABPP oral board exams
 - *Schedule dedicated writing time*
 - *Consultation with TCH colleagues*

I feel like I was reasonably successful at achieving this goal – the major constraint was just the natural timeline of the process. I applied for and passed the first stage of board exams within my area of specialty and completed a significant portion of the portfolio. I did not yet reach the second portion but am on schedule for that. I felt like scheduling dedicated writing times was one of most important elements in this project – when I did that, I made progress and when I didn't (or when I didn't keep it), it was consistently pushed back due to other tasks. Based on this experience, I would like to continue using scheduled writing time as a primary method of reaching any project goals that I have. I also felt like the consultation with colleagues helped with accountability and progress.

2. Gain facility in consulting about pre-doctoral internships sites and coordinating placement
 - Become familiar with APA & APPIC guidelines
 - *Schedule consultation with Lisa & DCT*
 - *Schedule time for studying requirements*

This goal was a mixed-bag for me. I did achieve the general goal, but not through the strategies I proposed. I found that I did gain more knowledge here through consultation, but it probably would have been more helpful to have more dedicated, scheduled consultation. This is still a goal I have as part of my primary responsibilities, but I intend on using more of a “dedicated writing” strategy approach, where I set aside time and have clearly defined goals for that period.

3. Develop more structured, streamlined model for clinic assessment

- Complete list of necessary assessments
- Coordinate with clinic secretary to 1) establish accounts with all necessary companies, 2) establish way to keep inventory, 3) streamline way to update inventories
 - *Consult with colleagues*
 - *Schedule weekly time*
 - *Update faculty at clinical faculty meetings*

This is an on-going project that has gone reasonably well. It requires considerable consultation with student secretaries, which I found is challenging with the transience of their positions. To help address this, I've been working with them to create a specific and outlined reference document to help streamline transitions. I also found that faculty are less enthusiastic about giving input when it isn't individually directed toward them or clearly tied to their specific specialty area. Over the next year, I am going to work on different strategies to get faculty feedback (e.g., in faculty meetings, surveys, individual emails). I believe things are on course to achieve all 3 goals within the next 18 months.

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Course Development Project Final Report Psychology 611: Psychopathology

Course Background:

From syllabus “This is an advanced course in psychopathology, including diagnostic, descriptive, and research bases of the major disorders. The emphasis will be on issues of diagnosis, etiology, and case conceptualization. At the end of the course, you should understand the general principles that drive psychopathology and be prepared to accurately diagnose the major disorders, as well as understand how and why they arise, what maintains them, and the expected course of illness. Issues of treatment will be discussed as they relate to etiology, course and prognosis, but not extensively. In addition to the major disorders, we will examine the controversies surrounding classification and the science of psychopathology, including the current research foci for many disorders. Each student is expected to gain some skill in evaluating issues and the literature of the field, as well as to be able to meaningfully organize and evaluate abnormal behavior.”

Psych 611 is the foundational course for a clinical psychology program and covers all major disorders, but also introduces students to important ideas about reliability, validity and conceptualization of disorders, how research informs those, as well as how sociocultural factors influence criteria, diagnosis, progression and perception of mental health. I am currently the only one teaching the course. The learning outcomes were developed by the clinical psychology faculty and continue to reflect the competencies necessary for success in the program. I borrowed some of the readings from a previous instructor but essentially designed the rest of course on my own.

Learning outcomes:

1. *Identify, define, and conceptualize diagnoses in DSM* – Students will identify, define, and describe the wide range of psychopathological diagnoses contained in the most current version of the Diagnostic and Statistical Manual of Mental Disorders. *Measurement:* Multiple choice and short answer questions on quizzes and exams, case analyses.
2. *Understand major research methods and findings in psychopathology* – Students will identify, critically evaluate and summarize key information regarding current research in psychopathology, including both theory and clinical application. *Measurement:* Discussion leader, Essay responses
3. *Be able to effectively communicate understanding of psychopathology to others* – Based on evidence in the current literature, students will learn to respond to concerns and controversy highlighted in the community and media, as well as communicate within multidisciplinary settings. *Measurement:* Essay responses, Discussion leader, Final presentation

These 3 learning outcomes, as noted above, reflect foundational and essential skills for competency in the field of clinical psychology, regardless of specialty area of study. They are consistent with requirements in our field more broadly and also directly support the program’s learning outcomes of developing competence in research and clinical practice of clinical psychology.

Course Activities:

Class Discussion: This class relies on discussion to achieve outcomes beyond just learning basic diagnostic criteria. Much of the class period was spent responding to specific discussion questions designed to promote students understanding of issues within psychopathology that they will be expected to respond to.

Readings: Each week included several readings related to a specific area of study that primarily supported the first and second learning outcomes of the course and provided students with a background so that they could meaningfully participate in discussions.

Quizzes: Quizzes covering basic DSM criteria for diagnoses provided a mechanism for students to demonstrate their mastery of criteria while also allowing us to use class time to have in-depth and meaningful discussion about diagnostic issues instead of just going over the basic criteria. I allowed students to use reference material that they created independently on quizzes to provide them with a bank of references they could use going forward.

Discussion Leader assignment:

From the syllabus: “In order to promote engagement in the current literature and discussion centered on issues important to you, the role of student discussion leader will rotate throughout the semester. Discussion leaders will determine supplemental reading prior to class and facilitate discussion around key points. Each student will be a discussion leader two separate times. Please review the Discussion Leader Rubric for detailed instructions and grading information”

This activity was to support all three learning goals, where student’s completion of this required them to gain understanding of DSM diagnoses, find multiple relevant research articles and then communicate their findings to peers. It prompted students to go into more depth in their reading/research so that they could answer peer questions or guide discussion.

“So You’re a Psychologist” Essays:

This is an essay assignment that I created to help promote all learning outcomes, but especially the second and third outcomes focusing on interpreting research and appropriately communicating research to others. As part of this, I gave students prompts with common questions that the community may have about psychological topics and required students to write a brief, research-supported response in lay terms.

Final Project:

For their final project, students completed a presentation to their peers that went in-depth on a specific disorder of their choice. This assignment was designed to target all learning outcomes, with an emphasis on the last outcome of effective communication.

Final Exam:

The final exam was designed to mainly target and assess the first learning outcome, the acquisition, integration and application of diagnostic criteria. It is split into two sections: short-answer questions reviewing basic criteria, as well as case conceptualizations integrating information across the semester.

Assessment of Student Learning:

The assessment of student learning closely aligns with the activities and targeted learning outcomes outlined above. I believe that activities with a clear purpose do facilitate adequately and appropriately assessing outcome. While the activities always engender some complaints, overall the scores for students on individual assignments closely matched their overall performance across the course, as well as their progress in other areas

of their advanced training. I believe that the current activities adequately assess and reflect students' competence in the core learning outcomes.

Student Achievement of Learning Outcomes:

1. Identify, define, and conceptualize diagnoses in DSM

Outcome assessed by quizzes and case conceptualization indicated that students were able to identify criteria and conceptualize cases. In response to mid-semester feedback, I started providing more cases that students could analyze on their own (ungraded) and as we reviewed them in class, they were able to readily respond to questions about differential diagnoses, what information they would need to ask in an assessment setting and what the most likely disorders were based on characteristics of the disorder. This was evidenced once more in the final exam case evaluations, where multiple students achieved a near-perfect score. One area of weakness was where a few students had more variability across their abilities and I need to have a more clear structure and format to differentiate when their incorrect responses are due to unclear expectations versus lack of knowledge.

2. Understand major research methods and findings in psychopathology

This is an area that is probably the weakest in having clear assessment for, in part because it is difficult to keep the course work manageable. I have received generally positive feedback in response to the discussion leader assignments, where students note that having to facilitate the discussion prompted them to gain a better understanding of the methods and implications of the research. I also assess their understanding of research interpretation through their essay responses, which some students struggle more with, but scores have consistently paralleled overall class performance. Meaning, I think their ability to integrate research is reflected fairly well in the assignment. Even though there is some variability in scores, all scores are typically above 80%.

3. Be able to effectively communicate understanding of psychopathology to others

The essays, discussion leader assignments, and final project are all intended to assess this ability. Students' scores on these different tasks almost universally improved over the course of the semester which I think reflected learning and increased mastery of this goal. Students have generally reported positive feedback about the essay responses, indicating that they generally feel much more confident responding to common questions. Over the course of the semester, they also more readily responded to peer and instructor questions during the oral presentation of their work.

Steps Planned/Taken to Improve Teaching and Student Learning:

1. Because the class sizes are so small for graduate classes, the student rating point values are less reliable and useful in analyzing teaching performance. So for this course, I relied more on student and peer feedback. I had multiple colleagues review my syllabus and made adjustments as needed. For example (noted above), students asked for more material outside of class to solidify learning which I provided and then provided opportunities to review and discuss in class. The students noted that this was very helpful. I also made some minor adjustments to the workload to try to balance the need for students to achieve competency but also manage a heavy course load their first semester of the program. I made these adjustments in consultation with colleagues who are familiar with the competencies as well as student demands. I am planning to provide a more explicit rubric and expectation for assignments where there was more variability in performance and also to introduce case analyses earlier in the semester.

Sample 3

Course Development Project—Final Report Guidelines

Final Report due mid-February 2018

Course Background

Behavior Neurobiology (PSYCH 381) is a mandatory upper division course for psychology majors. The content of the course was selected to provide upper-level knowledge on the principles of behavioral neurobiology as they relate to the 5 core competencies outlined by the American Psychological Association: (1) knowledge base in psychology, (2) scientific inquiry and creative thinking, (3) ethical and social responsibility, (4) communication, and (5) professional development.

I created the course, although I did receive input from other professors in the department who have taught the course in the past. This course presents many unique challenges. My main challenge has been to gauge what the students are prepared to learn in the course. Although it is an upper-level course, some students have reported having very little exposure to neurobiology while other students are hungry to know as much depth on the topic as possible. In the first semester, I overestimated the general readiness of the students to engage in the material, and several students reported in my student ratings that they felt lost. This feedback was shared with me after the next semester had already started but I have started to make changes to address this concern. I changed textbooks to a more basic text which has solved some problems while presenting new challenges. Specifically, sometime the text give definitions but does not explain why they are important or do not provide enough information about them to be meaningful. I am confident that by addressing these problems, my ratings next Fall semester will be much higher than they were last semester.

Learning Outcomes

The course outcomes are determined by the department and are as follows.

1. The brain, experience, and behavior -All Sections

Students will develop their understanding of how the brain influences one's experience of the world and one's behavior in it.

Measurement: In-class quizzes and/or exams on assigned textbook reading, lectures, and class discussions and written reports and/or in-class presentations of self-selected articles from the scientific literature.

Contributes to 1 program outcomes

2. Scientific methods and behavioral neurobiology -All Sections

Students will identify scientific methods, especially those of cognitive neuroscience, that are valuable in behavioral neurobiology.

Measurement: In-class quizzes and/or exams on assigned textbook reading, lectures, and class discussions and written reports and/or in-class presentations of self-selected articles from the scientific literature.

Contributes to 2 program outcomes

3. Diseases, trauma, drug usage, hormones, and genes -All Sections

Students will extend concepts and research findings to diseases, trauma, drug usage, hormones, and genes.

Measurement: In-class quizzes and/or exams on assigned textbook reading, lectures, and class discussions and written reports and/or in-class presentations of self-selected articles from the scientific literature.

Contributes to 1 program outcomes

Course Activities

Assigned reading. The assigned reading for the first semester was challenging for some students and they reported that they stopped reading early in the semester. This semester I am using another book, which has proved to be just as dense in terms of definitions but provides little explanation of neurobiology. Both authors focus heavily on animal research methods and studies. In contrast, students are more interested in the relevance of neurobiology to human psychology. I am in pursuit of a better textbook for next semester, one that provides clear links between neurobiology and human behavior.

Lectures. Lectures are organized to (1) teach behavioral neurobiology across units of analysis including genes, neuromolecules, cells, circuits, and physiology, behavior, self-report, and paradigms, (2). learn methods in neurobiology, and (3) learn about clinical cases of diseases, trauma, and drug abuse.

Pop quizzes. Quizzes align with each of the course objectives. They occur after the students have read the assigned reading, I have lectured on the material, and have given the students an opportunity to ask for clarifying questions on the material. The questions are similar to the questions on the mid-term exams and provide additional practice for students.

Exams. The exams align with each of the course objectives. Exam questions reflect the material that was covered in at least two places in the course: the assigned reading and that were also covered in lecture. This gives the students ample opportunity to learn the material before being tested. Some of the students did so well on the first mid-term exam (e.g., received 112%), I gave students the option to forgo the second mid-term, with the encouragement that they use their time to study for life rather than another exam. Other students performed more poorly than they would have liked on the first mid-term exam (e.g., 46%); I gave students the option to better prepare for the second mid-term with the option to replace their first mid-term exam score with their second, if they do better. To help these students, my TA and I have started providing review sessions every Friday.

Experiential Neuroimaging Assignment. Students attend a magnetic resonance imaging (MRI) scan conducted by Dr. [REDACTED] at the MR Facility during the class period. Students were given neuroimaging software to answer questions about the brain scans, identify the x,y,z coordinates for specific brain regions, and identify the names and functions of brain region coordinates. This experience gives the students the most innovative information on how behavioral neurobiologists use MRI to study the brain.

Experiential Model Assignment. Students create a model (a drawing that can be viewed on a single page) of the nervous system that includes the major neural pathways discussed in the course (somatosensory pathways, motor control pathways, audition, memory, and emotion circuits). Their models include neurotransmitters, cell types, and the brain regions associated with these pathways. The models provide the students with a functional conceptualization of how neurobiology relates to behavior.

Assessments of Student Learning

1. Exam 1 (100 points): The first mid-term covers the material from the genes unit of analysis through the circuits unit of analysis and includes 50 multiple-choice questions. The questions reflect the material covered in both the readings and lecture (Appendix 1). Last semester the exam covered much more information in a single mid-term exam (Appendix 2). Students requested more exams to break up the material. This semester I will do so.
2. Exam 2 (100 points): The second mid-term covers the material since the previous exam through sensation and will include 50 multiple-choice questions. The questions reflect the material covered in both the readings and lecture. I have not yet written this exam.
3. Final Exam (100 points): The final requires students to draw and explain the pathophysiology of 5 unique clinical cases. These cases will be related to each of the 5 major pathways included in the students model assignment. At the bottom of the model assignment instructions, I have included 5 case examples to help the students prepare for the final (Appendix 3).
4. Pop quizzes (100 points): There are 10 pop quizzes throughout the course. Students are able to earn up to 10 points each. These quizzes cover major points from the assigned readings and occur after the lectures on the related topics so that students are able to ask questions on the material before they are quizzed. They are allowed to drop their lowest quiz score.
5. Experiential Neuroimaging Assignment (50 points): Each student will need to attend a magnetic resonance imaging (MRI) scan conducted by Dr. [REDACTED] at the MR Facility during the class period. Each student will be provided with a copy of the scan. You will need to download neuroimaging software to your personal computer and use this program to answer questions, identify the x,y,z coordinates for specific brain regions, and identify the names and functions of brain region coordinates (Appendix 4)
6. Experiential Model Assignment (50 points): Each student creates a model (a drawing that can be viewed on a single page) of the central nervous system that includes the major pathways discussed in the course (somatosensory pathways, motor control pathways, audition, memory, and emotion circuits). The model also includes neurotransmitters, cell types, and the brain regions associated with these pathways (Appendix 5).

Each assignment measures the achievement of each course learning outcome. Indeed, if students are able to answer question on the exam about neurobiology (its methods and clinical relevance), able to identify brain regions with their functions in a 3D MRI, and are able to draw the nervous system with associated neurotransmitters, brain regions, cell types, and behaviors they have achieved the objectives of this course.

Student Achievement of Learning Outcomes

1. The brain, experience, and behavior

Several students reported that they felt lost most of the semester. The students may have learned more about the brain, experience, and behavior than they realized. They performed well on the final exam which assessed their ability to apply their knowledge of behavioral neurobiology to clinical cases. The average on the final was 91%. The students' high-quality models also demonstrated that they knew the material better than they perhaps realized (Appendix 6). However, the mid-term suggested that they struggled with more structured assessments. The average was 83% but included a hefty curve. The exam questions I personally were likely too difficult for the students level of understanding and my department chair has recommended I make the exams less difficult. This semester, I have used the questions from the textbook test bank and these new questions resulted in much higher performance by most students. However, many students struggled on the new exam, suggesting that the course objectives are not being met for a good number of students.

2. Scientific methods and behavioral neurobiology

The students learned about many of the methods used in behavioral neurobiology. These were assessed in the mid-term exam and in the Experiential Neuroimaging Assignment. Students averaged 94% on this assignment, suggesting that they learned the methods needed to describe MRI methods and identify brain regions.

3. Diseases, trauma, drug usage, hormones, and genes

The student's performance on the mid-term exam suggests that more could be done to help students understand the material related to these clinical topics. This semester, I have added a day per week to the application of behavioral neurobiology. I hope this will help the students perform better on this objective.

Overall, I feel that the students learned more than they realized in the course but that I need to make changes to the curriculum to help them solidify their knowledge. One thing I will do in the future is to allocate 1/3 of each exam to each of the course objectives. I will also identify a textbook that better aligns with the teaching objectives. My student rating was a bit lower than I expected 4.2/5. This may reflect that I was pushing the students to learn material that was beyond their preparation. The course GPA was indeed lower than the historical average. This semester, I have sought to calibrate the exams to the student's level of readiness.

Steps Planned or Taken to Improve Teaching and Student Learning

I am in the process of making several changes to the course to address student comments and to improve the course. First, I am working to identify a textbook that aligns more fully with the course objectives. Switching textbooks this semester did not meet this objective. It solved some problems but introduced several unexpected problems (it made the material simpler but made more students confused because it does not provide the detail needed to understand several concepts). Second, I am taking the advice of my mentor ([REDACTED]) to ease up on the students and calibrate my expectations to their current level of readiness. Doing this semester has resulted in much better improvement on the mid-term than last semester. Third, I will better align the exams to assess each of the course objectives so I can analyze their test performance for each. I have invited a veteran of the course to attend my class this week and he will provide me with additional feedback on areas to improve. I also plan to attend a lecture of another faculty member who has received positive reviews from students in this course.

Citizenship Project—Final Report Guidelines

Final Report due mid-February 2018

Describe your experience in implementing your Citizenship Project proposal. What worked and didn't work? What has resulted from these activities?

My citizenship project proposal was to get on a department committee, be on 2 more dissertations committees, and become more involved in a Sleep Society. Most of these goals were met; I joined a department committee, was invited to be on one more dissertation committee, and joined the curriculum committee of the American Academy of Sleep Medicine. I've learned that getting involved is easy, but that making a perceptible difference through citizenship is more difficult to quantify. My goal is to do good work in my citizenship so that I will be invited to greater and greater responsibility. I believe that this citizenship project helped me get the ball rolling and that I will have many more opportunities as a result of my hard work.

Scholarship Strategies Project— Final Report Guidelines

Final Report due mid-February 2018

(1) Evaluate your success in accomplishing your scholarly goals (activities or products).

- My goal to submit three peer-reviewed manuscripts as the first author was not achieved. I submitted one paper as first author which is currently under review. I also mentored a student on a second paper. I wrote two other papers but due to mixed and confusing findings I decided in conjunction with my co-authors to not submit one of the papers and the other paper I was not able to obtain approval from the senior author to submit. I learned from these failed papers how important it is to select wisely which papers to spend time on. I have realized the importance of having my own data so that my fate is in my own hands. Over the past 8 months I have collected considerable amounts of data that is my own and this will allow me greater freedom in submitting papers.
- My goal to submit a session proposal to the SLEEP meeting was successful. I recently received word that I will be the chair of a session on Somnoimaging, a new field in sleep research that I am defining and promoting.
- My goal to submit a major grant application was not achieved. I am currently running two major projects (one of which is a funded MEG). I felt it would be best to delay my applications until next year. I nevertheless, submitted a grant to receive funding to receive fMRI neuroimaging training. My application is currently under review.
- My goal to read a book on how to write more in research articles was achieved. My goal to implement the suggestions of doing daily writing was not successful.
- My goal to collect half of the participants for the currently approved projects was not quite achieved. I currently have 11/28 participants for one project and 32/80 participants for the other project. Additional time is needed to recruit a large enough sample to begin publishing with these data.
- My goal to forge a collaboration with a new faculty member in the department was successful. I started collaborating with the chair of the department.

(2) Describe your experience in applying the strategies you targeted to enhance your scholarly productivity. Have any of these strategies become a useful part of your regular work habits?

The strategies to do daily scheduled writing and to find ways I can more effectively help colleagues use sleep research to answer their research questions, have both proven to be much easier said than done. I regularly try to find time to write but find that this negatively affects my teaching performance. I have also been much to learn about how to collaborate as a sleep expert with faculty. I am going to look for training opportunities to hone my collaboration skills.

(3) If appropriate, revise the paragraph(s) from your faculty development plan where you identify the themes, topics, methods, or applications that will serve as the organizing structure of your program of scholarship.

My research aims to discover the pathophysiology of insomnia and the role of sleep disturbance in risk for psychiatric disorders. To reach these aims, I will conduct secondary analyses on data collected in previously conducted projects. I will also reach this goal through my ongoing studies conducted at Brigham Young University. This remains an appropriate representation of my goal.

(4) Describe what you learned from this process and your plans for enhancing your future scholarly productivity.

I learned how difficult it is to reach my research writing goals while prepping new courses every semester, mentoring students, conducting new research, etc. I wrote 3 papers over the summer but found doing this during the teaching semester was much more difficult. The past two semesters, with the addition of two new projects being in full swing and teaching new course was much more difficult than I anticipated when I wrote my research plan. I am adapting and finding new ways to make things happen. I also learned how important it is for me to achieve research independence.

Sample 4

Citizenship Project Proposal

Psychology

The purpose of the Citizenship Project is to foster the habit of regularly reaching out to develop and nurture collegial associations and collaborations. One group that I would like to nurture associations with are other female professors who are also mothers of young children. My hope and expectation is that this will allow myself, as well as others involved, to collaborate on the development of resources, skills, and coping mechanisms involved in the life-work balance associated with women in academia.

1. Original Citizenship Project Proposal:

Activities I wish to complete by February 2018:

1. Email the women I know (or have heard of) who work as faculty in the at the University who also have young children. The email will include the following:
 - a. An invitation to a brown-bag lunch at a central location on campus (perhaps the Wilkinson Center).
 - b. An invitation to the recipients to also forward the email to other women who might be interested in participating.
 - c. A “when is good” link that will include possible meeting times
2. One week after the email is distributed I will email the participants (both those who responded to the “when is good” link and the others I initially invited with a date and time for the lunch.
3. I will send a reminder email 1-2 days before the scheduled lunch.
4. During the lunch I will endeavor to make personal and professional connections with the attendees.
5. Also during the lunch I will ask participants if this is something that they would like to do again on either a monthly or semester basis.

2. Citizenship Final Report

On January 29, 2018, I sent the following email to 7 faculty members/mothers I was aware of on campus:

Hi fellow faculty moms,

I'm a relatively new (2nd year) faculty member in the Psychology department and for my Faculty Development citizenship project I proposed setting up a lunch to get to know other faculty who are also currently raising children. It would be really helpful to me (and maybe you too?) to get to know other people in a similar situation to share resource ideas, life-hacks, etc. But when I racked my brain I could only think of 7 other faculty mothers at BYU that I know of! I'm sure there are more. So, I'm asking you to please help me with the following two things:

1. Forward this email to at least 3 other faculty mentors who are also raising young children and invite them to meet for lunch on Wednesday, February 7th at 12 PM at The Wall (in the Wilkinson Center near where the post office used to be).

2. Seriously consider attending lunch at The Wall on February 7th and RSVP on the link below. I'm looking forward to meeting some new people!

<https://docs.google.com/document/d/16EXX7zHVcSZCNYB08oYsdhAZEU5kyu5tEYzRjifzKSw/edit?usp=sharing>

Thanks,

Melissa

Over the next few days I received emails from each of the women I contacted expressing their opinion that this was fantastic idea, that they forwarded the email to other faculty mothers that they knew of, but that their schedules would not permit them to attend the lunch. Resigned, I assumed the no one would RSVP on the google doc to the event, but when I checked the google doc on February 2, 2018, there were 8 RSVPs, all from women I did not know, and all from departments outside of mine!

On February 6, 2018 I emailed the women who RSVP-ed a reminder of the meeting.

On February 7, 2018, I arrived at the Wall a few minutes early to find it was closed for a personal even. I quickly emailed all the women we were expecting and changed the location to the Creamery instead. Six women (other than myself) met for lunch, and 4 more emailed me saying that they wanted to come but had other issues arise. We discussed relevant issues such as childcare concerns, managing a course load, balancing teaching with research, navigating gender roles in marriages, and other topics. The consensus was that this was a worthwhile event and that it was refreshing to connect with other women. They expressed a desire to repeat this event every semester, if not every month. I decided that I will organize a similar event each semester, but also start an email list where we could communicate with one-another about relevant topics.

Course Development Project—Final Report Guidelines

Final Report due mid-February 2018

Course Background

Psychology 641 is a doctoral level course for the Clinical Psychology program. Students take the course in their 2nd or 3rd year in order to learn and demonstrate multicultural competence in accordance with guidelines from the American Psychological Association. The Multicultural Counseling Competencies developed by the Association of Multicultural Counseling and Development (AMCD, 1992) calls for counselors to be competent in three areas: self-awareness, knowledge, and skills. It is my belief that self-awareness is the foundation that allows professionals to integrate their competence in knowledge and skills into effective practice. This integration leads to the development of culturally sensitive and responsive professionals. This course emphasizes: (1) the development of competency in the area of self-awareness, while increasing the students' knowledge and skills, and (2) prejudice, racism, and oppression as it pertains to working with persons from diverse backgrounds.

This course has been taught by many different instructors over the last 10 years, with mixed results. The department has had a difficult time finding someone who is competent to teach the course and who is accepted and appreciated by the students. I taught the class for the first time during Fall, 2017.

Learning Outcomes

Upon completion of the course, the student will demonstrate:

A. *Students will demonstrate self-awareness regarding:*

1. How one's personal biases, values, and beliefs influence interactions with clients, especially those who are culturally different.
2. One's comfort with clients' racial, ethnic, cultural and belief differences.
3. One's knowledge of personal limitations.
4. One's beliefs and attitudes towards persons of different cultural backgrounds.

B. *Students will demonstrate skills in:*

1. Applying basic techniques derived from selected theories with a diverse clientele.
2. Ability to use a variety of individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
3. Seeking out educational, consultative, and training experiences to enrich understanding of culturally different populations.
4. Understanding self as a racial and cultural being and actively seeking a non-racist identity.
5. Contributing to the professionals' role as a client advocate in promoting social justice.

C. *Students will demonstrate knowledge that:*

1. Exhibits evidence of a growing awareness of the diversity of theoretical approaches to counseling and human development.
2. Supports a professional commitment to the practice of multiculturally-oriented counseling as consistent with the best ethical and profession practice.

The BYU Course Catalog describes this course as “clinical issues in the context of cultural diversity and contemporary social trends.” Greater specificity of topics is noted in the Definition section of the 2002 APA “Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists,” in which the terms “Multiculturalism and Diversity” are described as follows: The terms “multiculturalism” and “diversity” have been used interchangeably to include aspects of identity stemming from gender, sexual orientation, disability, socioeconomic status, or age. Multiculturalism, in an absolute sense, recognizes the broad scope of dimensions of race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religious/spiritual orientation, and other cultural dimensions. All of these are critical aspects of an individual's ethnic/racial and personal identity, and psychologists are encouraged to be cognizant of issues related to all of these dimensions of culture.

This course explored these domains within the realm of relevance for training of clinical psychologists.

Course Activities

Course activities include discussion of reading material, presentation and evaluation of cases, exposure to clinical case examples of multiculturally competent counseling via text or video, and class discussion of personal attitudes and biases. Student were required to complete weekly reading, as well as the following three main assessments:

- A. SELF AWARENESS: Cultural Self-Study (From Model instructions for the conduct of self-study Weigl, R., *International Journal of Intercultural Relations*; Vol. 33, No. 4).
- B. SKILLS: Multicultural Literacy Group Presentation & Paper
- C. KNOWLEDGE: Resources Proposal & Annotated Bibliography

Each of these assignments were designed to overlap with the three domains of multicultural competency (knowledge, skills, awareness).

In addition, the students participated in in-class activities that were intended to help their self-reflection and awareness about issues related to privilege and power (i.e. privilege walk). In order to develop these exercises, I connected with a network of other instructors of multicultural competency courses and developed a shared google drive with these other professionals.

Assessments of Student Learning

Assessment of student learning was accomplished through weekly reading quizzes, class discussion (9 students), and teacher evaluation of the following projects (descriptions in Appendix 1).

- A. SELF AWARENESS: Cultural Self-Study (From Model instructions for the conduct of self-study Weigl, R., *International Journal of Intercultural Relations*; Vol. 33, No. 4).
- B. SKILLS: Multicultural Literacy Group Presentation & Paper
- C. KNOWLEDGE: Resources Proposal & Annotated Bibliography

In addition, students completed the MAKSS before the semester began and again at the end of the course. Students demonstrated multicultural competence in the domains of knowledge, skills, and awareness through an improvement in their scores on The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS; D’Andrea, M., Daniels, J., & Heck, R.). This measure is a self-assessment of the students’ multicultural awareness, knowledge, and skills.

Student Achievement of Learning Outcomes

Each main category of learning outcome is listed below, along with the class total pre and post scores on the MAKSS.

A. *Students will demonstrate self-awareness regarding:*

B. *Students will demonstrate skills in:*

C. *Students will demonstrate knowledge that:*

1. For each outcome, provide evidence to show that students have achieved the outcome.

a) Awareness: on the MAKSS (D'Andrea, Daniels, Heck, 1991) students initially scored a mean total of 2.74 on the Awareness subsection of the MAKSS. At the end of the class, students scored a mean total of 3.0 on Awareness. Although we lack sufficient data to determine statistical significance, this appears to indicate a reliable increase of knowledge as assessed by the MAKSS. Self-awareness was also assessed through the students' completion of a cultural self-study project. The instructor graded these projects and found the students adequately demonstrated awareness.

b) Knowledge: on the MAKSS (D'Andrea, Daniels, Heck, 1991) students initially scored a mean total of 2.37 on the Knowledge subsection of the MAKSS. At the end of the class, students scored a mean total of 2.8. Although we lack sufficient data to determine statistical significance, this appears to indicate a reliable increase of knowledge as assessed by the MAKSS. Knowledge was also assessed through the students' completion of an annotated bibliography project. Many students in the class ended up completing extra reading or media projects because they were so interested in the topic. The instructor also graded their annotated bibliographies and found that they demonstrated adequate knowledge.

c) Skills: on the MAKSS (D'Andrea, Daniels, Heck, 1991) students initially scored a mean total of 2.30 on the Skills subsection of the MAKSS. At the end of the class, students scored a mean total of 2.80. Although we lack sufficient data to determine statistical significance, this appears to indicate a reliable increase of knowledge as assessed by the MAKSS. Skills were also assessed through the students' completion of a multicultural literacy project. Students' papers were high quality and their presentations well informed. instructor also graded their papers and presentations and found that they demonstrated adequate skills.

Steps Planned or Taken to Improve Teaching and Student Learning

Based on your examination of student performance (from the previous section), determine areas in which teaching needs to be improved. Also consider feedback you have received from student ratings, peers, and supervisors. Identify steps to improve teaching and student learning.

1. **Describe the results of your analysis of student performance.** Empirical reports of the students' progress in the basic multicultural competence principles support their progress towards competence as a group. Individual assessments of students reveal that each student independently also improved on the MAKSS on each subscale from before the course to after the course.
2. **Summarize the feedback you have received from students, peers, and supervisors.** All of my composite student rating uncertainty bands (4.0 – 5.0) included the department point estimate (4.4). However, only 3 of the 10 students enrolled in the class completed the ratings (despite an in-class reminder to do so) and so they can not be considered valid. This was the first time I taught the class and was my course development project for the new faculty seminar. I worked closely with [REDACTED], my CTL consultant and developed course objectives and learning outcomes that were closely associated with skills, knowledge, and self-

awareness (all important domains of multicultural competence). I used the The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS; D'Andrea, M., Daniels, J., & Heck, R.) to assess students' multicultural awareness, knowledge, and skills at the beginning of the semester and used this information to guide my teaching process throughout the semester. Because this is a class that invites students to reflect upon and challenge some of their personal values and ideas, understandably there were some students who found this process challenging. I often met with students after class who wanted to have a place to explore their challenges to these issues privately and safely. The dynamics of the students in the course were such that the most outspoken students often had very strong opinions, and I put effort into trying to present a balanced and fair view of the literature. Comments about the class were generally positive (*"This was one of the best graduate school classes I have taken. The quality of learning and practicalness (sic) of the course was great"*) although one comment expressed a desire to engage with some topics at a deeper level. I struggled to balance the breadth and depth of topics in this class and will continue to consider how to balance the two.

3. Based on these analyses and feedback, indicate the steps you are planning or have taken to improve your teaching and student learning. (This includes developing as a teacher and changes to the course.) I certainly plan on continuing my development as an instructor of a controversial course. I plan on attending and participating in both the annual conference of the American Group Psychotherapy Association and the Association of Women in Psychology to gain further training on developing and training for multicultural competence and addressing difficult issue in a group setting.

4. If you have already taken steps to improve your teaching, identify any changes in student performance that have resulted from these steps. I recently attended a masters teaching lunch focusing on addressing controversial religious topics in the classroom. Although I have not yet had a chance to implement what I learned, I look forward to the opportunity.

Appendix 1

Assessments (Self Awareness, Knowledge, Skills, MAKSS)

Assignments

A. SELF AWARENESS: Cultural Self-Study (From Model instructions for the conduct of self-study Weigl, R., *International Journal of Intercultural Relations*; Vol. 33, No. 4).

Using material introduced in readings and class complete the steps of the cultural self-study described below. You may follow the steps as listed, or combine them into your own narrative format. **Completed reports should not exceed 2400 words or about ten typed pages.** Try to focus on the ways that you, your family, and your important groups represent larger, more inclusive cultural and co-cultural realities. Your work will be evaluated on the basis of the variety of concepts you use appropriately and evidence that you have made a genuine effort to deal with tasks which require some very deep reflection. No student, however, should in any way feel compelled to share information that she or he believes is private or personal. Keep in mind, though, that a degree of discomfort with this project is normal, as it requires making explicit things that usually remain implicit, automatic, and wordless—like how you drive a car or greet a stranger visiting your home. Many students have found this exercise, no matter how difficult, provides a very powerful and useful form of self-discovery. It is absolutely clear from the experience of hundreds of college students, that those who apply cultural concepts to themselves subsequently apply them to others with greater understanding, accuracy, and empathy

It is strongly recommended that you read the chapters in McGoldrick, Giordano, and Garcia-Preto (Eds.) *Ethnicity and Family Therapy* 3rd Edition (2005) relevant to your own cultural origins. As you do this you should keep in mind that some of us still clearly retain and express, at least in some settings, national cultural origins—most often those of immigrant predecessors. Some of us, however, are “hybrids”—our cultural automaticities have emerged from a combination of cultural traditions. Many of these traditions are not identifiable through use of any label like “Italian”, “German”, or “Korean”, etc. The origin of our cultural patterns may be very regional, international, or idiosyncratic.

1. Historical roots and longstanding memberships. Describe historical antecedents, which, even if nearly forgotten, still covertly influence thought, feelings, and behavior in your family. Consider immigrant beginnings and migration history, critical past experiences, valued traditions, characteristic likes and dislikes, views of persons of different ethnic and social groups. Think of institutions, religious and other affiliations, and social class memberships critical in shaping you.
2. Beliefs, values, and world views. What spoken, articulate beliefs were important as you grew up and what ones are important to you now? What other critical values, norms, and worldviews were much more taken-for-granted? Place yourself on three values

dimensions we have discussed in class. (Such as Individualism and Collectivism; High and Low Power Distance, Masculinity vs. Androgyny, and the several world view dimensions described by Strodbeck.)

3. Settings and scripts important in your socialization. Describe four behavior settings and the characteristic scripts they supported—ones you believe were very influential or representative of cultural forces that shaped you. Describe the settings and their scripts in as vivid terms as possible, then note their significance. You might focus on a family context like a meal, family gatherings for a special events, participation in a peer group or team, a classroom, a neighborhood, a setting in nature important to you; or other settings.
4. Group experiences. How did your family function as a group? How were authority and affection managed? What did your family communicate about the relative importance of autonomy and interdependence? How did your family prepare you for operating in groups outside your family? Did you develop favorable or unfavorable attitudes about being a group member? What non-family groups were very important in shaping you? How were you taught to define in-groups and out-groups?
5. Personal characteristics rewarded by your culture(s) What concepts of gender role and of age grading influence you most? What aspects of personhood are most valued in the traditions from which you have emerged and to what extent do you embody these preferences? How is your concept of who you are influenced by social class factors (e.g. education and income of your family)? What particular skills do you use and display which are part of the expected, taken-for-granted accomplishments of people of your cultural groups? (Please note, cultural of origin influences are still present when you actively choose to act in opposition to these influences.)
6. The Scripting of your personhood. What sign equipment do you display that assists others in assigning you to some cultural category? What is your characteristic cultural choreography: that is, what is your characteristic movement style, tempo, kinesics, proxemics, and style of facial display? What motives and emotions do you display most comfortably and frequently? Are there ones you clearly were taught to suppress? What of your speech patterns? Do you have any accent or speech style that identifies you with particular origins? Are you more direct or indirect in expressing yourself? With what sort of people or situations do you synchronize most easily and comfortably.
7. Cognitive style. How would you characterize your most representative style of thought in terms of a few of the following dimensions: field dependent vs. independent; “we centered” vs. “me centered”; representing highly distributed vs. self- sufficient models of intelligence; associative-concrete vs. abstract; emotionally colored vs. rational; right brained vs. left brained; artistic vs. algorithmic; wide-angle vs. close-up. In what way does your cognitive style reflect anything that is cultural?
8. Overview of your cultural programming. How cultural are you? Do you find cultural influences emerge more strongly in some life settings than in others? What ethnic or cultural identity did you have prior to this self-study? Has your identity in this regard been changed through self-study? To what extent were you previously forced to define your culture because you had to deal with cultural labels, accurate or inaccurate, which others ascribed to you? To what extent do you believe your interests are served by

separating from or instead more strongly joining the culture or cultures critical in shaping you?

B. SKILLS: Multicultural Literacy Group Presentation

The goal of this assignment is to help you learn how to learn about people different from yourself. You will be working with two other students in this class focusing on one cultural or racial group in the United States other than your own that you have not already studied or learned about in another context. You will need to do scholarly research, interview someone who is part of the group, and possibly visit a community agency that serves the group. I will provide a hypothetical case of a person from that group in need of social services. The task of your study group will be to learn as much as possible to figure out how best to help the person. Obviously, there is no way to learn everything about any one group. My goal here is to provide a structure in which you will learn as much as you can in a short period of time using resources that are readily available within the community and surrounding communities. I do realize that with more time, you could do a much more thorough job. In your paper, you will have an opportunity to identify the resources you found but did not have time to examine, such as books, journal articles, and community agencies. Near the end of your library research, you should also interview someone from your assigned group to include in your paper and presentation in class. The presentation should focus on how the information you gathered helps you to understand the hypothetical member of the group you are studying.

Please divide the work so that each of the four topics is addressed:

1. History: How and why did the group become part of the United States? Have they always been here (e.g., Native Americans or Chicanos whose homeland was incorporated into the United States as a result of the treaty of Guadalupe Hidalgo)? Were they brought to the US as slaves or indentured servants (e.g., some African Americans)? Did they immigrate by choice (e.g., came here to study and decided to stay)? Were they refugees of a U.S.-supported war abroad (e.g., people from Vietnam or some countries in Latin America)? Are or were they refugees unrelated to U.S. wars? Did they come in various ways? What kinds of experiences did various group members experience in their home countries? Include here a brief history of how U.S. law has treated the group, including such things as permission to immigrate, citizenship, voting rights status, treaties signed and either kept or broken, and so forth.

2. Values: What are the widely shared and/or widely understood values in this group? Consider what is expected of women and men, how female and male children are expected to behave, treatment of elders, religious/spiritual beliefs and practices, use of leisure time, expectations about leaving home, work and careers, sexuality, and so on. What happens to people who do not conform to shared values within the group? Consider people who are gay, lesbian, or bisexual; people with disabilities; people who marry outside the group; people who fail to follow expected religious practices; women who refuse to follow prescribed female roles; and so on.

3. The situation of the group in the United States now. What are the major trends in the size of the group over time? What explains increases and/or decreases in their numbers? How many people are here now? What kinds of jobs do they tend to hold? What are their incomes? What kind of political power does the group seem to have? To what religions do they belong? How old or young is this population? Which generations of immigrants do they represent? To what extent had the group intermarried/mixed with other groups in the United States? What kinds of conflict do they experience among themselves (e.g., generation gaps, religious conflict, and ethnic conflict within the larger group)? What are the major issues

or problems that members of this group currently face in the United States? If you were providing services to members of this population, with what kinds of issues might they need support for? How are human service agencies, educational institutions, and government agencies responding to the challenges that the group faces? How do attitudes toward the group by major institutions and the public tend to help or hinder their lives in the US? What strengths do the members of the group tend to bring to solving the problems/challenges they encounter and/or surviving in the United States?

4. *Attitudes and prejudices.* What are the attitudes toward this group held by the dominant culture? What are the attitudes toward this group held by other groups? How does this group think/feel toward other groups? What kinds of power does this group have and what explains its power or disempowerment? Is this group conflict with other empowered or disempowered groups? If so, who benefits, if anyone does, from this conflict? What keeps this group from building coalitions with other groups?

5. *Case Example.* I will provide you with a hypothetical case example of a client who belongs to this specific group. How would you apply what you have learned during this assignment to the case?

PAPER GUIDELINES

Your paper should be 6-7 doubled-spaced typed pages, plus references, and appendixes. In addition to a short introduction and short conclusion, it should contain the following a summary of what you learned in your research and on any field visits along with an analysis of how what you learned in from your research might be useful in understanding how to assist the hypothetical person you have been assigned to help. In your appendix, include a list of resources that you did not have time to thoroughly explore but you feel would be important resources to consider to gain a more complete understanding of the group, and more specifically, the hypothetical person you have included in your case example. Describe, especially, the kinds of services the agency provides for members of the group.

PRESENTATION GUIDELINES

Your group will have 30-45 minutes for your presentation. You will be expected to use PowerPoint (and provide copies for each member of the class), music, video/movie clips, and any other form of technology or media that you feel would be helpful in presenting your research. The use of activities (to engage the class) is encouraged. Each group will be expected to turn in hard copies of the written report and PowerPoint on Learning Suite on the day of your presentation.

C. KNOWLEDGE: Resources Proposal & Annotated Bibliography

This assignment consists to two parts: a proposal and an annotated bibliography.

Proposal: Please select a minimum of 1000 pages worth of material (including readings, podcasts, documentaries, movies; 60 minutes of non-written media counts for 50 pages) that broadly represents a course of study you would like to follow this semester. The weekly required reading for this course is not included in this page count. Your course of study should represent both a breadth of topics from the topics covered on the class schedule. Your proposal should also represent a good balance of reading, podcasts, and audiovisual media. Try to cover at least

some of the material and ideas for each area covered in class. However, you may spend a majority of time / focus on a single area if you have strong interest in a particular topic. Submit your plan of study on Learning Suite by the due date listed. The instructor will distribute a comprehensive list of possible reading and media sources. If you would like to propose other sources for this project that are not on the list, include a justification in your proposal.

Annotated Bibliography: Show how you have engaged in the material of each topic by seeking how ways to apply the ideas. Indicate what you have read / experienced, the pages counted / time involved, a brief (2-3 sentences) summary of the material and a brief (2-3 sentence) note about your reactions. This will be due the final day of class. Please submit through Learning Suite.

Example Chart:

Material	Pages/Time	Summary	Personal Response

For a copy of the MAKSS see:

https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/the_makss_instrument.pdf

Professional Development Project Proposal

Psychology

1. Locate and review your Professional Project Proposal.

During Winter 2017 I taught Psychology 505: Clinical Research for the first time. While my student ratings were average and the student comments generally positive, I did take note throughout the semester and on the student ratings a number of things that I would like to do differently the next time I teach this course (probably Winter 2018). One of the main limitations I faced the last time I taught the class was that the instructor who previously taught the course the last 40 years did not have a syllabus but just used one textbook and covered one chapter each class period. When I tried to do the same it was not well-received and felt monotonous. I would like to be more intentional in the way I design the syllabus, learning outcomes, reading materials, assignments, and assessments for the next time I teach this class.

For my Professional Development Project, I propose the following:

1. I will spend 2 hours a week during Fall semester (2017) working on preparing a new syllabus and design for this class. This time will include reading current clinical research and accessing potential reading materials for the course.
2. I will follow the formula outlined in the Course Development Project and apply it to the development of this course, including meeting regularly with [REDACTED] (see appendix A).
3. I will complete a total revision of the syllabus for this class (see appendix B)

2. Report

While at times it was very difficult, I set aside 2 hours each Friday afternoon during Fall semester (2017) to work on re-designing Psychology 505. I started “from scratch” and disregarded almost all of the previous years’ course plans and developed a new syllabus and reading list that fit the established Learning Outcomes for the course.

I started by conducting a literature review on new psychotherapy process and outcome literature published in the last 5 years. Much of the time I spent on this course development was sifting through the literature and finding appropriate reading material for students. I also consulted with professors of similar courses at other Universities to see how they structured their course and collected sample syllabi.

I am currently teaching this course and we have met 4 times (3 hour class periods). Subjectively, the energy in this class seems much better and the students seem to be far more interested in the course material. I have not yet acquired and objective data of student satisfaction or of performance.

Appendix A: Course Development Project—Design Guidelines

The course development project is intended to help you develop course design and teaching skills that you can use in every course you teach by applying these skills to a single course. Following is an outline of the design phase of your course development project.

- 1. Choose a course to work on—one you will be teaching either Summer or Fall 2017, and preferably one that you will teach again in the future.**

Psychology 505: Clinical Research. Teaching Winter 2018.

- 2. Meet with your CTL Teaching & Learning Consultant to discuss both short and long-term teaching goals and the course you have selected. (You are encouraged to meet with your consultant at each stage of your course design project. Your consultant can provide additional clarification, resources, assistance and valuable feedback. Meeting with your consultant will save you time and help you become a more effective teacher.)**

I met with [REDACTED] for one hour on May 17th and continued to consult with him over phone and email. We discussed course design and changes that I may want to make to this course based on my own experience of teaching the class previously and also on student feedback.

- 3. In summary, use the following process to design your course—**

- a. In a single sentence, define a purpose for the course that situates the course within program and university outcomes and objectives, and the current and expected level of student development.**

This course prepares students to adopt a scientist-practitioner model and to accurately and critically evaluate psychotherapy literature.

- b. Determine what evidence you will use to show that students have achieved the course purpose (a culminating assessment).**

Students will answer a subset of 20 self-generated questions regarding psychotherapy efficacy and effectiveness with examples and evidence from literature. This will be their final exam and will be graded by the instructor.

- c. Define a manageable set of learning outcomes that clearly articulate what the student needs to accomplish to achieve the course purpose.**

This course will address the learning outcomes from the course catalog as follows:

Learning Outcomes

1. Describe and summarize effectiveness of therapy/interventions

Students will describe and summarize the effectiveness of psychological interventions as well as the effective ingredients of therapy.

Measurement: Class presentations, brief writing assignments.

2. Evolution of themes and controversies

Students will assess the history and evolution of important themes and controversies that have influenced the current state of psychotherapy, such as the impact of managed care, shortened therapy time limits, and the push towards evidence-based practices. *Measurement:* Class presentations, essay exam.

3. Implications of current research for the practice of psychotherapy. Students will discuss the implications of current research findings for the practice of psychotherapy and for their own professional practice. *Measurement:* Essays questions.

d. Determine how you will measure student progress through assessments and provide feedback throughout the semester.

Student progress will be measured through the instructor's evaluation the students' reading preparation and comprehension (Socratic questioning in class, course discussion) students' oral presentation of a strength of evidence argument (graded by professor), students' strength of evidence paper (graded by professor), and their answers on the comprehensive final exam (graded by professor).

e. Determine the types and sequence of learning activities and practice students will need to achieve course learning outcomes and to integrate them to achieve the course purpose.

At the beginning of the semester, students will collectively generate a list of at least 20 questions pertaining to psychotherapy efficacy and effectiveness that they can expect to be asked as a professional psychologist in the field of practice (i.e. "does therapy work?"; "how much therapy is effective"). Students will collectively maintain a google document where they list these questions and together add information from class reading and lecture material that uses empirical evidence to answer these questions. Throughout the semester, each of the questions will be addressed thoroughly and systematically. This will culminate in the final exam, when the instructor will select 5-7 of the student-generated questions and they will write a response to each question using empirical support (closed-book).

f. Fit learning activities and assessments into the semester schedule. Scale elements of the course design as necessary.

Each lecture will contain a learning/attention activity (i.e. example of an expert in the field conducting a therapy session or talking about his/her research), discussion of the week's

readings and subject, a lecture about additional content material pertinent to the subject, and a clinical case example followed by group case conceptualization.

g. Compile your syllabus (you may use the syllabus feature of Learning Suite). If your syllabus conforms to the guidelines found at <http://ctl.byu.edu/creating-syllabus>, the syllabus is considered a sufficient representation of your course design. In addition, with a well-crafted, complete syllabus, you are better prepared for the upcoming semester.

See attached, appendix B.

4. Determine how you will collect information and evaluate the effectiveness of teaching methods, learning activities, assessments, etc. both during and at the end of the semester.

I will administer a mid-course formative student evaluation of my teaching and the course content and adjust the course based on the feedback received. At the end of the course I will carefully reflect on the student evaluations, and also have a discussion with the students about what they would recommend I change about the course the next time I teach it.

5. Submit your completed syllabus to the Faculty Center by mid-June 2017.

Appendix B: Syllabus

PSYCH 505 - Clinical Research

Winter 2018

Section 001: 295 TLRB on W from 9:00 am - 11:50 am

Instructor: [REDACTED]
Office Location: [REDACTED]
Office Phone: [REDACTED]
Email: [REDACTED]@byu.edu

Course Information

Learning Outcomes

1. Describe and summarize effectiveness of therapy/interventions

Students will describe and summarize the effectiveness of psychological interventions as well as the effective ingredients of therapy.

Measurement: Class presentations, brief writing assignments.

2. Evolution of themes and controversies

Students will assess the history and evolution of important themes and controversies that have influenced the current state of psychotherapy, such as the impact of managed care, shortened therapy time limits, and the push towards evidence-based practices. *Measurement:* Class presentations, essay exam.

3. Implications of current research for the practice of psychotherapy. Students will discuss the implications of current research findings for the practice of psychotherapy and for their own professional practice. *Measurement:* Essays questions.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%

Participation & Attendance Policy

Active participation in class is required and will be demonstrated through class participation. The instructor may choose to assign pop quizzes to assess participation and readiness for the class.

Attendance Policy

Attendance is required for this class. Any missed classes must be excused by Dr. [REDACTED]. Any unexcused absences will result in a 1/2 grade deduction.

Assignments

Paper: Strength of Evidence

Due: Wednesday, Apr 11 at 11:59 pm

Pick one claim relevant to the question what makes counseling/psychotherapy effective. (See list of possible factors below.) Starting with assigned readings and expanding by examining their reference lists, evaluate the empirical basis for the claim that this factor contributes to therapeutic outcomes.

- What is the historical basis for the claim? Who first advanced this possible explanation for effectiveness? Are there current trends (e.g., economic, political, scientific) that tend to make this claim attractive?
- What evidence do proponents produce in support of this claim? Give an overview of the forms of evidence (including the types listed by the Task Force for EBP, 2006), and a preliminary judgment of its persuasiveness.
- Provide a detailed analysis of the 2-3 most critical bodies of evidence. (A “body of evidence” could be a meta-analysis of many related studies, a single seminal study that established the claim, or a group of observations (perhaps scientific, perhaps clinical) that are seen as supportive.)
- Discuss the main conflicting findings. These are findings that tend to refute the claim (or are advanced by antagonists as evidence against the claim). How persuasive are these counterarguments?
- Overall, how do you judge the strength of the evidentiary basis for this claim? How confident can we be that the identified factor contributes to therapeutic efficacy (and how strong is its influence)?
- What additional evidence would be helpful to confirm (or refute) this claim?

Your paper should be 10-15 pages, including references, and should conform to APA style (*APA Publication Manual, 6th ed.*). You should submit your paper electronically via Learning Suite, by 5 pm the day of our final class meeting.

Presentation: Strength of evidence for a specific claim (15 points).

Due: Sign up in class.

Use a powerpoint presentation (or other visual aids) to present the findings from your “strength of evidence” paper to the class during the assigned class period. Your presentation should run 15-20 minutes, with an additional 10 minutes for questions and discussion.

Possible Paper /Presentation Topics: Factors Related to Therapeutic Effectiveness

Client Characteristics

- Expectations for therapy
 - Outcome expectations

- Process expectations
- Role expectations
- Cultural and individual differences
- Client extratherapeutic engagement

Therapist Characteristics

- Evidence for therapist effects
- Predictors of therapist effects
 - Credibility
 - Facilitative conditions
 - Empathy
 - Positive regard
 - Genuineness
 - Therapist competencies
 - Multicultural competencies

Therapeutic Relationship

- Working Alliance
 - Bond
 - Tasks
 - Goals
- Changes in working alliance over time
- Therapist-client matching
- Therapist flexibility to adapt intervention to client values and worldview
- Considerations for establishing relationship with specific groups

Placebo Effects

- Evidence for placebo effects (vs. no-treatment)
- Predictors of placebo effects

Specific Effects

- Evidence for specificity
- Claims of disadvantages of encouraging/mandating specific treatments
 - Manualization versus flexibility
 - Evidence of value of treatment adaptation for particular groups
 - Manual-determined time limits versus therapist-determined time limits

General Issues in Studying Effectiveness

- Generalizability of research findings to “clinically representative” conditions
- Outcome measurement in psychotherapy research
- Evidence for harmful effects of intervention

Final Exam

Due: Monday, Apr 23 at 2:00 pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where...the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the

academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

- Direct Plagiarism**-The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism**-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic**-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement**-The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur

with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topic	Readings
W Jan 10 Wednesday	Introduction & Overview	HPBC Chapter 1 OR GPD Chapter 1
W Jan 17 Wednesday	History Evidence & Inference Guest Lecturer: Michael Lambert, Expert on everything Psychotherapy Research Related.	APA Task Force on EBP (2006) GDP Chapter 1-2
W Jan 24 Wednesday	The Real Relationship	GPD Ch. 3 Gelso & Hayes (1998)
W Jan 31 Wednesday	Working Alliance	GPD Chapter 7 Norcross Chapter 2
W Feb 07 Wednesday	Ruptures Countertransference	GPD Ch. 8-9 Blatt & Zuroff (2005) TDCRP
W Feb 14 Wednesday	Relative Efficacy/Expectations	GPD Ch. 5 NBL Ch. 3, 7 Wampold et al. (1997) + resps
T Feb 20 Tuesday	Monday Instruction	
W Feb 21 Wednesday	Placebo Effects; Allegiance Effects	GPD Ch. 7 Wampold et al. (2005)
W Feb 28 Wednesday	Class Cancelled: Work on Strength of Evidence Papers	
W Mar 07 Wednesday	Client Factors: What makes a good client?	TBD
W Mar 14 Wednesday	Therapist Effects: What makes a good therapist? Guest Speaker: Davey Erekson, Therapist Effects	GPD Ch. 6 Baldwin & Imel (2013) chapter
W Mar 21 Wednesday	Predictors of therapist effects: Therapist experience and training and competencies. Guest Speaker: Tyler Pedersen, Therapist Experience Study	Fouad et al. (2009) Lichtenberg et al. (2007) CP Core Competencies document Tracey et al. (2014) Faust & Ziskin (1988)

		Dawes et al. (1989)
W Mar 28 Wednesday	Adherence and General Effects Guest Lecturer: Russ Bailey, Deliberate Practice	NBL Ch. 6 GPD Ch. 7 Baldwin, Wampold, & Imel (2007)
W Apr 04 Wednesday	TBD	
W Apr 11 Wednesday	Specific Effects: Evidence regarding treatment differences.	GDP Ch 8-9
		Paper: Strength of Evidence
W Apr 18 Wednesday	Culturally adapted treatments; Multicultural Competencies Presentations on Strength of Evidence	Benish et al. (2011) Huey et al. (2014) Imel et al. (2011) NBL Ch. 8
		Presentation: Strength of Evidence
M Apr 23 Monday	Final Exam: 295 TLRB 11:00am - 2:00pm	Attendance & Participation Final Exam