

NAME PhD, LP
Professional Track Faculty
Clinical Psychology
Department of Psychology

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 the 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 internship 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.