

## **Citizenship Project Proposal**

NAME 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 2<sup>nd</sup> or 3<sup>rd</sup> 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 Tyler Halverson, 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](https://drkdr counselingcourses.weebly.com/uploads/4/9/6/6/4966511/the_makss_instrument.pdf)



## **Professional Development Project Proposal**

NAME 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 Taylor Halverson (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 Taylor Halverson for one hour on May 17<sup>th</sup> 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:** Melissa Jones

**Office Location:** 272 TLRB BYU

**Office Phone:** 801-422-6480

**Email:** melissa\_jones@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. Jones. 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, 6<sup>th</sup> 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](mailto: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	<b>Monday Instruction</b>	
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
		<b>Paper: Strength of Evidence</b>
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
		<b>Presentation: Strength of Evidence</b>
M Apr 23 Monday	Final Exam: 295 TLRB 11:00am - 2:00pm	<b>Attendance &amp; Participation</b> <b>Final Exam</b>