Course Development Project

Final Report

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Counseling and Psychological Services

Counseling and Career Center

Brigham Young University

February 2015
Course Background

I am now in the middle of my fourth semester teaching Student Development 358R, which is a leadership development course for the resident assistants in Helaman Halls. This course falls under the umbrella of Student Life, and is designed to help resident assistants develop skills for becoming more effective in their roles as leaders, helpers, and supporters in their halls. The skills that are taught in the course include developing greater understanding and awareness of mental health concerns, including how to identify such concerns, developing empathy for others, working toward more effective communication and intervention skills, developing greater appreciation for diversity, managing crises appropriately, and enhancing relationships and self-esteem of residents. This course takes a holistic approach to student development, emphasizing the personal development of each resident assistant in their personal and professional lives, helping them to be more effective in their roles as resident assistants.

I teach this course in conjunction with two other faculty members from Counseling and Psychological Services. The course has existed for a number of years now, and the content areas have been refined over time to both fit the changing demands of being a resident assistant, as well as to ensure that each topic provides meaningful benefit to the students in the class.

Learning Outcomes

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<tr>
<th>Learning Outcome</th>
<th>Assessment Used</th>
<th>Conclusions Made</th>
<th>Actions Taken or Planned</th>
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<tr>
<td>1. Understand and demonstrate interpersonal skills</td>
<td>- Attendance/Participation</td>
<td>- Spend more time giving specific scenarios applicable to students’ roles as RA’s</td>
<td>- Provide more opportunities for RA’s to discuss experiences and application</td>
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<td>- Quiz on Autism Spectrum Disorders</td>
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<td>- Include more role-plays and opportunities to practice</td>
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<td>- Quiz on Communication Styles</td>
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<td>- Provide more in-class demonstrations and opportunities for out of class consultation</td>
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<td>- Quiz on Empathy</td>
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<td>- Quiz on Boundaries and Self-Worth</td>
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<td>- Quiz on Passive-Agressive Behavior</td>
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<td>- Final Paper</td>
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<td>2. Understand and demonstrate conflict resolution skills</td>
<td>- Attendance/Participation</td>
<td>- Students would benefit from increased practice with peers</td>
<td>- Provide opportunities for group role-plays to practice conflict resolution</td>
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<td>- Quiz on Communication Styles</td>
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<td>- Quiz on Cyberbullying</td>
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<td>3. Understand effective life management</td>
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<td>• Quiz on Communication styles</td>
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<td>• Appropriate classroom boundaries would help RA’s be more conscientious about applying life management skills</td>
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<td>• Boundaries would also help RA’s be more effective in implementing boundaries with residents</td>
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<td>• Continue to provide consultation hours to discuss application with residents</td>
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<td>• Make expectations about assignments clear and maintain expectations outlined in syllabus throughout semester</td>
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<tr>
<th>4. Identify signs and symptoms of mental health concerns common to college age students</th>
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<td>• Final Paper</td>
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<td>• Students may benefit from integrating concepts from Fall semester into concepts discussed during Winter</td>
<td>• Students may benefit from integrating concepts from Fall semester into concepts discussed during Winter</td>
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<td>• Continue to encourage students to implement knowledge gained from previous semester and apply to new concepts</td>
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<th>5. Understand the implications of developmental stages and how it impacts their work with their residents</th>
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These learning outcomes were developed through consultation with CAPS faculty and housing personnel about the skills and qualities that contribute to positive outcomes for resident assistants. Course lectures and assignments were developed to promote personal internalization of the concepts taught, through group discussions, role-plays, and quizzes and papers.

**Course Activities**

For this course, much of the learning occurs through discussion and practice of the skills that are taught. Students are expected to review online resources posted via Learning Suite before each class,
and they take a quiz prior to class about the topic that will be discussed that week. This “flipped classroom” model is a departure from the more traditional lecture model that was used previously. It was developed as myself and the other instructors recognized the difficulties of presenting material while leaving time for discussion, role plays, and questions, all within one hour. By requiring that students review material and take a quiz prior to class, they come to class more prepared to discuss the concepts that are being discussed.

In class, the traditional lecture format has been altered to include more discussion, questions, role playing, and demonstration. These activities are used to facilitate application of the concepts that are discussed to “real world” settings, so that students feel more equipped to utilize these skills in their work as resident assistants.

Attendance in the course is required and forms a significant portion of the final grade. Students are expected to participate while in class through disclosure of personal or professional experiences that relate to the concepts being discussed. Aside from the weekly quizzes and mandatory attendance, students in StDev 358R complete a final project each semester. During the fall semester, this project is a research paper, which integrates personal experiences as a resident assistant with independent research from peer-reviewed journals about one of the topics discussed during the semester. This assignment is designed to help students draw a personal connection between concepts discussed in class with actual situations they have encountered as a resident assistant, and to reflect on how they utilized their learning to handle the situation.

During the winter semester, students participate in a group project, where they develop a handbook called, “What I wish I’d known when I became an RA”. The purpose of this handbook is to have students reflect on what they have learned throughout the year and again apply this learning to their work as resident assistants. The goal of the assignment is for students to again recognize applications of the skills they have learned and reflect on how they have utilized these skills, and how they might have utilized them more effectively.

Assessments of Student Learning

Attendance and participation form a large part of the final grade for this course. This is because many of the topics that are presented in this class require some degree of self-reflection, practice, and discussion in order for it to be internalized and used effectively. For example, during the fall semester, we discuss how to appropriately assess and intervene if a student is expressing suicidal thoughts. While in class, we move from providing information about assessment and intervention to practicing via role play. Students are often surprised at how difficult it is to ask questions that they perceive to be personal. They are able to discuss and process the fears that they feel during their role plays and examine how these fears affect how they might interact with a resident. By developing this understanding during class, they are better able to cope with difficult emotions that may arise during an actual crisis with a resident.

The primary purpose of the quizzes is to encourage review of posted materials prior to class, in order to help students come to class prepared to have discussions and practice. Quiz questions are designed to
help students apply didactic information to scenarios similar to those they might encounter as a resident assistant. The final project, as described above, is intended to help students crystallize information and skills through application to a “real world” scenario and their work as resident assistants.

Examples of assessments used in this course are provided in the appendix.

**Student Achievement of Learning Outcomes**

The desired outcomes of the Student Development 358R course are ideally demonstrated in connection with each student’s work as a resident assistant. Outcomes in this area are largely subjective and anecdotal and based on how well resident assistants are aiding their residents to be successful at BYU. During the fall 2014 semester, 19 students were hospitalized with mental health concerns from all areas of on-campus housing. However, no completed suicides occurred on-campus in this same time period. This suggests that the students who are in-crisis in on-campus housing are being found, and interventions are occurring to get these students connected with resources to improve their functioning. Confidential information contained in incident reports have demonstrated effective assessment and interventions utilized by resident assistants. A de-identified incident report that demonstrates appropriate intervention is provided in the appendix.

One area that could be improved upon in this course is to highlight the relationship between quizzes and class attendance with efficacy as a resident assistant. Because information about how effective the resident assistants are is primarily limited to their own submission of incident reports, it is unclear whether the students who are not submitting incident reports are refraining from doing so due to a lack of incidents among their residents, or whether it points to a lack of adequate assessment and intervention. Meetings with housing personnel at the end of each semester to discuss each student’s performance may provide some helpful information about which students are struggling, and whether the quizzes in this course can serve as an indicator of that.

**Steps Planned to Improve Teaching and Student Learning**

Based on the information in the preceding sections, it is clear that there is continued room for improvement in the StDev 358R course. Perhaps the most significant area for improvement is to incorporate more reliable information about student outcomes that comes from reliable sources. Because this information will come primarily from outside of the classroom, one possibility is to invite Hall Advisors to offer feedback on each resident assistant and incorporate this feedback into the final grade. Other possible assessments might include a videotaped role-play that requires students to demonstrate effective assessment and intervention in a challenging situation. Such sources of feedback will provide information that is more solidly connected to the desired outcomes for this course.

Aside from this significant, needed change, I feel that this course is headed in a positive direction. The flipped classroom model has shown to be an effective one, as demonstrated by high student ratings after the first semester of implementation, and positive feedback from housing personnel. The topics are in a constant state of flux, based upon feedback from resident assistants, other housing staff, and
student concerns being seen in the counseling center. Such flexibility is important in this class as we try to help resident assistants work effectively with a constantly evolving population.
Appendix

Sample assessment – Quiz

According to Zick Rubin (1970), which of the following is NOT a characteristic that distinguishes "love" from "like"?

- Attachment
- Caring
- Quality Time
- Intimacy

Robert Sternberg describes this as the aspect of love that is embodied by limerence (romantic infatuation or obsession) and sexual attraction.

- Passion
- Commitment
- Intimacy
- Connection

Jessica has been dating Rick for two months now. She finds him very attractive and likes holding hands, kissing, and cuddling with him. She has begun to make plans in her life to marry Rick and is excited when she thinks about spending the rest of her life with him. When Jessica's parents ask her to tell them more about Rick, she realizes she can only tell them superficial details about him, like his major, where he's from, and where he served his LDS mission. According to Sternberg's Triangular Theory of Love, it is likely that Jessica has which kind of love for Rick?

- Romantic
- Companionate
- Fatuous
- Consummate
4. According to attachment theory, an infant who is comfortable exploring the environment around them, interacting with strangers, and appears happy when their caregiver enters the room likely has which kind of attachment with their caregiver?

- Anxious-Avoidant
- Secure
- Ambivalent
- Disorganized

5. James has been married for six months to Julie. Julie feels that James has become "distant", and that he barely acknowledges her when she gets home from work anymore. He also doesn't ask Julie about her plans or where she is going when she leaves; in fact, he hardly seems to notice. When Julie asks James to spend time with her, he does, but he doesn't seem to enjoy it much, and could seemingly be on his own just as easily. According to attachment theory, James likely had which kind of attachment with his primary caregiver?

- Secure
- Detached
- Ambivalent
- Anxious-avoidant

6. Which of the following best summarizes Dr. Art Aron's (1997) findings in, "The Experimental Generation of Interpersonal Closeness"?

- Love is impossible to understand; factors that predict love seem to be completely random
- Developing love requires that two people be very similar to one another in demographics, values, and life experiences
- When even random pairings of people share increasingly personal thoughts and feelings, most pairings develop feelings of unexpected closeness
- There is no such thing as love; it's basically the same as liking, but to a greater degree

7. 

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Which of the "seven principles" from the Gottmans' work involves responding favorably to one's spouse's bids for attention, affection, humor, or support?

- Enhancing love maps
- Overcoming gridlock
- Accepting influence
- Turning toward each other

8. Which of the following is NOT one of the Gottmans' "Seven Principles"?

- Spending Quality Time Together
- Nurturing Fondness and Admiration
- Accepting Influence
- Creating Shared Meaning

9. True or False? John Gottman's model of predicting divorce can predict divorce with 100% accuracy.

- True
- False

10. True or False: According to scripture (and John Lennon), fear can be a major barrier to the development and maintenance of love.

- True
- False
Sample assessment – Final project for winter semester

Final Paper and Presentation

Title: What They Never Told Me as an RA

Description: The Final will be a project that you will do with the other Resident Assistants you work with in your area (associate group). For the Final you will choose a topic and have it approved by the instructor. You will then write up a 3-5 page manual of what you wished you had known when you first became an RA. The paper must have at minimum 2 citations of primary sources on your topic. In addition, you will put together a PowerPoint presentation and give an 8 minute presentation on your topic to be presented to the class on the last day (April 14). The key to getting a good grade on this assignment is to make it professional. The manual you are making should be presented in a format where I could hand it over to an incoming RA and they would fully be able to understand it and find it very useful as they start out their RA career next fall.

Points: 100

The Paper and Presentation will be graded on the following criteria:

- Grammar and Spelling 15%
- Organization, structure, and presentation format of the paper 25%
- Level of research and understanding of the problem 25%
- Professional nature of your presentation 35%
Final Paper

Depression

While thinking about what topic I would write this paper on, it was very interesting to review the past semester and the many experiences I have had with my residents. Although, the majority of my floor was stressed out and confused about their lives, there were far bigger issues that I had to deal with. The biggest of them all was depression. Even though this disorder was not widespread, it took me off guard and caused me to stretch far beyond my limits to help me understand more clearly the problems that can occur that are often uncontrollable.

To be diagnosed with depression there is an initial screening with two questions; if a person answers yes to both of the questions, additional screening is required that is more in depth (Scott, 61). There are also three classifications of depression. Mild, is usually helped through the use of talking with a counselor and coming up with ideas of how to cope with the more difficult times. The other two classifications are moderate and severe. These are more serious and require a lot more attention. Usually an anti-depressant is subscribed from a psychologist, but counseling is also prescribed along with the anti-depressant to help the patient learn to cope with the situation and release anxiety and stress that can arise. I was curious as to some of the reasons that depression occurs, such as certain situations that could trigger it more. It is a genetic problem due to a lack of serotonin produced in the brain. This makes it more difficult to control, and also more dangerous because the depression increases when uncontrollable and hard situations occur. In the present situation for freshmen, it is usually homesickness and having to cope with being on your own that can cause depression.

Often times I see Facebook and Twitter updates on my news feed that show signs of depression but are often extremely vague, like a cry for help. These usually irritate me because I see it as someone
trying to get attention, but there have actually been studies done on the impact of Facebook and Twitter with depression. I was always curious if it would be uncomfortable for me to respond to one of the people who make these updates, especially when it was one of my residents. According to a recent study, out of a population, 60% were females and 93% of these females responded to an adult intervention positively after a cry for help or sign of depression was posted on social media (Whitehill 122). This made me rethink my attitude towards people who post depressing things on social media. Although not all of them may have serious depression problems, some of them really need help and will respond positively to it. The researchers assert that, “Programs that encourage resident advisors and peers to respond in [a positive] manner, and encourage treatment may represent a way to improve access to care for depression” (Whitehill 127). This knowledge is good to know for a resident assistant because many residents are not confident enough to come and talk about issues that they are having, for fear of judgment.

In class, you told us that 53% of students at a university indicated that they had labeled what they would consider depression since entering college. You also added that 50% of students at a university would experience depression during their college years. At BYU we are so privileged to have a counseling center that is free for full time students. Unfortunately this care is not common at other universities according to researchers. They assert that, “adequacy of depression care is a significant problem in college populations. Solutions will likely require greater availability of psychiatric care, and better coordination between specialty and primary care using collaboration care models, and increased efforts to retain students in psychotherapy” (Eisenberg 220). Knowing that many universities have problems with depression but do not have adequate help for students is upsetting but also evidence of how serious the problem of depression is for students at an adolescent age. Learning more about the details of depression helped me to better understand the resident on my floor who was dealing with this.

From the first day of check-ins I knew that I was going to have a difficult time with one of my residents. Her mother immediately informed me how worried she was about her leaving home, and told me to pay special attention to her. I kept an eye on her and approached her just to talk and see how life
was going for her. She poured out the many struggles that she had in her life, her fears about school and making friends, and annoyances with her roommate. I did my best to understand her problems and give her advice that I felt would best help her. The more I talked with her, the longer she would stay and the more frequent her visits became; I soon came to realize that this issue was much deeper than the normal and more simple issues she was describing to me. When we had the lesson on depression, I realized that she displayed many of the symptoms of depression. She was withdrawing from her family, and the few girls that she did know on the floor. She also was extremely irritable with her roommate and anyone on our floor but could never tell me what it was that was irritating about them. Every day she would come into my room and just talk about how every person she met at BYU annoyed her in some way or another. Her eating habits increased and she often talked about how she would avoid social gatherings and instead watch Netflix by herself.

The other thing that I realized about her was that she soon became increasingly dependent upon me. She would come into my room for three hours every day and just complain about everything. The more I tried to help her find positive things in her life, or just listened and tried to understand, the more she would complain. It got to the point where I found myself avoiding her. I would quickly run to my room if I ever came back to the dorms, or I would just hide in the library until all hours of the night just to avoid having to deal with the negativity. It was incredibly draining and caused me to feel irritated and less willing to understand her situation. I found it very helpful that during this time, you gave the discussion on disruptive students. I know that she is not fully classified as a disruptive student, but she had many of the similar characteristics. From your lesson I learned that I had to set boundaries quickly, and also that I needed to try and suggest to her to seek help from a professional at the counseling center because they are better equipped to handle situations like this.

She denied my advice to see a counselor and told me that she did not need any help, that she was totally fine on her own and that I was overreacting. I even told her about my personal experience with a counselor and how much it helped me, but it was of little value to her. I just kept her in my prayers and
hoped that she would decide to seek help herself, or confront her problems. At first, creating the boundaries caused her to distance herself from me, and she become very upset and emotional. This boundary though allowed her to create more friends on the floor because she became less dependent on me. The problem was her moods would be really high and then sink to really low periodically. I realized that she had a lot of family problems going on, but blamed the majority of her problems on her roommate. She never wanted to discuss any of the difficult issues that were actually bothering her.

Recently, I talked with her and she told me that she had decided to move out of Helaman Halls and into Heritage Halls because she could not stand her roommate any longer. I found this extremely distressing because she was avoiding her real problems and not taking the initiative to solve them. She does not like confronting situations, even when I offer my help. But at this point, I was nearly relieved that she would be leaving my hall, as terrible as that sounds. I am still concerned for her, but hope that her move to Heritage will end up helping her. If I could start over in this situation, I would have been more upfront with her and not allowed her to become so dependent on me. I needed to create a boundary much sooner than I did and also encourage her to seek help more than I did. I wish that I would have seen the depression warning signs earlier too because I think my advice could have been more worthwhile if I had known what I was actually dealing with. I should have taken more advantage of your office hours as well, because I know that you could have helped me formulate better things to say.

I have a difficult time when I am unable to successfully help someone solve their problems, but I have come to the realization that many problems are just out of my hands. Depression is a serious thing that is a lot more common than most people think. Being a support and encouraging is all that a person can do to help someone struggling with this. I know that next time I will have a better idea of how to properly handle a situation like this. Thanks for all of the great lessons you give to us in class they have truly helped me!
Sample Incident Report – De-identified

Residence Life
Incident Report

Date November 16, 2014

<table>
<thead>
<tr>
<th>Names</th>
<th>Student I.D.</th>
<th>Building</th>
<th>Room/Apartment</th>
<th>Phone</th>
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<tbody>
<tr>
<td>“K”</td>
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<tr>
<td>“L”</td>
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<td>“S”</td>
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What Happened?

This weekend one of my residents, L, came to me and expressed concern for her roommate. According to L, K has been spending most of her days sleeping and doesn’t go to most her classes. When L asked K about it, K broke down in tears and told L that she thinks she might be depressed.

What did we do?

After speaking with L, I made an appointment to meet with K. I told her that I was concerned about her sleeping habits and asked her to explain to me what was going on. She said that she’d been having a difficult time adjusting to a college course load and the stress of starting college, so she kind of shut down as a coping mechanism. To avoid going to classes she would just sleep all day, which would cause her to miss assignments and be even more stressed. L and another resident in our hall, S, convinced K to go to a seminar with them about schoolwork and anxiety. She really enjoyed this seminar and it seemed to give her a new perspective on her situation. She is optimistic that this will be a better week and is going to make an effort to go to all of her classes. K and S have made a deal in which K is going to check in with S to make sure she’s not sleeping in the middle of the day, and S’s going to check in with K to make sure she’s eating healthfully. I also suggested to K that she make an appointment with the Counseling Center and she was willing to, so I helped her make an appointment to go this week.

Follow-up Needed?
Yes, I told her that I would be checking back with her on Wednesday to see if she was able to have a successful appointment with the Counseling Center.

Person reporting: XXXXXXXX

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Scholarship Strategies Project

Final Report

Benjamin Salazar, Ph.D.

Counseling and Psychological Services

Counseling and Career Center

Brigham Young University

February 2015
As I have reviewed my scholarship goals that I designated during the spring of last year, I’m surprised at how much these goals seem to have impacted my achievements over the past year. I can remember spending a lot of time last year considering my strengths, my past research experience, my role as a clinical psychologist at the counseling center, and trying to think about what I could realistically accomplish over the next year. I remember consulting with my faculty mentor about my goals, who helped me “rein in” my goals to ones that would be realistic, yet reflect an investment of effort. I felt good about the goals that I set at that time and my ability to achieve them.

Shortly after submitting my goals in June of last year, I had my first break from work. I had a very busy two months in my personal life, and when I came back to work in the fall, the goals I had set were no longer at the forefront of my mind. I thought about them on occasion, but honestly took very little time to formally review them over the past six months. As I prepared to review my progress for the scholarship strategies project, I felt a little apprehensive, as though there may have been some goals that I’d completely forgotten. I came to realize that the time I took to develop my goals last year must have had a more lasting impact on me than I’d thought; I’d structured my time and efforts in such a way as to be able to meet all of my goals. As I reflect on what I’ve accomplished with scholarship over the last year, I feel content, while also recognizing that I want to continue to do more.

The goals that I set for scholarship last spring were the following:

- Disseminate one peer-reviewed publication or one presentation at a regional or national conference
- Mentor at least one undergraduate student on a research project that leads to a presentation or publication
- Design and propose a research project that examines therapists’ use of telepsychology interventions in a university counseling center setting
- Continue to be involved in research groups at CAPS; increase initiative to participate in and follow-up on research projects

The strategies that I planned on utilizing to accomplish these goals included the following:

- Join a new professional association (Utah Psychological Association) to familiarize myself more with work that is being done in Utah in my area of research
- Seek opportunities to connect to researchers in telemental health while attending APA convention in Washington DC in August 2014
- Develop a tool for organizing and tracking creative work and scholarship
- Aim to consistently have a project in development, a project in the process of data collection or analysis, and a project in the process of dissemination

I have been able to successfully complete each of the scholarship goals that I set last June. I recently had my own original research accepted into a regional conference, and have published and presented on a national level in the last year as well, on work I did as a graduate student. I have been mentoring an undergraduate student throughout the year, who recently began data collection on a project that was his own idea related to teletherapy. Together, we designed a study exploring therapists’ use of teletherapy interventions, and I have also continued to be involved in research groups at CAPS.
To facilitate my research agenda moving forward, I’ve joined two professional organizations (AMCAP and RMPA) to connect more to researchers in my area. I had the opportunity to connect to a national organization at APA that is seeking to disseminate teletherapy research more widely. I have also maintained a project in development, one in data collection, and one in the process of dissemination over the last year. I hope to continue this method of having research in various stages to stay active with my scholarship.

This process has taught me that having goals is an important piece of productivity. I spent a good deal of time thinking about and creating goals last year, and continuing to do so will be important for helping me have direction in my career. I’ve also learned the value of consulting with those who have been through the early stages of their career to get guidance about managing multiple roles and continuing to be productive.
Citizenship Project Proposal

Final Report

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February 2015
My citizenship goals were the most difficult ones to develop last year. I was involved in a couple of committees at Counseling and Psychological Services, but I saw other faculty members who seemed to be more “plugged in” to the pulse of the center, as well as more connected to colleagues outside of the center. I wondered how I would be able to achieve this growth in my own citizenship.

In an effort to create thoughtful goals, I focused on the relationships and assignments I already had, and considered ways I might be able to improve my efforts in these assignments. As I reflect on how my citizenship has grown over the past six months, the greatest improvements have come in unexpected ways.

The most significant areas of growth in citizenship for me over the past year have come as I’ve been approached with offers to become more involved in professional organizations. Through my associations with other CAPS faculty, I’ve accepted opportunities to review proposals for a national outreach conference, as well as to manage the provision of continuing education credit through the American Psychological Association for the Association of Mormon Counselors and Psychotherapists, a national organization. I was recently given more responsibilities regarding conference planning with this position, and am now included on board meetings for this organization. Through my associations in these professional assignments, I’ve been able to make new connections with other professionals with similar interests in mental health and outreach.

Along with my work outside of CAPS, I’ve been able to continue to cultivate the liaisonships and committee assignments that I have within CAPS. Working with the other liaisons to Multicultural Student Services, I developed a plan for helping ethnic minority students get connected to mental health services more quickly than the standard two to three week waiting period. I’ve been able to improve contact with on-campus housing personnel to modify the leadership development course that I teach for resident assistants, as well as to help facilitate a high number of hospitalizations for mental health concerns that occurred during the fall.

I have taken on an assignment to work with the CAPS Student Outreach Council to manage social media for CAPS, as well as to provide the Student Outreach Council with training on diversity issues. I have also remained an active participant in discussions and planning surrounding diversity training and other outreach activities, such as National Depression Screening Day.

My citizenship goals set last year included the following:

- Collaborate with colleagues who liaison with housing to continue to improve relationships with on-campus housing and leadership development course curriculum; work in conjunction with CTL personnel to improve course for resident assistants
- Continue membership in APA; apply for membership in UPA; interact with other members of these organizations who share similar interests in clinical service, research, or teaching
- Be more active on CCC diversity committee; lead or co-lead one of the diversity trainings over the next year
- Enhance collaboration with Multicultural Student Services office. Explore possibilities of increasing awareness of diversity issues among faculty around campus

I believe that I’ve been successful in meeting these goals. While I have not joined the Utah Psychological Association, I’ve instead joined the Association for Mormon Counselors and Psychotherapists, and the Rocky Mountain Psychological Association. I had hoped to be able to co-facilitate a diversity training, but
have not yet had the opportunity to do so. I still hope to be able to facilitate a training by the end of the year. I have been able to meet with CTL to improve the teaching of my Student Development course, and have continued to foster positive relationships with on-campus housing and Multicultural Student Services.

One thing that I feel I’ve learned about citizenship in the past year is that letting my voice be heard about topics that I’m passionate about can lead to invitations to become more involved in these kinds of topics at a broader level. I hope to be able to continue to maintain and improve relationships between CAPS and other campus partners while fostering my own professional connections to people from other institutions.