

SECTION V. SABBATICAL LEAVE APPLICATION

Yvonne Canada

February 3, 2023

Name (Open Print Preview to have your name populate throughout the form)

Date

Diablo Valley College

Fall 2023

College

Sabbatical leave period requested

Counseling and Career

20

Teaching field(s)

Years of service in CCCC

Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities).

No

Indicate type of Sabbatical program (see United Faculty Agreement, Section 12.5.6) If program can be categorized by more than one type, check where applicable.

- Institutional study (complete Form A)
- Travel (complete Form B)
- Professional Study and/or Creative Study (complete Form C)

GENERAL SUMMARY OF SABBATICAL PROGRAM

(GIVE A 100-WORD MAXIMUM STATEMENT)

I will complete nine graduate-level units in the Applied Positive Psychology Certificate at Colorado State University Online. According to the program website, positive psychology is "the scientific study of the strengths that enable individuals and communities to thrive." The courses focus on applying positive psychology principles in organizations, schools, and counseling to help people flourish, which aligns with DVC's Mission to "inspire, educate, and empower students to transform their lives and their communities" (Diablo Valley College, 2023). I will use the skills I learn to strengthen my counseling methodology, support our diverse students, and further develop the DVC Peer Success Coach program, which I coordinate.

Name

VALUE TO EDUCATIONAL PROGRAM

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 1, 2, 3 and 4)

Describe how the proposed sabbatical will benefit the educational program. In particular:

1. *How will it benefit students, programs, or staff/colleagues?*

The graduate courses in the Applied Positive Psychology Certificate program at Colorado State University are focused on putting evidence-based positive psychology tools and strategies into practice to help people enhance their well-being, improve relationships through better communication, achieve positive outcomes, and recover from hardship¹. Completing three courses in the program will deepen my knowledge of current research in positive psychology and strengthen my skills in applying it in my counseling methodology. By effectively leveraging students' lived experiences, characteristics, and strengths in my counseling, I will more effectively support their academic, career and personal success. The skills I learn in the courses will benefit the students I work with individually, the programs I serve such as EOPS and the Arts Communication and Language (ACL) Center, those I lead including the Peer Success Coach program, and my Diablo Valley College (DVC) community.

I was particularly drawn to work at a community college because I wanted to unite my passions for social justice and helping others to achieve their potential through higher education. I love working with the diverse community of students, faculty, staff, and administrators at DVC! One of students' first interactions at DVC is with a counselor. Our role is to assist them in achieving their academic, career and personal goals so it is critical that we offer an inclusive, equitable, and affirming environment, particularly for students of color (Brohawn, et al. 2020). As a counselor, I work with many students who have been historically underrepresented and underserved in higher education. Research by Alegria, Fukuda and Markle (n.d.) has shown:

"Children with unmet emotional and social needs experience greater challenges to learning... These issues become more pronounced for youth of color, who are more likely to attend inadequate schools and are less likely to receive adequate mental health care." (p. 4)

Students of color who attend under resourced elementary and secondary schools experience a disproportionate amount of school-based punitive action, particularly Black students (Alegria, Fukuda & Markle, p. 4). According to Hamideh (2021, p. 10), minoritized students also frequently experience stereotype threat in educational settings, which has been shown to impede academic performance. The internalized belief that they do not really belong in higher education further threatens these students' academic and career success once they are at DVC (Gallup, p. 1). The profoundly positive impact that counselors can have on students' experiences was documented in the Students Speak Their Truth about Transfer: What They Need to Get Through the Gate report (Brohawn et al., 2020). In the report, students said,

"When counselors go beyond simply providing information to demonstrating a true personal interest in their transfer success, it can profoundly and positively influence their perceived and actual readiness for university. Students characterized counselors who take this approach as sincere, authentic, and able to build rapport and think about students' "big picture."

At the same time, students expressed the belief that counselors who take a more transactional approach can hinder their educational journey." (p. 20)

Our collective experience with the isolation and trauma created by COVID-19 in the past three years has only added to the challenges that students face inside and outside of college. This makes it even more important that we utilize approaches such as positive psychology to better serve and support them (Mills,

2021). Deepening my knowledge of positive psychology and how to apply it as a counselor will enable me to better support the individual students I serve, particularly those with previously traumatic educational experiences, in achieving academic, career and personal success, and help students who plan to transfer in general (Brohawn, et al., 2020).

In addition to using the knowledge and skills I learn in counseling general and EOPS students, I will apply it in the outreach and drop-in counseling I provide at the Arts Communication and Language (ACL) Center. The ACL Center, and other Student Centers on campus, are the direct result of work that I did as a co-lead of the Guided Pathways Success Team Design Team. The purpose of the Centers is to better serve students throughout the college by providing spaces for students in the Interest Areas focused on similar majors. Counselors partner with faculty in the academic clusters within an Interest Area to inform curriculum, course sequencing, career, and transfer information. Counselors provide outreach and major-specific counseling to students who have declared a major or expressed interest in the academic cluster for which they serve as liaison. The knowledge and skills I learn through the coursework will help me support students who are worried about their transfer options, their future careers and how to deal with challenges they face on their pathway.

Lastly, the courses will help me to further develop and enhance the training I do for the Peer Success Coaches (PSCs). The PSCs support students in need of basic needs resources, who are often struggling academically, personally, and with their mental health. Learning to approach their work from a positive psychology perspective will benefit the students they support. Utilizing the knowledge and skills I learn in the courses I complete to improve the PSC program will broaden the impact of my sabbatical proposal as well. In addition to incorporating what I learn into the PSC Training, I will share it with my colleagues through training at department meetings and/or FLEX activities so that others can also enhance their own counseling methodology and/or pedagogy.

2. How will it enhance and/or improve your background and professional competence?

Each graduate course I complete in Applied Positive Psychology (listed below) will contribute to a different aspect of my knowledge and skills, all of which are related to my effectiveness as a counselor. In the courses, I will learn the most current research in the field of positive psychology, and how to apply it in my work with students, programs at DVC, and my department. A strengths-based approach, positive psychology will bolster my professional competence by informing my approach to working with students, creating individual and program-based interventions, and guiding my practices to ensure I am contributing to students' growth, development, and success at DVC to the greatest degree possible.

In addition to the impact on my overall approach to working with students, the courses would provide me additional grounding in career development, work, and life satisfaction, and flourishing in work environments. Having taught Career & Life Planning for several years, I know that it is critically important to educate students not only on the educational requirements to enter a career, but also how to choose work that will be meaningful and satisfying, help them build employability skills, and how to function effectively in the work environment so they will thrive in their chosen career.

Through my reassignments in Guided Pathways as a co-lead of both the Advising and Completion and the Student Success Team Design Teams, I have participated in helping to establish clearer academic and career pathways for students at DVC. I continue to support that work as a counseling liaison to multiple academic cluster faculty, and through counseling drop-in in the ACL Center each semester. As a general counselor, I work with students ranging from completely undecided on their future career who need guided career exploration, to those who are focused and on a clear path, to those who are making mid-career job changes. The Applied Positive Psychology coursework will strengthen my career counseling skills, which will benefit EOPS students, general students, and those in the ACL Center who are part of the academic clusters with which I liaise.

The courses I plan to complete in the Colorado State Applied Positive Psychology program in fall 2023 are:

PSY 500: Advanced Introduction to Positive Psychology (3 units) – Required

Explore the theoretical and empirical foundations of positive psychology with emphasis on learning to evaluate and develop science-based positive psychology applications. Examine topics like meaning, purpose, character strengths, relationships, health, emotions, spirituality, leadership, and education.

PSY 621: Psychology of Calling and Meaningful Work (3 units)

Overview of theory, research and practice related to calling and meaningful work. Topics occupy the intersection of positive psychology, vocational psychology, and organizational behavior. Introduction to historical, philosophical, theoretical, methodological, and practical implications of the accumulating research related to career development, work, and eudaimonic well-being.

PSY 625: Positive Organizations and Leadership (3 units)

The emphasis of this course is on understanding the individual attributes for flourishing in work, enabling positive groups and teams, and designing positive leadership and organizational approaches. Topics such as positive emotions in organizations, strengths in work, work engagement, meaningful work, psychological safety, high-quality connections, and positive leadership and change approaches will be explored.

If PSY 621 or 625 are not available, I will complete one of the following courses:

PSY 623 – Positive Education (3 units)

Examines the field of positive education through a multilevel approach including student, staff, and community wellbeing, core theories and concepts in positive education, and advances and research on implementing positive education programs and assessing their effects. This course is for people interested in educational systems that teach academic content and also help students develop the best potential and cultivate skills for wellbeing.

PSY 624 – Positive Career Counseling and Coaching (3 units)

Theory, research, and evidence-based best-practices for career development counseling and coaching from a positive psychology perspective. (Colorado State University, 2022-23)

Should nine units of coursework in Applied Positive Psychology not be available in fall 2023 through Colorado State University, I will complete the required number of units in the University of Missouri's online Positive Psychology Graduate Certificate program from among the following courses in the School of Educational, School and Counseling Psychology (University of Missouri, 2022-23):

ESC_PS 7200 – Positive Psychology (3 units)

Positive psychology explores what is positive, creative, and fulfilling in human behavior. It is the scientific study of well-being and flourishing: what people do right. This course will examine cornerstones and key concepts such as emotions, engagement, relationships, strengths, virtues, meaning, and purpose. Proven as a very effective application in the realms of organizations, governments, businesses, education, counseling, etc., it is best originally understood by applying it to oneself.

ESC_PS 8200 – Applied Positive Psychology (3 units)

This course will require students to implement positive psychology concepts from the introductory course into their personal, professional, and/or social lives. We will also study specific ways in which these concepts and theories are being applied throughout various realms of well-being. Among the topics in this course are therapeutic lifestyles, goal-setting and attainment, self-care, meaning making, transformational leadership, influence and sustainable happiness theory.

ESC_PS 8700 – Life/Career Coaching and Development (3 units)

Designed to teach life and career coaching strategies with roots in career psychology and positive psychology. It provides the tools and knowledge on how to coach people to achieve their personal and professional goals.

ESC_PS 8710 – Meaning in Work (3 units)

Covers a broad look at meaning and vocation using theoretical and empirical frameworks. Also explores the influence of culture, environment, relationships and personal values on meaning development while providing a framework for working from a coaching/counseling standpoint to help others identify or develop meaningful vocations.

ESC_PS 7087 – Seminar: Creativity & Innovation: Scientific Foundations & Everyday Applications (3 units)

3. *How will it relate to your ongoing professional assignment?*

The knowledge and skills that I gain from the courses in Applied Positive Psychology are directly related to my work as a counselor, which is my ongoing professional assignment at DVC. Learning to more consciously and skillfully use students' positive experiences, traits, and characteristics to help them grow will benefit them tremendously in achieving their academic, personal and career goals. This relates directly both to the job responsibilities of a counselor, as well as desirable qualifications for the position. A counselor's job responsibilities include: "creating a positive environment that provides students with the support/motivation likely to enable them to transfer" and "maintaining current knowledge of counseling techniques and other

effective student support intervention strategies” (Contra Costa Community College District, 2023). Desirable qualifications for a counselor position at DVC (ibid) include:

- 1) Demonstrated commitment to student learning and promoting success of all community college students from diverse cultures, socioeconomic status, sexual orientation, disabilities, and ESL learners in an open access learning environment through the counseling process.
- 2) Demonstrated ability to teach courses or workshops in personal development, college success, and/or career courses and orientations that support student success in an educational environment.
- 3) Demonstrated sensitivity and ability to motivate, counsel and teach traditionally underrepresented and underprepared students from educationally disadvantaged backgrounds.
- 4) Demonstrated ability to work collaboratively and support the success of college students in community college.

The knowledge and skills that I gain through completing the planned courses in Applied Positive Psychology directly support my job responsibilities and the desirable qualifications we seek in a counselor.

In addition to my role as a counselor, the knowledge and skills I learn in the Applied Positive Psychology courses will benefit DVC’s new Peer Success Coach (PSC) program – a program that I initiated, developed in partnership with my counselor colleague Taylor Harrison, and currently coordinate. The foundation of coaching is grounded in positive psychology and utilizes a strengths-based approach that leverages peoples’ experiences, characteristics and strengths to help them succeed. As a counselor, I have worked with students in the TAA/WIOA program who were dislocated workers, Veteran students and their dependents, EOPS students, Umoja students, and First-Year Experience students. My experiences working with students in these programs convinced me that they could benefit from coaching, particularly those facing personal and career challenges.

In spring 2021, with the support of the DVC Counseling Department, I successfully applied for funding from the Basic Needs Committee to develop a Success Coaching program at DVC in partnership with my colleague, Taylor Harrison. While academic/success coaching is fairly new in California Community Colleges, it is common in other parts of the country. Through our one-year inquiry process, Taylor and I consulted with the coordinators of academic/success coaching programs at other California community colleges, at universities, leaders of Guided Pathways at DVC, Deans and Chairs, Katy Agnost and Kyle Whitmore of the DVC Academic Support Center (ASC), and the Retention Services staff. Thanks to our collaboration with the Dean of Counseling and Student Support Programs, Dr. Emily Stone, we decided to create a peer-based success coaching program and focus on supporting students with unmet basic needs. We launched a one-year pilot of the Peer Support Coach (PSC) program in fall 2022 as part of DVC’s Basic Needs Resources program, which I have continued to lead in spring 2023.

Through my work with Matt Rojo, Manager for DVC’s Retention, Basic Needs, and Wellness programs, to lead the PSC program, I have become more keenly aware of the depth of many of our students’ unmet basic needs. These unmet basic needs have a tremendously negative impact has on students’ academic progress and success, and their personal well-being. As the first student employees that have worked in the Counseling Department, the PSCs are providing critical, proactive connections to services for their peers with the greatest needs. Incorporating the knowledge and skills I learn in the Applied Positive Psychology coursework into their training will elevate their skills, and greatly benefit the students they are working with as well.

Finally, by sharing what I learn with my counseling and other faculty colleagues, I will further broaden the scope and impact of my sabbatical. Particularly given the isolation, stress, and mental health issues that many people experienced because of COVID-19, sharpening my knowledge and skills in this area and sharing it with other counselors will be especially beneficial.

4. *How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?*

These are graduate-level courses so nine units is considered full-time enrollment. Taking nine units of graduate coursework in fall 2023 would simply not be possible given my regular counseling responsibilities (thirty hours per work of direct student contact, articulation, and training), plus my other professional duties. Completing these courses during a one semester sabbatical will enable me to fully absorb and learn the material, develop my skills, and successfully handle the rigors of graduate-level coursework.

References

- Alegria, M., Fukuda, M., & LaPatin Markle, S. (n.d.) *Educational and Behavioral Health Service Disparities for Youth of Color*. RISE For Boys and Men of Color. <https://race.usc.edu/wp-content/uploads/2020/08/Pub-12-Fukuda-Markle-and-Alegria.pdf>
- Brohawn, K., Cooper, D. M., Nguyen, A., Purnell, R.D., Redix, A., & Segovia, D. (2022, October). *The African American Transfer Tipping Point: Recommendations for Supporting Transfer-Motivated African American/Black Community College Students Brief 3 of 3*. The RP Group.
- Brohawn K., Chaplot, P., Cooper, D. M., Karandjeff, K., Kretz, A., Nguyen, A., Nguyen, K., Purnell, R. & Rodriguez-Kiino, D. (2020, May). *Students Speak Their Truth about Transfer: What They Need to Get Through the Gate*. The RP Group.
- Colorado State University, (2022-23). Colorado State University 2022-23 Catalog. *Graduate Certificate in Applied Positive Psychology*. <https://catalog.colostate.edu/general-catalog/colleges/natural-sciences/psychology/graduate-certificate-applied-positive-psychology/#requirementstext>
- Colorado State University Online, (n.d.). *Certificate Overview. Applied Positive Psychology Graduate Certificate*. <https://www.online.colostate.edu/certificates/applied-positive-psychology/>
- Contra Costa Community College District, (2023). *DVC counselor job posting*. <https://www.4cdcareers.net/postings/9265>
- Diablo Valley College, (2023, January 12). *Our Mission*. <https://www.dvc.edu/about/mission/>
- Gallup, (2023). *Balancing Act: The Tradeoffs and Challenges Facing Black Students in Higher Education*. <https://www.gallup.com/analytics/468986/state-of-higher-education.aspx>
- Hamideh, S. (2021, August). *Stereotype threat in first-generation college students*. [Master's Thesis, San Francisco State University.] CSU Scholarworks. <https://scholarworks.calstate.edu/downloads/g732dg27x>
- Mills, K.I., (2021, January). *Speaking of Psychology: Positive Psychology in a Pandemic*. [Podcast] American Psychological Association. <https://www.apa.org/news/podcasts/speaking-of-psychology/positive-psychology>
- University of Missouri, (2022-23). *University of Missouri 2022-23 Catalog*. Course Offerings: Educational, School and Counseling Psychology (ESC_PS). https://catalog.missouri.edu/courseofferings/esc_ps/

Name

PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 5 and 6). Note that Rubric 6 regarding the "Proposed Evidence of Completion" is weighted twice that of all other rubrics.

Identify specific objectives and describe in detail the evidence that will accompany your report, which indicates that you have met each objective. The product of your approved sabbatical leave program will be subject to review by the Sabbatical Leave Committee at the time of making your final report. Examples follow:

Institutional study

Objective: 9 units of graduate level history courses as indicated on Form A will be taken at ... University.

Evidence: (Here you would describe the transcripts, class notes, exams, class projects, etc., you would submit as evidence of completing these units.)

Travel

Objective: Travel to archeological zones in Central America.

Evidence: (Here you would describe exactly what you plan to submit to document your sabbatical leave travel. You should specify the kinds of things you will present, like journals, artifacts, and slides, and you should give the committee an idea of the extent of the evidence by specifying the minimum number of slides, pages in a journal, number of museums, etc. If you so state, you must provide tangible evidence in your final sabbatical leave report that you have, in fact, written the minimum number of pages you proposed, visited the minimum number of archaeological zones you proposed, etc.)

Professional study and/or creative study

Objective: Compose a musical score or write a textbook.

Evidence: (Here you would clearly indicate the scope of the project, including the minimum number of pages you plan to write, approximate length, an outline of the contents, description of the complexity, etc.)

The Committee will rely on the information you provide in the evidence section to determine if you have met the contractual obligation of the leave.

Objective:

I will successfully complete nine units of graduate level courses in Applied Positive Psychology as indicated on Form A at Colorado State University Online. If I am not able to complete nine units of graduate level courses in Applied Positive Psychology at Colorado State University Online, I will complete the required number of units to reach nine units of graduate level courses in Positive Psychology at the University of Missouri Online.

Evidence:

I will submit official transcripts from Colorado State University Online showing successful completion of nine units of graduate coursework in Applied Positive Psychology in fall 2023.

I will also submit my final projects/papers in each course documenting my learning of the material and successful application of it. I will submit the same Evidence from University of Missouri Online if I do my course work there instead.

Name

INSTITUTIONAL STUDY Form A		
<i>Name of Institution</i> Colorado State University	<i>Place of Institution</i> Colorado	
<i>Period of Attendance</i> Fall 2023	<p>UNDERGRADUATE LEVEL</p> <p><input type="checkbox"/> Semester units to be attempted*</p> <p><input type="checkbox"/> Quarter Units to be attempted</p> <p style="font-size: small;">*(Minimum 12 semester units) *(Minimum 18 quarter units)</p> <p style="font-size: x-small;">*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.</p>	<p>GRADUATE LEVEL</p> <p><input checked="" type="checkbox"/> Semester units to be attempted*</p> <p><input type="checkbox"/> Quarter units to be attempted</p> <p style="font-size: small;">*(Minimum 9 semester units) *(Minimum 13.5 quarter units)</p> <p style="font-size: x-small;">*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.</p>
<p>Accepted for Admission:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other</p> <p><i>If "Yes," attach evidence of admission.</i></p> <p><i>If "Other," explain:</i></p>		
<p style="font-size: small;">List courses and unit value from the institution's catalogue. In case your choice of courses is not available, please indicate substitutions. (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the scope of your studies is clearly defined.)</p> <p style="font-size: x-small;">* A full load is considered to be 12 semester units of undergraduate work or 18 undergraduate quarter units, or 9 semester units of graduate work or 13.5 quarter units at an accredited college/university.</p> <p>The three courses (nine graduate units) I plan to complete in the Colorado State Applied Positive Psychology program in fall 2023 are:</p> <ul style="list-style-type: none"> - PSY 500: Advanced Introduction to Positive Psychology (3 units) – Required Explore the theoretical and empirical foundations of positive psychology with emphasis on learning to evaluate and develop science-based positive psychology applications. Examine topics like meaning, purpose, character strengths, relationships, health, emotions, spirituality, leadership, and education. - PSY 621: Psychology of Calling and Meaningful Work (3 units) Overview of theory, research and practice related to calling and meaningful work. Topics occupy the intersection of positive psychology, vocational psychology, and organizational behavior. Introduction to historical, philosophical, theoretical, methodological, and practical implications of the accumulating research related to career development, work, and eudaimonic well-being. - PSY 625: Positive Organizations and Leadership (3 units) The emphasis of this course is on understanding the individual attributes for flourishing in work, enabling positive groups and teams, and designing positive leadership and organizational approaches. Topics such as positive emotions in organizations, strengths in work, work engagement, meaningful work, psychological safety, high-quality connections, and positive leadership and change approaches will be explored. <p>If PSY 621 or 625 are not available, I will complete one of the following courses:</p>		

PSY 623 – Positive Education (3 units)

Examines the field of positive education through a multilevel approach including student, staff, and community wellbeing, core theories and concepts in positive education, and advances and research on implementing positive education programs and assessing their effects. This course is for people interested in educational systems that teach academic content and also help students develop the best potential and cultivate skills for wellbeing.

PSY 624 – Positive Career Counseling and Coaching (3 units)

Theory, research, and evidence-based best-practices for career development counseling and coaching from a positive psychology perspective. (Colorado State University, 2022-23)

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ESC_PS 8200 – Applied Positive Psychology (3 units)

This course will require students to implement positive psychology concepts from the introductory course into their personal, professional, and/or social lives. We will also study specific ways in which these concepts and theories are being applied throughout various realms of well-being. Among the topics in this course are therapeutic lifestyles, goal-setting and attainment, self-care, meaning making, transformational leadership, influence and sustainable happiness theory.

ESC_PS 8700 – Life/Career Coaching and Development (3 units)

Designed to teach life and career coaching strategies with roots in career psychology and positive psychology. It provides the tools and knowledge on how to coach people to achieve their personal and professional goals.

ESC_PS 8710 – Meaning in Work (3 units)

Covers a broad look at meaning and vocation using theoretical and empirical frameworks. Also explores the influence of culture, environment, relationships and personal values on meaning development while providing a framework for working from a coaching/counseling standpoint to help others identify or develop meaningful vocations.

ESC_PS 7087 – Seminar: Creativity & Innovation: Scientific Foundations & Everyday Applications (3 units)

Name

**TRAVEL
Form B**

Plan: Itinerary *(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the purpose, duration, and schedule of your travel are clearly delineated.)*

Place	Duration of Visit	Purpose

Name

**PROFESSIONAL STUDY AND/OR CREATIVE STUDY
Form C**

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Units completed at any unaccredited and/or international institutions will not be considered. Be sure the kind and scope of your study methods, resources, and activities are clearly delineated. Include an estimate of the time that will be spent engaged in various activities.)

References

- Alegria, M., Fukuda, M., & LaPatin Markle, S. (n.d.) *Educational and Behavioral Health Service Disparities for Youth of Color*. RISE For Boys and Men of Color. <https://race.usc.edu/wp-content/uploads/2020/08/Pub-12-Fukuda-Markle-and-Alegria.pdf>
- Brohawn, K., Cooper, D. M., Nguyen, A., Purnell, R.D., Redix, A., & Segovia, D. (2022, October). *The African American Transfer Tipping Point: Recommendations for Supporting Transfer-Motivated African American/Black Community College Students Brief 3 of 3*. The RP Group.
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DVC

DIABLO VALLEY COLLEGE

February 7, 2023

Contra Costa Community College District
Sabbatical Committee
500 Court Street
Martinez, CA 94553

To Whom It May Concern,

It is a pleasure to write this letter of recommendation for Ms. Yvonne Canada-Clarke who is applying for a sabbatical in the fall 2023. Yvonne has been a full-time General counselor in DVC's Counseling Department for over 12 years. During her Counseling tenure, she has served in a variety of roles including co-leading the implementation of DVC's Umoja program, serving in various reassignments to support the implementation of Guided Pathways, and co-creating and implementing a Success Coaching program that led to the first ever student workers housed in the Counseling department, to name a few. Further, she has taken on broader leadership roles through her involvement in the Curriculum Committee and Academic Senate.

During Yvonne's tenure as a counselor, she has grown tremendously and demonstrated deep commitment to student equity and student success. Her sabbatical proposal to complete a certificate in Applied Positive Psychology brings together her diverse and varied experiences during her Counseling tenure and prior experiences in Student Life through this unique program. This certificate will undoubtedly help Yvonne to further hone her counseling skills and bring her counseling skill-set to a new level.

Specifically, this program focuses on the importance of using strengths-based strategies that leverage students' lived experiences, characteristics, and strengths to support their academic, career and personal success (especially for historically underrepresented and underserved communities). The program's content and strategies are related to her ongoing assignment as a counselor. Further, Yvonne plans to share what she learns with the Counseling Department and college by offering training at a department meeting and/or flex workshop.

I see tremendous value in investing in Yvonne's participation in Colorado State University's Applied Psychology Certificate Program. This is sabbatical that will no doubt impact Yvonne professionally, and also our students and DVC colleagues who have the opportunity to work closely with Yvonne.

Sincerely,



Emily Stone

Dean of Counseling and Student Success Programs

February 7, 2023

Dear Sabbatical Committee,

Thank you for considering Yvonne Canada's Fall 2023 sabbatical application. I am Yvonne's colleague in the Counseling Department and currently serve as one of our Steering Committee Members (co-Department Chairs). I am writing to express my full support and enthusiasm for the important and timely project Yvonne has proposed.

In the years I have worked alongside Yvonne, I have witnessed many outstanding contributions she has made to our college. She was instrumental in the creation of DVC's Umoja Program and coordinated the program for many years. She was one of the leaders in DVC's Guided Pathways initiative and has continued her influence in this area as a Counselor Liaison. Most recently, Yvonne teamed up with another Counselor to create a peer mentor program- the Peer Success Coach Program. In addition to campus-wide initiatives, Yvonne has been a leader in the Counseling Department, serving as a Department Chair and representing Counseling on Academic Senate, Scheduling Committee, and other college governing bodies.

Yvonne is an active, innovative member of our campus community and her sabbatical project allows another important area of contribution. Yvonne proposes to study Positive Psychology and apply the principles to her work with students in multiple contexts. This will both benefit students directly in her counseling sessions and classroom instruction and indirectly as she shares the strategies she learns with Peer Coaches and other Counselors.

If there has ever been a time for Positive Psychology, that time is now! Students are coming back to campus from the pandemic with significant educational disruptions and emotional challenges. Their plans have been derailed, their lives altered, their mental health negatively impacted. Students are seeking to regain focus, restore motivation, and rebuild their lives. The empowering, affirming, strength-based focus of Positive Psychology will be instrumental in assisting our students in these efforts.

Yvonne's training in this area will be greatly beneficial to her as a counseling practitioner and the approaches she implements are sure to have a very positive impact on her students. And because Yvonne is a Department and campus leader, the lessons she learns will have a broad impact at DVC. Thank you for considering her application to pursue this important work.

Sincerely,

Raine Dougan
DVC Counseling Faculty

Planchon, Julie

From: Planchon, Julie
Sent: Monday, August 7, 2023 7:34 AM
To: Canada, Yvonne
Subject: RE: Sabbatical Leave Update - Please forward to Sabbatical Committee

Good morning, Yvonne,

You're requested modification to your Sabbatical application has been approved.

Please let me know should you have any further questions.

Thank you,

Julie Planchon

Executive Assistant
District Human Resources Department

Contra Costa Community College District

500 Court Street, 4th Floor
Martinez, CA 94553
Office (925) 229-6460 | x16460
jplanchon125@4cd.edu

From: Canada, Yvonne <YCanada@dvc.edu>
Sent: Monday, July 31, 2023 10:29 AM
To: Planchon, Julie <jplanchon125@4cd.edu>
Subject: Re: Sabbatical Leave Update - Please forward to Sabbatical Committee

Thank you very much!

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From: Planchon, Julie <jplanchon125@4cd.edu>
Sent: Tuesday, July 25, 2023 9:27:21 AM
To: Canada, Yvonne <YCanada@dvc.edu>
Subject: RE: Sabbatical Leave Update - Please forward to Sabbatical Committee

Hello Yvonne,

I have forwarded your request to the Sabbatical Committee and will let you know once they respond.

Thank you,

Julie Planchon

From: Canada, Yvonne <YCanada@dvc.edu>
Sent: Monday, July 24, 2023 11:03 AM
To: Brennan, Monica <MBrennan700@email.4cd.edu>
Cc: Stone, Emily <estone@dvc.edu>
Subject: Sabbatical Leave Update - Please forward to Sabbatical Committee

Hello,

I am reaching out to request a slight change to my approved sabbatical. In my proposal, I indicated my plan was to enroll at Colorado State University for fall 2023, and that the University of Missouri was my back-up plan if any of the classes I planned to take at CSU were not offered. However, I would prefer to take all of my fall 2023 classes in the University of Missouri program rather than CSU. The reasons for the requested change are:

1. After submitting my proposal, I noticed a few of the classes in the Colorado State University Positive Psychology program were cancelled during spring 2023 (less than 9 units were being offered). The enrollments for the fall 2023 were rather low in June 2023. To ensure that I would be able to enroll in enough units to meet the sabbatical obligations for fall 2023, I am currently taking the pre-requisite course for the University of Missouri's program (Introduction to Positive Psychology).
2. I have found the UM program to be very organized, well-run, and with strong enrollments. They offer a Graduate Certificate in Positive Psychology. It requires 15 units (5 classes) to complete it and continuing my enrollment there in fall 2023 will contribute significantly toward me doing so.
3. The courses that I would take at UM are very similar to those I would take at Colorado State. They are: Applied Positive Psychology, Life & Career Coaching and Development, and Meaning in Work.
4. In addition, the courses at UM are less expensive than those at Colorado State (it would be \$1500 less for me to complete three courses at UM than at CSU).

I am currently enrolled in classes at both universities for fall 2023. I will need to drop courses before the end of August at the university I do not attend. Please let me know if you approve the change to the UM program courses. If you have any concerns or questions related to me making the change to take all courses at UM, please contact me at my personal email: myvonnecanada@gmail.com or by phone: 925-788-2287.

Thank you for your consideration,

Yvonne

Yvonne Canada (she/her/hers)

Counseling Faculty, Peer Success Coach Coordinator
ycanada@dvc.edu

I will be on Sabbatical for fall 2023 and not responding to email from May 19, 2023 – January 22, 2024. For assistance with counseling questions or to schedule an appointment, call (925) 969-2140 or go to www.dvc.edu/counseling.