

## **Introduction**

CBA Article 27 states:

“A sabbatical leave is for the purpose of enhancing the University educational environment and facilitating the professional development of eligible faculty unit employees by affording opportunities for sustained focus on research, scholarly, and creative activity, instructional improvement or professional currency.”

Guided by CBA Article 27, during my sabbatical I focused on *scholarly activity, instructional improvement, and professional currency*. Below I describe the work completed.

## **Scholarly Activity**

### Manuscript Preparation

As outlined in my application for leave, my original plan was to focus on research I am conducting on pandemic-related dreams. However, after my sabbatical was granted, I learned about an opportunity to submit a manuscript to *The Qualitative Report*, an open-access journal that publishes qualitative research with a focus on innovative methodologies. So, with the approval of Faculty Affairs and Success, I shifted my focus to a manuscript in its nascence titled *Faggot Speaks Again: A Collage-Based Phenomenological Inquiry into the Poetics of Anti-Gay Mistreatment and Sexual Prejudice*.

This article contributes to the field of qualitative methodology in a number of ways, two of which I will describe here. First, the research took as its data autobiographical poems I authored about personal encounters with homophobic attitudes and mistreatment over the course of my life. These poems were previously published as the findings from a poetic inquiry in the journal *Arts/Research International*<sup>1</sup>. Although poetry is used in a variety of ways in qualitative and arts-based research—including as a method of data analysis and a means of representing findings—there are far fewer examples in the field that utilize autobiographical poetry as data to be analyzed. This article provides model for the use of poetic data that were analyzed using an interpretive phenomenological framework.

The article also contributes to the field of arts-based research in its use of collage to represent each theme that resulted from the interpretive phenomenological analysis. Like poetry, collage has a long history in the field of qualitative research, mostly as a tool used by researchers to engage in reflexive practice. Fewer published articles in the field use collage as a method of amplifying themes with an interplay of found images and words in evocative renderings. As with its use of poetry above, the article provides a model for the use of collage in qualitative research.

This article is nearly complete and ready for submission to *The Qualitative Report*.

### Peer-Reviewed Presentation

Eager to extend the reach of the above article, I submitted a proposal for the *Qualitative Report* annual conference, which occurred in March 2025. My proposal was accepted and I presented the research with an emphasis on the methodological elements of the project. The presentation was well-received by colleagues in the world of qualitative research, particularly by those who are committed to using qualitative research to raise consciousness about the lived experiences of marginalized groups.

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<sup>1</sup>Machado, S. (2016). Faggot speaks: A poetic inquiry into antigay mistreatment and sexual prejudice. *Art/Research International: A Transdisciplinary Journal*, 1(1), 65-87.

### **Instructional Improvement**

During my sabbatical I devoted significant time and energy to instructional improvements. For each of the courses I regularly teach (i.e., COUN 501, 502, 503, 515A, 515B), I conducted a brief literature review for updated research and theory relevant to each of these courses. Based on each of these reviews, I revamped a number of the readings in each of the courses and created new lectures and other learning materials. This work dovetails with the trainings, seminars, and certifications described below. The learning from these professional development activities inspired new ideas and opportunities to help students meet their learning goals and to support our program with meeting accreditation standards.

### **Professional Currency**

In my sabbatical application, I proposed that two training courses I would complete during my leave—the Focusing-Oriented Psychotherapy and Advanced Psychophysiology Certification intensives. In addition to completing both of these, I also completed a number of other professional training courses relevant to my work in the Counseling Department. These courses, which are described below, have advanced my clinical knowledge and skills as a clinical educator.

#### Focusing-Oriented Psychotherapy Training

I completed the second of a two-year certification course in Focusing-Oriented Psychotherapy with the Seattle Focusing Institute. Focusing is a somatically-oriented, experiential, depth psychotherapy modality with a long-standing, strong evidence base. The training, which comprised weekly didactic seminars, weekly practice sessions, and an intensive study of the Focusing-Oriented Therapy literature, has prepared me to bring this modality to students, many of whom are interested in holistic and trauma-informed frameworks for working with clients.

#### Advanced Biofeedback & Psychophysiology Training & Mentoring

I completed two intensive courses in psychophysiology. The first, offered by Boston Neurodynamics, was a certification course in neurofeedback. Neurofeedback is a therapeutic modality that involves modifying the brain's activity through operant conditioning to address a broad range of mental health symptoms, including anxiety, depression, bipolar disorder, obsessive-compulsive disorders, and more. The second course, a certification course in biofeedback and psychophysiology, was offered through Boston Center for Health Psychology and Biofeedback. Biofeedback is a somatic modality that trains body awareness with operant conditioning to reduce physical and mental health symptoms, such as anxiety, chronic pain, depression, and attentional issues. Both of these courses addressed the integration of these modalities with psychotherapy, and have equipped me with expertise to bring more somatically-informed interventions and practice to our students. Additionally, since certification with the Biofeedback Certification International Alliance (BCIA) requires supervised practice under the mentorship of biofeedback and neurofeedback experts, I undertook a series of consultation training sessions with a number of important figures in the field of psychophysiology, including Dr. Jerry Devore, Jessica Eure, John Demos, Ryann Soutar, and Dr. Mitch Sadar. This training and supervision prepared me to sit for the BCIA neurofeedback board certification exam, which I intend to take in the next six to 12 months. Upon passing this exam, which demonstrates expertise in the field of EEG psychophysiology with an internationally recognized qualification, I will be one of the only faculty in the CSU system who hold this designation.

#### Supervision, Law, Ethics, & Liability in Psychotherapy

I completed two training courses on legal and ethical issues in psychotherapy, both offered through PESI, a non-profit training provider in the mental health field. The first course was titled *Clinical Supervision: Providing Effective Supervision, Navigating Ethical Issues, and Managing Risk* and focused on the psychotherapy supervision process, theoretical models of psychotherapy supervision, and the legal and ethical concerns that can arise in supervision. The second course, titled *Documentation and Risk*

*Management in Behavioral Health: Top Ethical Challenges*, provided a thorough overview of risk management strategies for clinical practice, with a focus on psychotherapy records and documentation. Both of these intensive trainings have deepened my expertise in psychotherapy supervision and have updated my knowledge in these areas so that I am better equipped to supervise students in the Clinical Mental Health Program.

#### Anti-Racist Therapy

In addition to the above courses, I completed a seminar titled *Anti-Racist Therapy: Clinical Tools for Cultural Responsiveness, Equity, and Healing*. This seminar focused on the knowledge, attitudes, and skills necessary to address racism when undertaking psychotherapy with clients of color. The training provided a framework for incorporating anti-racist theory and practice into clinical work. Given that students in the Counseling Department that I supervise work with clients from diverse ethnic/racial backgrounds, this course prepared me to integrate explicitly anti-racist concepts and practices into my supervision work.

#### Transforming Touch Therapy

Transforming Touch® is a hands-on somatic psychotherapy modality designed to meet the unique needs of clients with developmental trauma. During my sabbatical, I completed the beginning, intermediate, and advanced training courses, group supervision, and individual Transforming Touch® personal sessions and was certified as a Transforming Touch Practitioner. In the Counseling Program, we draw many Clinical Mental Health Counseling students who are interested in holistic psychotherapy models, including somatic psychotherapies. Although I will not teach students the theory and practice of Transforming Touch® specifically, I will be able to draw from the somatic psychotherapy knowledge and skills I have gained as a certified practitioner in the courses I teach. For example, in COUN 501, our CMHC program's theories course, I have added a unit on somatic psychotherapies, which will be of great interest to many of our students.