Submit your completed Sabbatical Report as an email attachment (*.doc file, only), within 60 days of your return to duty. Send your report to the Vice Chancellor of Human Resources & Employer/Employee Relations, David Bugay (dbugay@socccd.edu) with a copy to his assistant Beverly Johnson (bjohnson@socccd.edu).

The first page of this document is the first page of your report.

Submission of a final Sabbatical Report is a component of the sabbatical process. (See SOCCCD 2011-2014 Academic Employee Master Agreement, Article XXVI, Section K-1, “Upon completion of the sabbatical and within sixty (60) days of the faculty member’s return to duty, a narrative report shall be submitted to the Sabbatical Committee for Review and acceptance (or non-acceptance).”)

COMPLETE ALL OF THE FOLLOWING:

Name Kris Leppien-Christensen

College Saddleback Division/School Social & Behavioral Sciences

Period for which your sabbatical was granted:

Academic year 2013-2014

Fall______ Spring X Both______

Date and location of required presentation: April 15th, 2014 - Presentation to students at Saddleback College as part of “Psychology Week” and as an invited speaker at the Association for Psychological Science in San Francisco, California on May 23rd, 2014.

Description and location of materials produced for college/district use (if applicable):

A compilation of training materials for the Heroic Imagination Project are available in my office on campus and will be used with the Psi Beta Chapter on campus and are being integrated into my classes.
Narrative Report

1. Activities

The activities of my sabbatical were largely research-based in nature and consisted of reviewing the literature with regards to service-learning activities, which revealed a useful instrument for assessing service-learning activities. This instrument might become beneficial as one potential use of the Heroic Imagination Project is as a service-learning activity for psychology students and such an instrument would allow for the assessment of these students at the completion of the activity. In addition, I reviewed and compiled the resources necessary to implement the Heroic Imagination Project at Saddleback College (see Appendices A, B, and C for the reviewed journal articles as well as the compiled training and video resources, respectively).

The sabbatical also provided me with an opportunity to attend and participate in several conferences. These conferences included the Western Psychological Association (WPA) Convention in April 2014, where I presented on the benefits of Psi Beta Membership, including the Heroic Imagination Project, and chaired several sessions including a poser session for community college student researchers, some of whom have done research directly related to the Heroic Imagination Project. I also attended and participated in Association for Psychological Science (APS) Convention in May 2014. At both conventions, I was able to meet with the founder of the Heroic Imagination Project, Dr. Philip Zimbardo, and the Executive Direct of Psi Beta, Dr. Jerry Rudmann, and we where we were able to discuss the Heroic Imagination Project, my sabbatical, and the possibility of expanding the Heroic Imagination Project to baccalaureate institutions. This all culminated in my attendance at the American Psychological Association (APA) Convention in August 2014, where I received a national teaching award and met with the Psi Beta Executive Council, which included discussion on the Heroic Imagination Project.

2. Impact of these activities

The students have benefitted greatly as a result of this sabbatical project. I have already given two presentations on the Heroic Imagination Project to students during “Psychology Week” events on campus and have incorporated aspects of the lessons and the compiled video resources into my teaching. In addition, the district has benefitted from my accomplishments as I have represented Saddleback College at numerous regional and national psychology conventions where I have discussed the activities of my sabbatical and my involvement with the Heroic Imagination Project, which was featured in an APA Monitor article in January 2014 (see Appendix D). In addition, these activities have furthered my ability to effectively teach Social Psychology (PSYC/SOC 30) at the college as the topics directly relate to the course material.

I also believe that the activities related to my sabbatical were, at least in part, responsible for several career accomplishments during the 2013-2014 academic year. These accomplishments included my successful election to an American Psychological Association (APA) committee, Psychology Teachers at Community Colleges (PT@CC), and receipt of the Wayne Weiten Teaching Excellence Award (2 Year College Award) by Division 2 (Society of the Teaching of Psychology) of the APA. Beginning in January 2015, I will begin serving on the APA’s Committee on Associate and Baccalaureate Education (CABE) as PT@CC becomes a broader representative body of undergraduate education in psychology.
It is also important to note that I continued to serve Saddleback College directly during my sabbatical. During the Spring 2014 Flex Week, I provided three curriculum-related trainings. In addition, I attended regional curriculum training in March 2014 and regularly consulted with the Curriculum Specialists and the Curriculum Chair. I also came in and chaired a C-ID and UC Tech Review during my sabbatical and attended several meetings during the course of my sabbatical to provide my expertise in the curriculum process.

3. Products of the sabbatical

A number of journal articles related to service-learning were reviewed (see Appendix A) and a compilation of training and video resources were compiled (see Appendices B and C, respectively). Digital copies of these materials are stored on my personal and work computers.

4. Dissemination of results

In the initial sabbatical proposal, I had suggested that a Fall 2014 Flex Week presentation would be given. Unfortunately, my department did not have a meeting that week in part because we have a relatively small department and one of our faculty members had just begun her sabbatical. In addition, I had already given several presentations regarding this sabbatical project. One was given to students at Saddleback College on April 15th, 2014 during the Psi Beta/Psychology Club’s Psychology Week. During this same month, I also presented at the Western Psychological Association Convention in Portland, Oregon and addressed how this project is one of the many benefits provided by Psi Beta, The National Honors Society in Psychology at Community Colleges. I also presented at a symposium on undergraduate research at the Association for Psychological Science (APS) Convention on May 23rd, 2014 in San Francisco, California specifically on the Heroic Imagination Project (see Appendix E for a description of my presentation).
Appendix A

References


Appendix B

Compiled Training Resource Listing

Overview

- Video, Dr. Philip Zimbardo’s Presentation at Irvine Valley College (2012)
- Heroic Imagination Project Research Poster (Tanaka, Marcelo, Merced, & Neben, 2013)

Outreach

- Description of the Heroic Imagination Project
- Checklist – Venue Preparation and Development
- Phone/Email Script
- Description of the Bystander Effect Lesson

Bystander Lesson

- The Bystander Effect Lesson (Proprietary)
- Sample PowerPoint Presentation
- Suggested Articles on the Bystander Effect
- Narrated Video of a Bystander Effect Presentation (for Training Purposes)
- Pre- and Post-Assessment Instruments

Permissions and Approvals

- Example – Institutional Review Board (IRB) Proposal
- Parent/Guardian Permission Form
- Informed Assent/Consent Form

Team and Campus Preparation

- Checklist – Team Formation and Preparation
- Checklist – Local Campus Preparation
Appendix C

Compiled Video Resource Listing

- Abu Ghraib: The Bad Barrel
- The Asch Conformity Experiment
- *Candid Camera* Clips
  - Don’t Eat Light
  - Expert Changes Opinion
  - Picketing Against Everything
- Dangerous Conformity
- Dr. Zimbardo’s IVC Presentation on the Heroic Imagination Project
- Dr. Zimbardo Speaks with the Dalai Lama
- HIP Interview with Michael Winston (corporate whistle blower)
- Obedience
  - Fast Food Strip Search
  - Obeying a Man in a Uniform
  - Marry a Stranger
  - Stanley Milgram: Obedience to Authority
- The Moriarty Study
- The Power of First Impressions
- President Obama Discusses Everyday Heroism
- The Stanford Prison Experiment
- TED Talk: The Heroic Imagination Project
- Understanding Persuasion
Everyday heroes
The Heroic Imagination Project uses psychological research to help students take action.

By Rebecca A. Clay
January 2014, Vol 45, No. 1
Print version: page 50

Kris Leppien-Christensen, PhD, was driving his wife and then-5-year-old son home late one night when he saw a bicyclist crash on the sidewalk. "It was in a sketchy part of town, on a dark back road," remembers Leppien-Christensen. Ordinarily, he might have been too wary to stop and help.

But Leppien-Christensen, a psychology professor at Saddleback College in Mission Viejo, Calif., had just been teaching his students about the bystander effect — the tendency to watch and wait for someone else to act during a dangerous situation — as part of an innovative educational program called the Heroic Imagination Project (HIP).

That experience prompted him to stop the car, lock his family safely inside with a cell phone and ask the bicyclist if he was OK. Seeing the man was injured, Leppien-Christensen called 911, but the man rode off before the ambulance arrived. "It ended up he was inebriated," says Leppien-Christensen. "I think he just wanted to get on his way."

Still, Leppien-Christensen was glad he stopped.

"I can't say I wouldn't have done something before, but having been a part of the Heroic Imagination Project definitely prompted me to be more eager to intervene," he says. "I really wanted my son to see that it's a social obligation to intervene when we can."

Launched by psychologist Philip G. Zimbardo, PhD, in 2010, the San Francisco-based HIP translates social psychological research findings on conformity, obedience and other potentially negative social influences into practical tools teachers and others can use to encourage effective action in challenging situations.

Now Psi Beta, the national honor society for psychology students at community colleges, is partnering with the project to train students to deliver interventions in middle and high schools. Members of APA's Teachers of Psychology in Secondary Schools (TOPSS) are also using project materials in their classrooms.

The goal? To create what Zimbardo calls "everyday heroes" who are willing to help others in need or defend a moral cause despite potential costs and risks to themselves.

Standing up, speaking out

Zimbardo came up with the idea for HIP while writing his 2007 book "The Lucifer Effect: Understanding Why Good People Turn Evil."

"I began to explore whether the banality of evil had a counterpart in the banality of heroism," says Zimbardo, an emeritus professor of psychology at Stanford who is now a professor at Palo Alto University and president and director of research at HIP. "If good people could be led to do bad things, is it possible that ordinary people could be trained to do heroic things?"
Putting that idea into practice is HIP’s goal. “Our mission is to teach individuals, especially our youth, to stand up, speak out and act courageously and effectively in challenging situations in their lives,” says Zimbardo.

The project has developed eight core lessons that combine academic content drawn from social psychology research with fun activities such as viewing video clips illustrating various scenarios. Topics include the bystander effect, conformity and peer pressure, prejudice and intergroup conflict, positive self-talk in challenging situations and mindset, a lesson that draws on the research of psychologist Carol Dweck, PhD, to teach students that their intelligence, talent and ability to overcome challenges aren’t fixed but can be improved through dedication and hard work.

Whether the audience is high school kids, college students or young professionals, the basic framework of each lesson is the same. Students begin by exploring how they think they and others would react to a given situation, then watch videos or listen to stories illustrating the psychological processes that hinder or promote action. Next, students think of times they have acted or not acted as they should have and decide whether and how they need to improve their skills. They then develop effective change-making strategies and plan for future challenges by thinking about a situation they’ll encounter soon, setting goals and reviewing the research to come up with ways of overcoming likely obstacles. In the final phase, students reflect on their personal “take-aways” and how to spread the word, such as by launching a community service project. The material is flexible enough that instructors can use it for semester-long courses or just incorporate 10- to 15-minute snippets into existing courses.

Zimbardo believes the program, which has been extensively pilot-tested, is revolutionary, both in its content and the fact that the delivery method is standardized across each topic area.

"Thus, teachers no longer need to prepare lectures or exams," he says. "The material is all interactive, and the proof of student learning is built into the standard forms students complete, such as summarizing the three take-home messages from each lesson and with whom and how they will share what they have learned, turning students into mentors."

HIP differs from similar initiatives, such as social and emotional learning and character development programs, because of its emphasis on situational awareness, says Clint Wilkins, a former high school principal who is now HIP’s director of education.

“We focus on what holds people back from taking courageous action in challenging situations,” says Wilkins, adding that most young people want to do the right thing but may not know how or have much practice. “What we do is pull back the veil and give them a glimpse of how situations work.”

The human tendency to seek acceptance and avoid rejection, for example, can keep people from speaking up and lead entire groups into poor decision-making. Similarly, says Wilkins, the tendency to rely on others to interpret a situation can stop people from responding to crises.

“Sometimes situations work for us, but sometimes they work against our best interests,” says Zimbardo. “The key lies in understanding that difference.”

**Teaching heroism**

Now psychology professors, high school psychology teachers and students themselves are getting involved.

Thanks to Psi Beta Executive Director Jerry Rudmann, PhD, Psi Beta chapters are using HIP materials to deliver service learning interventions to high school and community college students, for example.

The Psi Beta chapter at Irvine Valley College piloted the project last year, adapting HIP’s lesson on the bystander effect and videotaping a train-the-trainers session so other chapters could learn how to deliver the material. Eight chapters then participated in the bystander effect intervention, and Psi Beta is now working on mindset, prejudice and anti-bullying lessons.

Psi Beta didn’t just want to give chapters a service learning project, says Leppien-Christensen, explaining that projects such as serving lunches at soup kitchens or helping out at homeless shelters are often no more than volunteerism.

“That’s useful and students benefit, but they’re not directly applying theory and cutting-edge research in their activities,” he says. “With HIP, they’re taking current research and telling other students, ‘Hey, this is a common social phenomenon; don’t be trapped by it.’"
TOPSS has also gotten involved, with high school psychology teachers piloting programs, providing feedback to HIP staff and suggesting ways to market HIP to high school administrators.

Jann Longman, a former TOPSS chair who recently retired as a psychology teacher at Liberty High School in Renton, Wash., used some of the lessons in her own classroom.

"The lessons really resonate with people," she says.

Her former students have reported how much the mindset lesson she taught them helped them become "academic heroes" in their first semesters at college, she says. Their initial discouragement disappeared when they remembered to view academic troubles not as a sign that they weren't smart enough but as challenging new learning experiences and a prod to study more and just work harder, she says.

The lessons, especially those on the power of situations to influence behavior, have also helped students who go on to the military, says Longman, noting that several worried beforehand that they would find themselves doing things that were morally wrong.

"I had one student come back and say that in several situations when he was overseas, the lessons had really helped him," says Longman. Having learned about the forces that keep people from acting as they should, she explains, the student was able to step up and say something instead of simply going along with negative things others were doing.

To supplement such anecdotal evidence, HIP is collecting quantitative data. Psi Beta chapters that wish to fully participate in the program, for example, must agree to collect data on the intervention's effect on both the students receiving it and the students delivering it. (Because colleges must get approval from local institutional review boards (IRBs), there are also non-research options for colleges that don't have IRBs.) Preliminary data show that HIP programs increase participants' knowledge and awareness of situational dynamics, says Wilkins.

In the meantime, the project is now spreading beyond U.S. borders, says Zimbardo, citing workshops in Hong Kong and Sweden and new plans to implement the project across the entire Polish school system. He's hoping that the initiative will spread beyond students, too.

"Everyone is a potential hero by engaging in daily habits of promoting the social good — as heroes in training," says Zimbardo.

For more information, visit Heroic Imagination. To get involved, email.

Rebecca A. Clay is a writer in Washington, D.C.

Promoting Undergraduate Research

Friday, May 23, 2014, 1:00 PM - 2:20 PM
Union Square 20

Chair: Melanie Arpaio
Sussex College

The panel will describe successful approaches for engaging undergraduates in meaningful and collaborative research activities and service-learning programs. Each service-learning program includes a comprehensive research component and serves to deepen student learning and benefit the community.

*Psi Beta's Heroic Imagination Service-Learning Project*

Kris Leppien-Christensen
Saddleback College

Psychology students form into teams and present highly interactive lessons (e.g., bystander effect, mindset, happiness, prejudice) to high school, college, and community groups. The research component exams the project's impact on the audiences and well as presentation team members.

*Psi Beta's CONNECT Classroom Peer-Mentor Model*

Jerry L. Rudmann
Irvine Valley College, Psi Beta

Psychology students are assigned as peer-mentors to Psychology 1 sections in order to promote academic success and higher graduation rates. The peer-mentors present several interventions: A mindset workshop, self-regulation (study skills)workshops, tutoring, campus engagement opportunities, and tutoring. The research component examines the project's positive impact.

Co-Author: Melody Brown, Irvine Valley College

*Psi Beta's National Research Project and Student Research Award Competition*

Katherine Wickes
Blinn College

Each year Psi Beta sponsors a national research project designed to provide a meaningful research experience to thousands of students across the nation. Examples of past national research projects and plans for the future studies will be described. Psi Beta's student research competition will also be explained.

Co-Author: Samvel Jesmaridian, Technical Career Institutes (TCI)
Strategies for Promoting Student Research

Kimberely Duff
Cerritos College

Strategies that promote student research include a) structuring methods course research projects, b) forming a campus-wide committee devoted to undergraduate research, and c) hosting a campus-based research conference.

Co-Author: Jennifer O’Loughlin-Brooks, Collin County College

Kathleen Hughes De Sousa (Discussant)
Pasco-Hernando College