Sabbatical Report for
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Sabbatical Leave: August 2015-July 2016

Sabbatical Objectives and Planned Activities
A large portion of my sabbatical objectives and planned activities involved wrapping up two externally funded research projects. For the Department of Defense-funded research grant (Ohana Heroes Project) examining military deployment stress, I completed data collection and shut down our project site which involved supervising multiple staff, organizing, consolidating and entering research files, and completing numerous project completion reports. Given that the other two project sites are continuing to collect data at the time this sabbatical report is being written, I have been unable to engage in data analysis or writing research papers on this multisite dataset while I wait for the final data collection.

For the second research contract, consistent with my sabbatical objectives and in collaboration with colleagues at PracticeWise, LLC, we expanded the development of online training materials for mental health professionals and educators of mental health professionals (e.g., faculty teaching graduate level-courses in clinical child psychology and youth mental health services) and we wrote a chapter describing this work:


In addition to expanding distance learning modules for the Managing and Adapting Practice (MAP) System and the Modular Approach to Treatment for Children (MATCH), we formalized and tested an assessment strategy for these systems. We have an empirical paper under peer review which describes the assessment strategy:


Another objective of my sabbatical was to gain additional experience training masters- and doctoral-level mental health clinicians in the use of MAP and MATCH in face-to-face trainings so that I could use the experience as I adapted training content for use in an online environment. I was able to attend one five-day MAP training at Pacific Lodge Youth Services in Woodland Hills, California and one five-day MATCH training at the Children’s Hospital of Colorado in Denver, Colorado. I also co-led the consultation phone calls following both trainings to observe how trainees implemented their experiences from the training with their actual clients.

In addition to wrapping up work on these two externally funded activities, my sabbatical objectives included submitting my research activities for presentation and publication consideration. We submitted the following papers (some of which have been accepted for publication):


My students and I also had the following presentations accepted for presentation (which we presented this fall after I returned from my sabbatical leave) at the Annual Convention of the Association for Behavioral and Cognitive Therapies, an international research and professional organization that celebrated its 50th anniversary in 2016:


I also served on a dissertation committee at the University of Hawaii at Manoa (Okamura, Kelsie [Defended September 2016]. Examining Therapists’ Knowledge and Attitudes on Self-Reported Use of Evidence-Based Practice) and I presented a continuing education talk on Evidence Based Psychosocial Interventions for Pediatric Depression for the College of Pharmacy’s Psychopharmacology Conference.

One goal I did not meet was attending an advanced statistics/methods workshop (e.g., Multilevel Modeling using MPLUS or HLM; Structural Equation Modeling using MPLUS) at a research conference. I was able to attend only one research conference due to limited funding and unfortunately, the conference I attended did not have an advanced statistics/methods workshop that would have benefitted my current research. I am hopeful that I can obtain this development activity through another pathway.

Finally, my goal of moving into more of a leadership role was serendipitously met in two ways. First, I was promoted to Distance Learning Manager for PracticeWise and was thus charged with overseeing all DL activities including supervising product development and managing project staff. Second, I was selected into the UH President’s Emerging Leaders Program (PELP) 2015-2016 cohort. I learned a great deal through both experiences and am grateful for the opportunities I was afforded. I would not have had the time to engage as deeply as I did with either of these projects were it not for my sabbatical leave.

**Sabbatical Contributions to Professional Development**

My sabbatical leave contributed to my professional development and to my work at UHH in a number of ways. First, by increasing my scholarly writing and advancing my program of research I am in a better place to obtain additional external funding for my research. Second, by taking on more leadership roles in my work with PracticeWise and my experience with the PELP program afforded me the opportunity to gain experience managing other professionals, which is an important skill as I advance in my career at UHH. Third, my experience training masters- and doctoral-level mental health clinicians in the use of MAP and MATCH in face-to-face trainings has helped provide me with new ideas and ways of approaching my curriculum for graduate students in our MA in Counseling Program as well as advanced undergraduate students who are preparing to enter a career in the mental health field.

**Perceived Sabbatical Contributions to Department, College, University**

In addition to contributing to my professional development, it is my belief that the activities I engaged in also benefit my department, the College of Arts and Sciences, and the University overall. By continuing to actively publish in international journals and present my work at international conferences, our university is being represented to professionals and potential future students and it places me in a
better position to compete for external funding, which would benefit the university. By training national mental health professionals in evidence-based treatment approaches, I was able to keep my clinical and training skills fresh for classroom based teaching in clinical psychology and by leading the PracticeWise distance learning team, I was able to refine my asynchronous teaching skills that I anticipate will have a direct contribution to the development of distance learning courses at the university. Finally, I anticipate that the leadership experiences I obtained over the last year will benefit my department, the college, and the university as I seek opportunities to increase engagement in leadership and administrative roles. I am deeply grateful for the opportunity for sabbatical leave and I appreciate the support I received from administrators and support staff during this time.