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SOCW-498-A: Research Methods I

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**Agency Setting**

I am an intern at the Southern Adventist University, specifically within the Student Support Services department in First Year Experience. Our agency serves the student population with an emphasis on First Year students that are adjusting to this university of by offering support services to eligible students dealing with a range of personal, academic, and mental health issues. Our services are available to all enrolled students, regardless of age, and cover concerns such as stress, anxiety, depression, academic challenges, interpersonal difficulties, and more. Our goal is to create a supportive and inclusive environment that fosters personal growth and resilience among the students in their academic journey.

**The Client**

Jordan, a 19-year-old Southern University freshman.  Jordan identifies as a male, is single, and his race is African American. He is currently seeking part-time jobs on campus. Jordan's main issue is that he finds it extremely difficult to connect with others and feels like he belongs in the academic environment. Jordan's self-esteem has been significantly impacted by this difficulty, which has resulted in low confidence, low self-esteem, and feelings of loneliness. In order to evaluate the efficacy of interventions meant to promote relationships and improve self-esteem, Jordan's social interactions, self-esteem, and general well-being will be observed over the course of several weeks.

**Measurement**

The widely used Rosenberg Self-Esteem Scale (RSES), a self-report tool that evaluates total self-worth and esteem, to monitor Jordan's self-esteem will be used. Jordan will self-administer the ten-item RSES, scoring each response on a four-point Likert scale. Although

there's no precise clinical cut-off point for the RSES, lower scores typically translate into lower levels of self-esteem. A target score of 20 or above could be the goal for Jordan, based on the results of the initial baseline evaluation. With the help of the counseling team, the peer student mentor will gather the completed RSES forms while maintaining anonymity. The original RSES assessment will be used as the baseline if no baseline data is currently available. Because the measure is self-reporting, baseline data can be effectively reported.

**Intervention**

For the intervention, our agency will recommend counseling, Lifegroups, and asking their peer student mentor to invest more of themselves into ensuring that Jordan is being monitored in his progress.  We suggest counseling for Jordan to have a safe space to discuss things that may be bothering him internally.  In the same manner, we would recommend Lifegroups, which are student led small groups at Southern to give Jordan a space to possibly experience belonging and community.  For Jordan's peer student mentor, we would recommend them meet with Jordan once a week to keep a pulse on his progress.  These suggestions come from proven methods that my supervision heavily encourages us advisors to us in situations such as this.

**Single Systems Design Type**

For the design type, an An A-B design structure will be used. The Rosenberg Self-Esteem Scale (RSES) is used to measure Jordan's self-esteem at baseline in phase (A). The next step is the implementation of the intervention phase (B), which focuses on ways to help Jordan overcome his inability to make friends and boost his self-esteem. It is possible to systematically track changes in self-esteem over time with the recurrent administration of the RSES both during and after the intervention. The proposed approach offers a clear framework for assessing the

efficacy of interventions in boosting Jordan's social ties and self-esteem, even though more stages or revisions could improve the design.

**Follow Up**

Increasing the frequency or intensity of the current interventions could be one method of change if they are improving Jordan's self-esteem but not achieving the intended goal score. For example, if the original plan calls for social activities and weekly meetings with the peer student mentor, think about increasing the frequency of these engagements. Adding more planned social gatherings or switching from weekly to bi-weekly meetings could provide Jordan more chances to network and get support. Furthermore, adding a targeted intervention aimed at improving self-esteem, like a guided self-reflection exercise or a self-affirmation exercise, could supplement the current approaches. It is imperative to consistently evaluate Jordan's input and inclination towards these modifications in order to customize the intervention strategy.

References

Rosenberg, M. (1965). Rosenberg Self-Esteem Scale [Dataset]. In *PsycTESTS*

    *Dataset*. https://doi.org/10.1037/t01038-000