

SAMPLE

Faculty Development Plan

Student Development Services

## Faculty Development Plan

### Self-Assessment & Goals

#### Clinical

- ***Strengths, Skills, and Competencies***
  - Helping clients utilize a wide variety of resources
  - Connecting with a wide variety of people and personalities in therapy
  - Expertise in relationship and sex therapy.
    - Experience and training in both of those areas in a variety of settings that influence my work at CAPS
    - Pursuing certification in sex therapy, which involves additional trainings, as well as group and individual supervision
  - Seek opportunities to improve my abilities
    - Participated in the deliberate practice study Fall 2018
  
- ***Interests and Theoretical Orientation***
  - Sex therapy, relationship and marital therapy, faith struggles
  - Integrative systemic therapy (IST), emotionally focused therapy (EFT), internal family systems (IFS), acceptance and commitment therapy (ACT)
  
- ***Areas of Development & Goals***
  1. Improve case conceptualization and interventions under the framework of IST
  2. Increase competency in leading process groups, specifically SC2, and a relationship group
  3. Become board certified in couple and family psychology (ABPP)
  4. Become certified in sex therapy (AASECT)

#### Teaching

- ***Strengths, Skills, and Competencies***
  - Create an open environment for students to explore and share their experiences with relationships and other key life issues
  - Provide a variety of learning experiences and opportunities for students
  - Solicit and incorporate students' feedback as appropriate
  
- ***Areas of Development & Goals***
  1. Develop new Relationships 101 class, and refine the class activities, lectures, and activities for future semesters
  2. Incorporate spiritually strengthening discussion or experience into the course
  3. Get feedback from peer observer on my teaching

#### Scholarship

- ***Strengths, Skills, and Competencies***
  - Wide variety of interests, especially around topics relevant to the student population at BYU
  - Enjoy collaboration of research and writing with other faculty members, and undergraduate research assistants

- Proficient at writing and editing
  - Have experience as managing editor of an encyclopedia
  - Have ongoing experiences on boards of major journals in relationship research
- ***Interests***
  - Romantic relationships and quality of life among couples in a variety of communities and populations, such as minority religious groups
  - Research and writing related to psychotherapy—especially couple therapy and couple therapy models
- ***Areas of Development & Goals***
  1. Better organization of research projects at various stages
  2. More efficient utilization of undergraduate research assistants
  3. One publication per year, focusing on opportunities for undergraduate and graduate students to be co-authors or first author when appropriate
  4. Complete book proposal on integrative couple therapy with co-authors, and finish the writing (if the proposal is accepted) by the end of 2020
  5. 1–2 presentations per year, in areas that either help my professional development, serve the public, or network with people inside and outside of the university

## **Citizenship**

- ***Strengths, Skills, and Competencies***
  - Interested in networking on campus and in the community in order to help colleagues and university students, especially in the areas of relationship education and sexual health.
  - Involvement in a variety of professional organizations outside of the university, such as APA and IFTA.
- ***Areas of Development & Goals***
  1. Practice turning down more opportunities that do not benefit me or others I am trying to mentor, or colleagues I am trying to help out.
  2. Maintain active involvement in the areas I have already been focusing on that fit my development.

## Course Development Project

Teach *Relationships 101* during Fall 2019, and again in Winter 2020 unless there is another class that also fits.

### Goals for second semester teaching the course:

1. Increase enrollment during second semester (it's a new course so there may be low enrollment for the first semester) to course capacity of ~30.
2. Continue working with the CTL to improve course and assessments.
3. Request feedback from peers and students.

Syllabus (starting on the next page)...

# **Relationships 101**

## ***building healthy & lasting connections***

STDEV 141R: Section 007

semester: Fall 2019

location: 1126 JKB

time: Friday 2–3:50 PM

### **Required Texts**

- Solomon, A. (2017). *Loving bravely: 20 lessons of self-discovery to help you get the love you want*. Oakland, CA: New Harbinger.
- Articles and videos, etc. linked on Learning Suite

### **Description**

This course is about *you* and how you show up in the context of close relationships, including romantic partners, family, and friends. We will cover attachment—how you developed the procedural memory for how to act or “be” in close relationships; differentiation—how we are all called to grow and develop through relational challenges; and internal family systems—that “family in your head” that does not always get along. We will also explore how these theories relate to a variety of relational topics including perfectionism, desire and sexual health, interpersonal conflict, and spirituality and faith.

### **Purpose**

To familiarize students with the intricacies, problems, and potential of close, interpersonal relationships—including dating, friendships, family, and marriage—and promote self-development in the context of relationships. This course will increase students’ formal knowledge about close relationships, while also improving their chances for success in such relationships. After taking the course, students should be better prepared to work on themselves, build and maintain friendships, choose compatible partners, face inevitable relationship challenges, and experience greater relationship satisfaction.

### **Learning Outcomes**

- 1) Experience greater self-awareness in the context of close relationships.
- 2) Develop an increased sense of agency in relating to oneself and others.
- 3) Build, maintain, or repair relationships with important figures in one’s life, such as romantic partners, friends, family, God, and self.

## **Student Learning Goals**

[in the space provided, list or describe your goal(s) or hope(s) for the course]

### **Classroom Procedures**

This course combines traditional academic methods with experiential and self-discovery assignments coordinated with the subject matter. Each week's experience consists of a lecture and class discussion, assigned readings, and an elaboration of the week's topic through experiential tasks, videos, and group discussion. Equivalent to "labs" in other courses, students do outside class experiential assignments and a number of interviews.

### **Recommended Study Habits and Other Tips**

Some assignments in the course are emotionally demanding. This is especially true of the Love Template Paper and some of the small group experiential exercises and discussions. Students who become upset in response to assignments should discuss this with Dr. Fisher. If you do not currently have a therapist, but would like to speak with one, consider signing up at the very beginning of Fall semester when the wait time at CAPS is much shorter. Also note that CAPS has many group therapy options available (including a mindfulness meditation group), and biofeedback and stress management services. These often have more availability than individual therapy. If you would like to talk with a therapist for one consult, or you are in a crisis, you can walk in at CAPS without an appointment on weekdays between 10 am and 4 pm.

### **Tips on Using the Syllabus**

Please read the syllabus carefully and refer to it often during the semester. For some assignments, additional explanations will be provided on Learning Suite. Advanced notice will be provided if the course schedule changes. Additional resources are provided throughout the "Course Schedule" should you be interested in further self-development related to particular topics during the semester or in the future.

### **Grading Procedures**

Class Participation	20%
Outside Class Exercises	20%
Mentor Couple Paper	20%
Love Template Paper	20%
Relational Self-Awareness Journal	20%

## Assignment Descriptions

### Participation

Class participation will be graded based on promptness and attendance at both lectures and breakout groups and on the quality and level of involvement in class discussions. Students are to inform Dr. Fisher via email in advance if they anticipate being late or absent from a lecture or breakout session. This includes athletes who may need to miss class due to team commitments. Note that unexcused tardiness and absences will impact your grade.

### Written Assignments

- **Specific guidelines** for written assignments are on Learning Suite. The Mentor Couple Interview Paper and the Love Template Interview Paper must be formatted in APA style (other than an abstract, which is not required; they should also not be longer than 12 pages, including the title page—no minimum page requirement). An important part of a college education is learning to express ideas clearly—part of your grade will depend on writing proficiency and adherence to APA format. Students at all levels of writing skill may also want to make use of BYU's writing resources. Note: APA style is not required for the Relational Self-Awareness Journal—feel free to be creative or use whatever style makes sense to you (e.g., you may decide to handwrite in an actual journal, but that is not required)
- **Submit papers** through Learning Suite.
- **Due dates** are spaced to help you pace your work and to allow time to give your papers careful reading. Extensions on assignments must be discussed with Dr. Fisher and will be granted only for the most extraordinary circumstances.
- **Late papers** will be penalized 10% for each day late, up to 30%. E.g., if you submit late, by 11:59 the next day, 10% will be taken off. Papers later than 48 hours will be penalized 30%—this means you *could* turn in a paper up until the last day of class, and still earn up to 70% credit.

### 1. OUTSIDE CLASS EXERCISES

You will complete five Outside Class Exercises throughout the semester. Descriptions of each can be found on Learning Suite. Complete the Outside Exercises and turn in a maximum 3-page writeup (no minimum page requirement) of your experiences before class, on the dates below:

- Complete #1 (Internal Family) before class on **9/27**
- Complete #2 (It's a Date!) before class on **10/25**
- Complete #3 (Compatibility) before class on **11/8**
- Complete #4 (Interview a Friend) before class on **11/26**
- Complete #5 (eightysevenminutes) before class on **12/6**

### 2. MENTOR COUPLE INTERVIEW PAPER

- **Due October 25 (Friday) by 11:59 PM**
- Follow the directions on Learning Suite for conducting the interview and writing it up, including suggested questions, and tips to help you

obtain the data you will need to complete your paper.

- Both students must attend the interview together, but are required to individually complete and submit separate papers.

### **3. RELATIONAL SELF-AWARENESS JOURNAL**

- **Due November 26 (Tuesday), by 11:59 PM**
- As you read *Loving Bravely*, complete the “Steps Toward Loving Bravely” which follow each lesson. You may also want to take notes in your RSA journal regarding other materials you read or listen to in the class. See Learning Suite for more details.

### **4. LOVE TEMPLATE INTERVIEW PAPER**

- **Due December 12 (Thursday) by 11:59 PM**
- Recommendations for conducting the interviews and writing them up are provided on Learning Suite. Grading criteria are provided as well.
- If you have questions or concerns about whom you should interview for this assignment, consult your breakout group leaders. If before or after the assignment you are feeling anxious or upset, consult with Dr. Fisher, or a therapist at CAPS.

## **Course Policies**

### **Students with Disabilities**

If you have a disability that may affect your performance in this course, get in touch with the University Accessibility Center (2170 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations. Please inform me ASAP of any accommodations you need.

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Preventing Sexual Discrimination or Harassment**

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Opportunity Employment Office (D-240C ASB) or with the Honor Code Office (4440 WSC).



# Course Schedule

**one: September 6**

**Introduction**

**two: September 13**

**Attachment**

**read:** Solomon, A. (BOOK)

1. Understand Your Past [8]
2. Craft Your Story [10]
3. Awaken to Your Life Today [10]
4. Forge a New Connection [11]

Further Resources:

- Benjamin, L. (1979). Structural analysis of differentiation failure. *Journal for the Study of Interpersonal Relationships*, 42, 1–23.
- Karen, R. (1998). *Becoming attached: First relationships and how they shape our capacity to love*. Oxford, UK: Oxford University Press.
- Hoffman, K., Cooper, G., Powell, B., & Benton, C. (2016). *Raising a secure child: How Circle of Security Parenting can help you nurture your child's attachment, emotional resilience, and freedom to explore*. New York: The Guilford Press.

**three: September 20**

**Differentiation**

**read:** Solomon, A. (BOOK).

5. Establish Healthy Boundaries [13]
6. Embrace Your Unique Love Truths [11]

**listen:** About Progress podcast, [Approval Seeking vs. True Goodness, How to Do Things for the Right Reasons](#) [44:04]

Further Resources:

- Article, [Attachment and Differentiation in Relationships: An Interview with Ellyn Bader, PhD](#)
- Schnarch, D. (2009). *Passionate marriage: Keeping love and intimacy alive in committed relationships*. New York: Norton. (particularly chapters 1–2 & 11–12).
- Schnarch, D. (2009). *Intimacy & desire: Awaken the passion in your relationship*. New York: Beaufort Books.
- Bader, E., Pearson, P., & Schwartz, J. (2001). *Tell me no lies: How to stop lying to your partner—and yourself—in the 4 stages of marriage*. New York: St. Martin's Press.

**four: September 27**  
**(Internal) Family Systems**

**read:** Schwartz, R. (2001). *Introduction to the internal family systems model*. Oak Park, IL: Trailheads Publications. Chapter 1: The Internal Family Systems Model [14]

Forrest, L. (2008). The three faces of victim—An overview of the drama triangle. [33]

**DUE:** Outside Class Exercise #2 (Internal Family) is due and will be discussed in class.

Further Resources:

- Napier, A. Y., & Whitaker, C. (1988). *The family crucible: The intense experience of family therapy*. New York: Harper.

**five: October 4**  
**Perfectionism**

**read:** Solomon, A. (BOOK).

**listen:** About Progress podcast, [A Psychotherapist's Take On Perfectionism](#) [1:01:42]

Further Resources:

- Attend a Compassion-Focused Therapy group at CAPS for a semester (see Professor Fisher for more details), or take the Compassion-Focused Therapy class (STDEV) during a future semester.
- About Progress podcast, "[Get Over Yourself: When Perfectionism Undermines Your Development, Relationships, and Peace of Mind](#)" [43:21]
- Khazan, O. (2018, November). [The Problem With Being Perfect](#). *The Atlantic*.

**Relational Self-Awareness**  
**six: October 11**

**read:** Solomon, A (BOOK). Part 2: Self-Awareness

7. Surrender the Fairy Tale [11]
8. Keep the Soul in Soulmate [8]
9. Listen to Your Gut [8]
10. Source Your Life [10]

Further Resources:

- Real, T. (2011). A matter of choice. *Psychotherapy Networker*, 35, 37–43, 56–57.
- TED Talk, [Five Ways to Listen Better](#) (Julian Treasure) [7:43]
- TED Talk, "[Why I'm Done Trying to Be Man Enough](#)" (Jason Baldoni) [18:32]

## seven: *October 18*

### Relationships and Religion (and Politics)

- read:** England, E. (1999). Why the church is as true as the gospel. [10]  
Gustav-Wrathall, J. (2017). Why I stay. [6]  
Ritchie, J. B. (1999). The institutional church and the individual.[14]
- watch:** TED Talk, [Can a Divided America Heal?](#) (Jonathan Haidt) [20:17]

#### Further Resources:

- BYU Devotional, [Hard Sayings and Safe Spaces](#) (Eric Huntsman) [30:47; Highlights: 6:36]
- BYU Devotional, [A Gospel of Relationships](#) (Marleen Williams) [29:03]
- Givens, T., & Givens, F. (2014). *The crucible of doubt: Reflections on the quest for faith*. Salt Lake City, UT: Deseret Book.
- KSL Video, [That We May Be One](#) (Tom Christofferson) [30:00]
- Haidt, J. (2018). *The righteous mind: Why good people are divided by politics and religion*. New York: Vintage.
- Mason, P. Q. (2015). *Planted: Belief and belonging in an age of doubt*. Salt Lake City, UT: Deseret Book.
- Miller, A. S. (2018). *Letters to a young Mormon* (2nd ed.). Salt Lake City, UT: Deseret Book.
- TED talk, [The Moral Roots of Liberals and Conservatives](#) [18:33]

## eight: *October 25*

### Dating

- read:** Hooks, B. (2002). *All about love: New Visions*. New York: William Morrow. Chapter 10: Romance: Sweet Love. [21]  
Solomon, A. (2016, January/February). Inside hookup culture: Are we having fun yet? *Psychotherapy Networker*. [5]
- DUE:** Outside Exercise #2 (“It’s a Date!”) is due and will be discussed in class.

#### Further Resources:

- Julian, K. (2018, December). Why are young people having less sex? *The Atlantic*.
- Fisher, H. (2009). Why him? Why her? *Psychotherapy Networker*.
- NPR story, [In India, More Women are Playing Match Maker for Themselves](#) (Julie McCarthy) [7:23]
- Perel, E. [How to Deal with Online Dating Fatigue](#)

## nine: *November 1*

### Hunger

- read:** Miller, A. (2018). *Letters to a young Mormon* (2nd ed.). Salt Lake City, UT: Deseret Book. Chapter 11: Hunger [2]
- Tribole, E., & Resch, E. (2012). *Intuitive eating: A revolutionary program that works*. New York, NY: St. Martin's Griffin.
- Chapter 1: Hitting Diet Bottom [8]
  - Chapter 2: What Kind of Eater Are You? [11]

**DUE:** Mentor Couple Interview Paper

Further Resources:

- Intuitive Eating (if you liked the first two chapters)

## ten: *November 8*

### Desire

Our natural affections are planted  
in us by the Spirit of God,  
for a wise purpose; and they are  
the very main-springs  
of life and happiness.

~Parley P. Pratt

Sexual behavior is what you do;  
sexual health is who you are.

~Kristin Hodson, LCSW, CST

- read:** Solomon, A. (BOOK).
11. Inhabit Your Body [17]
- Miller, A. (2018). *Letters to a young Mormon* (2nd ed.). Salt Lake City, UT: Deseret Book. Chapter 12: Sex. [2]

**DUE** Outside Exercise #3 (“Compatibility”)

Further Resources:

- Nagoski, E. (2015). *Come as you are: The surprising new science that will transform your sex life*. New York: Simon & Schuster.
- Earthly Parents (2019). *And it was very good: A Latter-day Saints's guide to lovemaking*. (n.p.): Author.
- TED Talk, [The Keys to a Happier, Healthier Sex Life](#) (Emily Nagoski) [17:08]
- TED Talk, [Sex Needs a New Metaphor. Here's One...](#) (Al Vernacchio) [8:18]
- TED Talk, [“The Truth About Unwanted Arousal”](#) (Emily Nagoski)

**eleven: November 15**  
**Sexual Imagery & Media**

The biggest reframe we need in the church  
is to stop being against pornography  
and start being for healthy sexuality.  
~Jonathan Sandberg

- read:** Jones, M. (2018, February 7). What teenagers are learning from online porn. *The New York Times Magazine*. [17]  
Malan, P. (2015, May 31). The naked people in your iPod. [9]  
Oaks, D. H. (2015). Recovering from the trap of pornography. [4]

Further Resources:

- Attend a [Sexual Concerns Group](#) at CAPS if you have a concern regarding sexual behaviors that feel out of control (or worry that you have a porn or sex “addiction”).
- Blog post series, [Don’t Touch: Addressing Sexual Taboos in the LDS Faith](#) (Daniel Burgess)
- Chotiner, I. (2019). A sociologist of religion on protestants, porn, and the “purity industrial complex.” *The New Yorker*.
- Harris, R. (2014). *The illustrated happiness trap: How to stop struggling and start living*. (this book isn’t about pornography or sexuality per se, but many people find it very useful for sexual health, and mental health in general). Boulder, CO: Shambala.
- Intimate Judaism podcast, [Masturbation, Sexual Health, & Halacha: Is There a Conflict? Episode 1](#)
- Perry, S. L. (2019). *Addicted to lust: Pornography in the lives of conservative protestants*. New York: Oxford University Press.
- TED Talk, “[Moving From Porn to Meaningful Connections](#)” (Michelle Yep Martin)
- Website, [Addressing Pornography](#) (The Church of Jesus Christ of Latter-day Saints)

**twelve: November 22**  
**The Art of Fighting Fair in Romantic Relationships**

- read:** Solomon, A. (BOOK). Part 3: Self-Expression
12. Honor the Space Between [11]
  13. Respect the Pause [14]
  14. Dig a Little Deeper [11]
  15. Build the Cushion [12]

**DUE:** Love Template Interview Paper (11:59 PM)

Further Resources:

- TED Talk, [The Power of Connection](#) (Hedy Schleifer) [19:47]

- TED talk, [Why Domestic Violence Victims Don't Leave](#) (Leslie Morgan Steiner) [15:53]
- TED talk, [Violence Against Women—It's a Men's Issue](#) (Jackson Katz) [17:37]

**thirteen: *November 26***  
**Friendship**

Friendship is one of the  
grand fundamental principles  
of Mormonism.

~Joseph Smith, Jr.

**read:** Solomon, A. (BOOK). Part 4: Self-Expansion

16. Practice a Loving “I’m Sorry” [10]

17. Forgive... Again and Again [10]

18. Value Presence [11]

19. Be on Your Own Team [7]

20. Ride the Waves [8]

**watch:** BYU Devotional, [Wrestling with Comparisons](#) (J.B. Haws) [32:41]

General Conference, [Friendship: A Gospel Principle](#) (Marlin K. Jensen) [11:18]

**DUE:** Relational Self-Awareness Journal. Note: If your journal is not digital, and you forget to bring it to class, I will be at CAPS that day until about 5:10 pm. I will return all non-digital journals the last day of class (December 6<sup>th</sup>).

**fourteen: *December 6***  
**Original Holding**

Can a mother forget her baby,

be without tenderness

for the child of her womb?

Yet even if she should forget

I will never forget you.

Behold, I have engraved you

on the palms of my hands

~Isaiah 49:15–16

Thirst is proof of water.

~Sufi wisdom saying

**read:** Hoffman, K. (2015). [Eightysevenminutes: What we were never told about why we suffer and how to live with tenderness.](#)

**DUE:** Outside Exercise #5 (eightysevenminutes) is due.

Further Resources:

- Attend the Mindfulness Meditation group at CAPS.
- Attend Biofeedback services at CAPS.
- Beck, C. J. (2007). *Everyday zen: Love and work*.
- Givens, T., & Givens, F. (2012). *The God who weeps: How Mormonism makes sense of life*. Salt Lake City, UT: Deseret Book.
- Laird, M. (2006). *Into the silent land: A guide to the Christian practice of contemplation*. New York: Oxford University Press.

**\*\*\*Note\*\*\***

Love Template Interview Paper is due  
by 11:59 PM on Thursday, December 12

### **\$300 Teaching Grant Proposal**

I propose to use the teaching grant proposal to hire an advanced undergraduate student to help design class lectures and activities, and assist in designing and carrying out breakout discussion groups during the semester. I plan on submitting the proposal after I have completed the first semester of teaching this course in Fall 2019.



## Scholarship Strategies Proposal

My research takes into account other responsibilities that I have as clinical faculty by setting realistic expectations and goals for myself. What I wish to accomplish by Fall semester 2019.

1. Complete (submit for publication) ONE of the three I am working on:
  - a. Study from dissertation that 2 undergraduate research assistants are helping to complete, on Latter-day Saint marriages which experience a change in beliefs in one partner.
  - b. Article on cinematherapy and *The Babadook*.
  - c. Study on straight husbands' use of pornography, and their marital health.
2. Complete the book proposal with two colleagues outside of CAPS, on Integrative Systemic Therapy for Couples (IST-C).
3. Continue to review articles submitted to the journals for which I am a board member.

To achieve these goals, I will continue to work on items from this list each week, when a client cancels late, or when I am on the train during my commute.

## **Citizenship Project Proposal**

The three areas of my citizenship project are departmental, and national.

1. Departmental: I am on the planning committee for a conference at BYU which will take place Fall 2019 for faculty in Student Development Services, as well as outside faculty from other college counseling centers.
2. University: I have been consulting for the Women's Services and Resources Center to help them plan and carry out their annual conference on pornography. Earlier in 2019 I presented at the conference. I will agree to help out with the planning for 2020, should they need additional help.
3. National: I am a programming co-chair for APA Division 43 (Couple & Family Psychology) for the convention, for 2019, and 2020.