

Sample 1

Faculty Development Plan
Professorial Track

A. Personal Philosophy of Teaching and Learning

Values learned from my late mother have inspired my passion for learning, teaching, mentoring, citizenship, scholarship—the greatest gift to pass to future generations is that of secular and spiritual education. The aim of teaching is to inspire and catalyze individual and team learning. The aim of learning is to expand agency, the power of individuals to act independently and work collaboratively to be able to help other people in the world (Elder Nelson’s CES Devotional, September 2013). Teaching in the Savior’s way is the best way to achieve both aims. As a teacher and researcher at Brigham Young University, my mission to create and convey a Christlike culture is more than a job (Elder Renlund’s BYU University Conference, August 2019). My desire is to help learners catch the vision through stories that the most important purpose of learning has less to do with the subject matter they are studying than with the skills and character they are developing (Sister Peggy Worthen’s BYU Devotional, January 2019). The LDS acronym below, inspired by Teaching in the Savior’s Way, expands my teaching and learning philosophy.

1. **L:** I love learning, discovering, working with, listening to, and mentoring students—including teaching assistants (TAs) and research assistants (RAs)—and facilitating learning through engagement. Like the Come Follow Me approach, my team-based learning and teaching approaches encourage preparation before class, individual accountability, group sharing, critical thinking, and application of principles to solve real-life scenarios.
2. **D:** Principles, concepts, and doctrines that I present are rooted in evidence and the words of ancient and latter-day prophets. I incorporate evidence from my own research on factors influencing health outcomes of vulnerable populations to teach important real life concepts to students in and outside the classroom. I use transparent teaching principles by explaining assignment purpose, clear procedural instructions, criteria for success, including rubrics and examples as appropriate.
3. **D:** I invite and expect students, TAs, and RAs to be diligent learners who are responsible for their own learning and contribute to the learning of others. I strive to model professional behavior and invite students to show accountability, be punctual, attend classes as required, participate without dominating, communicate ideas and feelings with each other openly and respectfully, and leave out all distractions.
4. **S:** My goal is to create an environment that invites the Spirit to facilitate learning. I also invite students to set the same goal. My hope is that hearts and minds will change, and as students acquire and apply learned skills to solve nursing problems in a variety of populations and settings, they will exclaim: “I love learning,” even for difficult topics.

Faculty Development Plan
Professorial Track

B. Teaching

My self-assessment is corroborated by student feedback throughout my first year as Assistant Professor at the BYU College of Nursing.

Strengths:

1. **Is inspiring, passionate, and driven when teaching in formal and informal settings and helping students succeed in life** (“he loves what he does, and his passion really shows,” “this professor had his greatest impact on me outside of the classroom. He came up to me when he saw me and talked with me and gave me very valuable advice,” “Dr. M. is an amazing person with clear love for his students and his work. His passion inspired me to do my best in this class and make the most of the skills we learned! I really enjoyed the research aspects of this class”) [F19, N403, N492; W20, N403, N320]
2. **Is learner-centered** (adapt based on student suggestions from mid-course evaluations (F19, N403, N492)
3. **Is Caring/considerate, kind, compassionate, personable, approachable, available, student advocate** (“He truly wants the best for his students and is willing to give his time to assist students in need,” “You could tell that he put in the time and effort to get to know each of us. He put a lot of time and effort into this class. It was amazing that he would meet with every student one-on-one to discuss our paper,” “Dr. M. is a wonderful teacher and person. You can tell he really cares about his students and will go the extra mile for them!” “So personable, gets to know our names, very knowledgeable, and cares about us so much!” “great job connecting with his students,” “He cared for me and checked in with me after the whole corona thing. I felt very supported by him,” “He often encourages [students] to reach out if there is anything they need,”) [F19, N403, N492; W20, N320, N403, 492; N609]
4. **Responds promptly and respectfully** (“pretty good about answering emails and always gives good advice,” “Professor M. is very respectful of students. He does not make condescending remarks.”) [W20, N492]
5. **Models professional behavior** (“leads by example,” “I learned a lot about professionalism in this course. Professor M. is very formal and expects students to behave similarly.) [W20, N403, N492]
6. **Shares unique perspectives and input and engages students in share** (“Dr. M. heavily encouraged participation which I really liked,” “has a unique background, and I enjoy his example of his service in Haiti,” “Dr. M. is super kind and passionate about the subject. This helped to keep his lectures engaging”) [F19, N403; W20, N 492; S20, 609]
7. **Integrates the gospel into nursing** (“commonly shares spiritual thoughts or experiences that tie the Gospel right into our nursing and personal lives. His thoughts were uplifting and thought-provoking.”) [W20, N 492]
8. **Is prepared and organized and creates opportunities to network with nursing/industry leaders** (“his lecture was amazing. Very structured and easy to follow,” “organized class content based on nursing competencies students marked themselves lowest in on the initial self-evaluations. This helped us to cover concepts we were uncomfortable with throughout the course, which was very beneficial,” “invited guest presenters to assist in teaching the content, which was helpful because we were able to have discussions with nurses currently in the field and hear their perspectives,” “ Dr. M. has a unique background, and I enjoy his example of his service in Haiti. He does a

Faculty Development Plan
Professorial Track

good job of giving a roadmap of what our purpose in class is that specific day. I had some confusion with the personal quality improvement assignment, I wish we would have known from the beginning of the semester that we will need to do at least 2 pdsa cycles. [W20, N492; S20, N609]

9. **Is knowledgeable and effective and explains difficult concepts** (“I think Dr. M. is a great teacher, and I feel a lot more comfortable going into our next writing class next semester!” “Good at explaining difficult concepts and at presenting information.” [W20, N320, N403]

Areas for improvement:

1. **Go deeper, not wider. Simplify.** (“Professor created a detailed agenda for every class meeting. He seemed rushed to cover all his prepared material, so we only grazed the surface of some conversations that could have been beneficial. I believe more could have been learned if there had been a looser, more free-flowing discussion environment,” “The course tried to cover too much in the allotted class time, consistently going over class time. I think that potentially, instead of trying to cover many concepts in little time, the course could cover key concepts deeper.” [F19, N403; W20, N320, N492; S20, N609]
2. **Manage time and plan learning activities better** (“I feel that a lot of the time spent in class could've been shortened,” “I was disappointed when we ran out of time for the guest speakers, and I really liked them! Thanks for organizing those!” “I felt we weren't given time to adequately develop our thoughts for big in-class assignments with only a few minutes. These in-class assignments felt like an afterthought but were the most valuable thing we did for my learning.” [W20, N320; S20, N609]
3. **End each class period on time** (“I did not feel like the instructors were considerate of our time. We went overtime every single class”) [F19, N403; W20, N320, N492; S20, N609]
4. **Organize course, give clear assignment instructions** (“the rubrics need to be more clear for both weekly assignments and big projects,” “Sometimes the class material felt redundant and not super organized,” “the assignment for the personal QI had a wonderful example of everything that we needed to do...maybe we could have gone through that on the first week,” “this course [N609 was] disorganized...we were confused on almost every assignment. The outlines were not clear, what we were being graded on was not clear. Breakout sessions were ineffective due to poor explanation of what we as students were supposed to be doing. The absence of a syllabus to me is inexcusable and should not happen) [W20, N320; S20, N609]
5. **Make brief and meaningful comments when others are teaching** (“sometimes he would interrupt the person teaching and make a really long comment and didn't add a ton to the lecture”) (F19, N403)
6. **Relate to students while explaining/maintaining professional boundaries** (“I did find it a little off putting that both he and Z. wanted to be called Dr. M and Dr. Z. All of our other professors have gone by their first names so this was an adjustment and made it a little more difficult to relate to them”) [S20, N609]

Short Term Goals (1-2 years):

1. Share a relevant story or experience in each lecture to engage and relate to students
2. Discuss 3-4 concepts per class period but go in more depth
3. End each class period on time

Faculty Development Plan
Professorial Track

4. Convert N403 “Health behaviors and behavior change lecture” in September 2020 to an online, interactive learning module with assistance from BYU Online Designer
5. When others are speaking, listen for understanding; if I have a questions, raise my hand or wait at least three turns before speaking
6. Complete IHI Basic Certificate for quality improvement and patient safety (12 modules) by February 2021
7. Review pathophysiology for certain conditions (anemia, hypertension, heart disease, stroke, diabetes, glaucoma, cataracts) from the Illustrated Portfolio of Human Anatomy and Pathology, Telephone Triage Protocols for Nurses, and other sources
8. Read two books in the falls of 2020/2021 suggested by Associate Dean or provided by Faculty Center (“Make it Stick, Team-based Learning”) and implement 2-3 principles in the winter of 2021/2022.

Long Term Goals:

1. Schedule a virtual 1-on-1 meeting (10-minute) with each student by midterm
2. Schedule and administer mid-course evaluations and adjust, as necessary. Discuss feedback with students and explain reasons for adjusting, or not adjusting.
3. Review student feedback and ratings with CTL consultants S and K once a year to identify patterns and prioritize improvement strategies
4. Attend/view a presentation from the “Teach Anywhere” series once a quarter and try one principle from each presentation in one of my courses
5. Read two other books provided by Faculty Center in the Fall of 2020 and implement principles in the Winter of 2020

C. Citizenship

My self-assessment is based on my involvement (1) within BYU College of Nursing, (2) in local/regional organizations, and (3) international organizations

Strengths:

1. Actively supports the CON (reviewed student admission files), Faculty Development Council Chair (monitoring Faculty compliance with CPR/First Aid requirements), and course coordinators (created transparent assignments in N609, shared materials with N320 course coordinator about transparent assignments)
2. Using personal network to support the CON mission (connected faculty B with Dr. D, MD for FNP student placement)
3. Enthusiastically serves in various College councils while maintaining balance, saying “no” or “yes, in two weeks after I complete an assignment or revise a manuscript” as needed.
4. Serving as a Sigma Iota Iota Counselor/Leader (prepared induction invitations for Fall 2020)
5. Serving as Vice President of American Association of Men in Nursing (AAMN)
6. Very engaged within the College of Nursing (participates in college councils, interviewed by QT for an article)
7. Serving as Chair of the Board of Trustees and President of Haiti Health Initiative
8. Serving as Church Interpreter and Translator for special projects (sacred texts)

Area for improvement:

1. Learn about specific responsibilities in Sigma and AAMN

Faculty Development Plan
Professorial Track

2. Increase my activity level in AAMN

Short Term Goals (1-2 years):

1. Spend 1 hour every other week becoming familiar with Sigma's website
2. Spend 1 hour every other week becoming familiar with AAMN's website
3. Introduce AAMN to BYU CON
4. Create scenarios for N403 colleague N
5. Help new course coordinator organize N609 for Spring 2021
6. Serve on a graduate committee as needed
7. Perform one blind peer-review for Qualitative Health Research or another journal

Long Term Goals:

1. Chair a graduate committee as needed
2. Serve as Course Coordinator as needed
3. Serve on University committees as needed
4. Help construct an elementary school in rural Haiti
5. Integrate a health curriculum in the school and evaluate health outcomes of children following curriculum implementation

D. Scholarship (Contribution to the Discipline)

My self-assessment is based on publications and presentations since my employment began at BYU.

Strengths:

1. Defined a research trajectory and boundaries (Factors influencing health outcomes in vulnerable populations) with input from assigned mentor, informal mentors inside and outside BYU, and CON Ranks and Status Committee members; refined trajectory based on feedback with Dean and Associate Deans
2. Developed a list of 20+ reputable blind peer reviewed journals for scholarly publications
3. Identified a network of potential research collaborators at BYU (public/global health, digital humanities, nutrition, psychology), the University of Utah (College of Nursing, nursing informatics), and Haiti
4. Published one article since hired at BYU in August 2019
5. Revised and resubmitted one peer-reviewed manuscript to the Journal of Transcultural Nursing
6. Submitted (but not funded) an interdisciplinary grant proposal to the Bill and Melinda Gates Foundation (Grand Challenges Explorations Round 25 regarding innovations for improving the impact of health campaigns; Gates received over 700 proposals; ours made it to the final round of review and we were asked to apply again in the future)
7. Mentoring two undergraduate nursing students as research assistants
8. Doing 1 podium presentation at the Transcultural Nursing Society's 46th Annual Virtual Conference (October 2020)
9. Research assistant doing 1 poster presentation at the Transcultural Nursing Society's 46th Annual Virtual Conference (October 2020)

Area for improvement:

1. Enlarge network of research collaborators
2. Continue to revise trajectory and align scholarly works with trajectory

Faculty Development Plan
Professorial Track

3. Enlarge my knowledge of designs for nursing research (quantitative, qualitative, mixed methods)
4. Integrate quantitative and qualitative designs

Short Term Goals (1-2 years):

1. Hire and mentor two undergraduate students per year as research assistants (RAs)
2. Develop a relational database with the help of a data engineer for patient medical/dental records generated during biannual clinics conducted by the Haiti Health Initiative organization
3. Involve research assistants in data preparation and verification
4. Involve students in the preparation and submission of IRB for anemia research in pregnant and lactating women in Haiti
5. Submit two scholarly publications (scoping review of anemia in Haiti, implications of culture-bound syndromes for nurse practitioners) with student RAs as co-authors
6. Review Polit and Beck's book (chapters 8, 11, 12) on research designs in the Fall of 2020 and 6 articles about the integration of quantitative and qualitative data sets in mixed methods designs

Long Term Goals:

1. Link each scholarly work to the defined trajectory through a unifying theory or multiple theories (social ecological model/multiple levels of influence, theory of cultural care diversity and universality, the Donabedian model for quality of care), or through the titles or conclusion of each scholarly work
2. Expand my research network to other US states (Oregon, etc.)
3. Submit four scholarly publications (factors influencing anemia in pregnant Haitian women, management of hypertension in rural Haiti, predictors of blindness in rural Haitians, factors influencing autism in siblings of children with autism spectrum disorder, oral health outcomes in rural Haitians following implementation of biannual dental clinics)
4. Do four poster/podium presentations
5. Involve undergraduate students as co-authors on publications
6. Mentor graduate students as needed

E. Resources Needed to Accomplish Goals

To accomplish the aforementioned goals, I will need:

1. Technical input/advice/feedback from the CON such for editing, teaching, design, theory, and stats; and little variation in teaching workload within the first three years
2. Funding/grants to pay for teaching assistants' salaries through the CON and BYU online
3. Funding/grants to pay for research assistants' salaries and cover their conference registration and travel fees
4. Funding to pay for professional editing, supplies, and equipment as needed
5. Regular consultation with the CTL department
6. Permission to travel alone to my native country to present research findings.

Sample 2

**Faculty Development Plan
College of Nursing
Professional Track
June 2020**

Fall 2020 Goals

Teaching

1. Seek out teaching support from BYU Center for Teaching and Learning (CTL) to interpret student evaluation data and improve course(s) where necessary. Identify trends to find sources of correction
2. Read and analyze the book, “Making it stick,” and develop mentoring relationships and strategies

Citizenship

1. Maintain current membership in nursing and academic organizations. Seek opportunities within these organizations for growth by attending meetings and fulfilling responsibilities within the appropriate timeframe
2. Cultivate current leadership opportunities within assigned college councils by attending all meetings, offer suggestions, and participate in assigned responsibilities while providing feedback on outcomes
3. Attend devotional in person when possible

Contribution to the Discipline—Service to the Profession

1. Actively seek opportunities and membership in professional organizations
2. Develop a defined area of focus for my contribution to the discipline efforts
3. Continue to implement PEARS course and measure the effects of the project
4. Certify in PALS and as PALS Instructor Course in preparation to teach N362 PEARS course
5. Assist in hiring and training PALS/PEARS certified instructor

Sample 3

Faculty Development Plan

July 24, 2020

Teaching

Philosophy:

In a recent keynote address at an educational conference, a good friend shared this thought about being a great teacher: “You teach what you are. Your traits will mean more than a particular truth in a particular lesson. This is as it should be. For if our discipleship is serious, it will show”.

I believe that fully living the gospel is the best way to be the best teacher... keeping my life in tune with the spirit, and trying to be like the Savior.

This truth is underscored by what we read about the Savior in the “Preach My Gospel” manual:

“Everything the Savior did throughout His earthly ministry was motivated by love—His love for His Father and His love for all of us. Through the power of the Holy Ghost, we can be filled with this same love as we strive to be true followers of Christ. With Christlike love in our hearts, we will seek every possible way to help others learn of Christ and come unto Him. ***Love will be the reason and motivation for our teaching.***”

When we follow the Savior’s example, we are motivated by love. I believe students can sense when I genuinely and authentically care for them. From this place of love and caring, I am energized to prepare well for the classes I teach and to continue improving and educating myself, so I can best prepare my students, to learn “the healer’s art, and go forth and serve.”

As I follow the Savior’s example, I am joining the mission shared by the faculty and staff at BYU “to assist individuals in their quest for perfection and eternal life.”

Strengths:

I am very enthusiastic about teaching. I enjoy preparing and creating curricula, and I enjoy mentoring students. I am good at finding excellent teaching resources, and I have had some wonderful teacher exemplars in my education. I have been successful at incorporating student feedback on assignments and teaching quickly.

Weaknesses:

I am new to teaching and have a lot to learn. I have many lectures, with accompanying slides, to create, and I am learning to time management skills in the classroom. I am learning methods and best practices for student engagement and learning assessment.

Goals

- Develop Nursing 601: Translating and Integrating Scholarship and Evidence into Practice
 - not only to meet the stated outcomes of the course but to be engaging, memorable, and inspiring. I want to instill self-confidence and competence in my students.
- Gain familiarity with the learning outcomes, learning activities, and evaluation practices for other courses in the graduate nursing curriculum.
- Improve my understanding of teaching and learning.
- Live the gospel fully to be my best at teaching.

Faculty Development Plan

Teaching Project – To be completed by August 31, 2020 (with ongoing evaluation)

- Collaborate with faculty colleagues at BYU and other Universities and our CTL consultant (see completed syllabus submitted with this document).
- Meet with each graduate course coordinator in the College of Nursing to learn their particular aspects of the curriculum and how my courses fit within the larger program.
- Read “Make it Stick”
- Humbly seek inspiration as I design NURS 601, identify resources to incorporate, prepare individual lectures, and respond to individual students.

Needed Resources

- Access to faculty colleagues, and CTL consultant to develop, design, review, and refine NURS 601 course.
- Continued support and feedback from my College of Nursing mentor and administrators.
- Access to the course coordinators and information about their respective courses.
- Acquire Audiobook “Make it Stick”
- Guidance and Inspiration from Heavenly Father.

Citizenship

Strengths: I am great at networking and have easily identified many excellent and exciting opportunities to serve. As I am completing my first year, I have identified and accepted many opportunities to be involved in service to my discipline.

Weaknesses: I am still learning to manage my time and balance and prioritize my responsibilities of citizenship, teaching, and scholarship. If I am not careful, I could easily overcommit myself and be less effective in all of these areas.

Goals

- Be mindful and reflective of the time I am spending in citizenship work, in comparison to my teaching and research responsibilities.
- Review and carefully prioritize service invitations from both within and outside of BYU.

Citizenship Project – To be completed by June 2021

- Continue Serving on the Utah State Health Department’s Alzheimer’s and Related Dementias Planning Council and the Geriatric Workforce Enhancement’s Nurse Advisory Council
 - Attend membership meetings.
 - Observe and learn how these leadership councils work
 - Begin exploring possible opportunities for leadership in the organization.
- Continue serving on the College of Nursing’s Recognition and Event’s Committee (2020/2021)
 - Seek opportunities to recognize and support the College of Nursing faculty and staff
- Continue serving on the Scholarly Works & Contributions to the Discipline Council (2020/2021)
 - Engage in the work of the committee, including reviewing grant proposals and planning events
 - Continue to observe and learn about the work of the committee and its role in the College of Nursing.
- Continue Serving on the Doctor of Nursing Practice Task Force

Faculty Development Plan

- Log hours spent in citizenship activities, to assess time management and balance among responsibilities. Review the log with my mentor, Spring 2021, to decide if I am overcommitted and need to adjust.

Needed Resources

- Continued guidance from my College of Nursing mentor, Committee Chairs, and administrators, as I learn the work of the committees and make adjustments to my responsibilities, to do my best work.

Scholarship

Topic: Relationships Between Sensory Health and Cognitive Functioning Among Older Adults

Sensory impairments, including vision impairment (VI), hearing impairment (HI), and dual sensory impairment (DSI), are highly prevalent among older adults, and the number of individuals affected is rapidly increasing as the population ages.

The impact of sensory impairments has been well documented. VI, which affects more than 25% of adults age 65 and older in the U.S. and self-reported hearing impairment, which affects 31% of those ages 60-69, and 63.1% of those age 70 and older⁹ affect many domains of health, functioning and quality of life, including cognition and social isolation. These challenges are compounded in the case of dual sensory impairment, which is present in up to 11% of adults age 60 and older.

It is important to note that losses accruing from sensory loss are not inevitable and can be reversed and mitigated at many different mediating points. My research seeks to 1) identify and describe positive outcomes from the struggle with sensory loss 2) using population-based data, identify and describe potential mediators of the losses (primarily cognitive) associated with sensory impairments, and 3) design interventions to assist those with sensory impairments to achieve positive outcomes (see #1 above and mitigate the impact of potential mediators of loss (see #2 above).

Strengths: I am passionate about my research. During the past year, I have begun to clarify and define my program of research. I have been successful at networking and finding research collaborators and have embarked on these collaborations. I have applied for several internally funded research grants and one externally funded grant. I have learned much in the process and was awarded some funds to begin my work. My proposal for research laboratory space was also accepted, and my lab is under construction.

Weaknesses: I tend to work sporadically on my research, writing either just a few minutes per week or hours per day, for weeks. During times when I have not worked regularly, it is difficult to get momentum again. Also, my visual disability has posed real challenges to accessing and organizing research literature.

Goals:

- Complete and submit my dissertation findings manuscript by December 2020.
- Obtain funding to conduct a qualitative follow up study of Posttraumatic Growth with support from undergraduate students.

Faculty Development Plan

- Submit “Cognitive Impairment, Mediated by Social Isolation Among Older Adults with Sensory Impairments” manuscript by December 2020
- Prepare scholarly works conference presentation (Posttraumatic Growth Among Older Adults with Severe Vision Impairment Caused by AMD) and Gerontological Society of America Symposium Presentation (Sensory Health and Social Well Being) (November 2020)

Scholarship Strategies:

- Write at least 15-30 minutes each weekday and continue reporting writing time to a writing group.
- Continue meeting with faculty colleagues in the research writing group.
- Continue meeting with research collaborators.
- Hire a student research assistant to assist as a reader/scribe.
- Use the opportunity to teach an elective mentored research course as an opportunity to develop skills and experience in involving students in my research.

Evaluation Method:

- Track writing each weekday, report weekly to the faculty writing group.
- Record faculty research group weekly meeting dates and goals.
- Keep a prioritized list of research projects, including the list of future research ideas

Needed resources:

- Continued support from my College of Nursing mentor and administrators.
- Continued support from research collaborators.
- Continued support from the faculty writing group.
- Undergraduate and graduate students who are interested in working with me as emerging research collaborators.

Please see attached CV

Please see attached syllabus

References

Kristen McMMain Oaks (2016) “ Staying Committed: Faith in Every Footstep” Keynote Address, Southern Virginia University Educator’s Conference. Retrieved from:
<https://www.youtube.com/watch?v=qCQO25TMP8I&t=1012s>

Faculty Development Plan

“Teaching in the Savior’s Way” retrieved from

<https://www.churchofjesuschrist.org/study/manual/teaching-in-the-saviors-way/part-1-love-those-you-teach/love-those-you-teach?lang=eng>

College of Nursing Mission: retrieved from:

<https://nursing.byu.edu/about/mission.aspx#:~:text=families%2C%20and%20communities.-,Mission,and%20go%20forth%20to%20serve.>

Brigham Young University Vision: retrieved from

<https://www.byu.edu/about#:~:text=The%20mission%20of%20Brigham%20Young,for%20perfection%20and%20eternal%20life.>

Sample 4

Faculty Development Plan 2020 Assistant Teaching Professor College of Nursing

1. Self-assessment

I am humbled and grateful to work at BYU in the College of Nursing (CON) where I am surrounded by excellent students, coworkers, and culture. I bring my unique interests, knowledge, values, skills and talents that align well with the mission and needs of the CON and the university. These include an ongoing work towards increased excellence in my own life and in the spiritual *and* secular teaching of students. One of my biggest concerns is the overall effect the BYU student experience will have on their testimony, character, nursing knowledge, and ability to serve others. I have already gained a love of teaching the rising generation of Zion. My overarching goal is to make a meaningful contribution to students' discipleship and path to becoming excellent nurses.

My teaching skills are improving thanks to the patience and feedback from students and colleagues. Knowledge in my specialty area of mental health nursing will allow me to contribute to the students' ability to cope with challenges and change, as well as become a strength to others. Teaching at BYU will also allow me to be involved in projects and teach courses that will enhance well-being and thriving in an ever changing world. I have noticed that the Spirit will often teach me something related to how I might improve my contribution at BYU, often months in advance of when I need it. Consequently, I am refining my ability to hear, record, and act on His voice as He sends messages to me that are intended to bless BYU students.

2. Teaching Self-Assessment:

Currently, I rate myself as fair to good in my teaching compared to what would be expected from novice university teachers. I realize that if I were to stop improving my teaching skills it would quickly stagnate my growth. I intentionally chose to teach because of how enriching it feels. BYU was my first choice to teach over several other universities largely because at BYU we can infuse the truths of the gospel of Jesus Christ into our teaching and have a great influence on nursing students during lecture, clinical and our annual spring term global health experiences. I am more energized to be able to teach in this environment. So far, I have provided engaging lectures infused with illustrative stories from my work experience and have received generally positive student reviews. The positive feedback I feel is largely due to my excitement for the subjects taught and less to do with my organization and clear explanations.

Strengths:

- Instructor effectiveness student ratings good during first year teaching full-time
- Was able to memorize majority of 64 student names
- Spiritual focus in lectures via planned spiritual thought and impromptu discussions
- Respectful to students, peers and others
- Available to students
- BYU AIMS student ratings consistently higher than overall department ratings
- Creativity in lecture and assignments
- Active psychiatric nursing team member
- Sought student feedback, assessed with team and implemented changes

PROFESSIONAL FACULTY

Areas for Improvement:

- Improved understanding of what strategies and techniques makes teaching most effective
- Preparedness before semester begins
- Organization
- Memorize all student names
- Evaluate course material to present what is relevant/ necessary
- Instructor effectiveness ratings (two subcategories – organization and explained concepts effectively)
- Regularly seek student feedback and implement changes
- More concise powerpoint presentations
- Spending inordinate amounts of time in preparation of lectures and getting lost in the quantity of content

Professional Goals:

Improved understanding of what strategies and techniques makes teaching most effective	<ul style="list-style-type: none"> • Read two books: <i>The Courage To Teach</i> and <i>Make It Stick</i> and select one or two strategies and techniques to implement. • Continue to work with mentor and Susan at CTL in making course improvements and development.
Preparedness	<ul style="list-style-type: none"> • Make use of available time in the summer (simulation preparation, class preparation) to be more prepared for the Fall semester. • Become familiar with Canvas option. • Organize/set up all courses by end of July. • In global health course be more actively engaged in preparation phase.
Student feedback/performance inclusion	<ul style="list-style-type: none"> • Gather and analyze past student feedback (mid-semester and post-semester), look for trends, and make adjustments and goals to improve. Continue to gather and analyze feedback this academic year. • Review ATI scores to assess for deficiencies.
Improve Lectures	<ul style="list-style-type: none"> • Update all assigned lectures every two years to reflect current knowledge. • Improve clarity on what is needful information and what is merely interesting. • Reduce time spent on unnecessary content. • Assure that lecture content, simulations, weekly reading guides, test preparation

PROFESSIONAL FACULTY

	<p>study guides, and test questions all correlate and reflect essential knowledge. Make certain that this is explicit/clear for students.</p> <ul style="list-style-type: none"> • Prepare engaging/interactive activities for in-person meetings each assigned class. • Look for ways to explain concepts more effectively/simply and to understand them better myself.
Create Substance Use Disorder Simulation	<ul style="list-style-type: none"> • See below: Fall 2020 Goals

Resources needed

- Ongoing suggestions from mentor
- Support and help from N461 course instructors
- Plan for Summer 2020 to accomplish needed preparation

3. Citizenship Self-Assessment:

Currently, I rate myself as fair on my citizenship contribution. I am involved in my professional nursing organization chapter (serving as president currently), several community outreach/educational projects, and a local research project aiming to benefit healthcare personnel. I feel I could be more anxiously engaged in these projects. I find great satisfaction when I feel I am contributing meaningfully to the welfare of others. This makes work truly enjoyable. My outreach projects are needing more organization to increase or to begin. This effort will help me feel more like I am contributing to my profession and community.

Strengths:

- Engaged in various committees within the CON
- Currently serving as Utah Chapter APNA president
- Engaging in community presentations on variety of mental health topics
- Involved in a study on self-care and its relation to burnout in a local emergency room
- Involving students in projects as mentoring opportunities

Areas for Improvement:

- Organization
- Volunteerism
- Committee work within the CON would best be described as “meets expectations”
- Effort needed to increase community presentations

Professional Goals:

Increase meaningful volunteerism	<ul style="list-style-type: none"> • Volunteer at residential treatment center to teach either a parent webinar about e-cigarettes and/or a student wellness/coping skills class.
----------------------------------	--

PROFESSIONAL FACULTY

	<ul style="list-style-type: none"> Continue to engage in community education this coming school year as permitted due to COVID-19.
Enhance College of Nursing Service	<ul style="list-style-type: none"> Continue to serve on assigned college councils but be more anxiously engaged in doing good for others in these settings. Reframe perspective as an opportunity to give and help others.
Increase experiential learning	<ul style="list-style-type: none"> Present podium at BYU Scholarly Works Conference (2021).

Resources needed

- Cooperation from community partners (for presentations)
- Gain tips from past presenters at the Scholarly Works Conference
- Knowledge of college needs

4. Contribution to the Discipline (Professional Service) Self-Assessment:

I rate myself as fair in this category. The Lord has kindly placed people in my life at the right times to allow me to be involved in several meaningful projects this past year that have started my trajectory. I need to be more proactive and efficient in organizing my efforts to contribute professionally. There needs to be a balance. Last year, I started an annual project of writing a children’s book that teach coping skills which can lead to resilience (my first book is with the publishers now) in collaboration with [REDACTED] in the illustration department at BYU. My academic writing experience has been minimal because I was a clinician before coming to BYU.

Strengths:

- Current projects are in my trajectory
- Some meaningful projects are already in process

Areas for Improvement:

- Limited confidence and experience writing professionally
- Collaboration with colleagues
- Limited confidence and experience navigating research areas

Professional Goals:

E-cigarette project dissemination	<ul style="list-style-type: none"> Produce high quality recording allowing Y-Serve to take E-Cigarette education module to schools. Work with faculty peers to identify target audiences/journals/magazines through which this information could be disseminated.
Organization	<ul style="list-style-type: none"> Set aside a time each week to review articles/research in area of interest.

PROFESSIONAL FACULTY

Positive Psychology Children's Book	<ul style="list-style-type: none">• Continue to produce one children's book per year with [REDACTED] to teach about coping skills that enhance resilience.
-------------------------------------	--

Resources needed

- Support of mentor and colleagues with similar interests
- Ongoing funding for conference attendance
- Education from [REDACTED] to grow research skills

Fall 2020 Goals

- Attend two lectures per month to shadow other instructors and learn from them.
- Contact [REDACTED] to set up zoom meeting.
- Work with mentor to solidify and reword trajectory to encompass areas of interest.
- Create tested and practical positive psychology principle list for the workplace and share with [REDACTED].
- Present poster at APNA national conference in September 2020
- Reschedule with SCOTS program.
- Have lectures recorded by start of the semester
- Modify syllabi to be learning-centered.
- Attend/watch two CTL Teaching Workshops ("CORE Principles" and "Engage Students Effectively in Live Online Class Sessions") online.
- Watch "A Faculty-Led Webinar on Remote Instruction in Medicine" by [REDACTED].
- Attend "Blended Classroom Technology Training" OIT training via zoom.
- Attend canvas training/orientation
- Create Substance Use Disorder simulation for pilot

PROFESSIONAL FACULTY

Teaching Grant Proposal

Proposal to use \$300 Teaching Grant:

I propose to use the \$300 teaching grant to assist me in joining the National League for Nursing. For more than 100 years the NLN has been the premier organization for nurse faculty and leaders in nursing education. The NLN offers professional development, networking opportunities, testing services, nursing research grants, and public policy initiatives to its members.

Membership with this organization would help be become most effective in teaching the future nurses. The cost of a two-year individual membership is \$295.

Learning-Centered Syllabus:



**Brigham Young University
College of Nursing
Nursing 390R
Stress Management Strategies**

Class Times and Location

Block 1

Tuesdays (September 1-October 13)

Online weekly prerecorded lecture

Online Zoom weekly class 4:00-4:50 pm (possibility of meeting in person depending on enrolment)

B 135 JFSB (should we meet in person – I will send out an email as the semester approaches)

Faculty Information

Name:

Office Phone:

Office Location:

Email:

Prerequisites: Must be currently accepted and enrolled in nursing classes to take this course.

Credits: 0.5

Note: The course syllabus is as accurate as possible and includes the expectations for both students and faculty. Occasionally changes must be made to accommodate unusual events or correct information. Such changes will be posted as an erratum or addendum on Learning Suite or announced in class.

Course Description:

The overarching aim of this course is to learn and apply topics related to positive human growth and development. The format of the course is such that students will explore the current research on a number of different topics related to psychological growth and development, and for each topic will also be invited to engage in experiential application through the use of various exercises to be done out of class.

[Two](#) weeks [will be](#) dedicated to self-care activities with no lecture on those weeks.

The academic material upon which the course is based will be informed in part by Positive Psychology, a relatively new movement within the field of psychology, to study, better understand, and develop human strengths instead of focusing only on remediating and intervening in human problems. The topics we discuss and apply in the course will center largely on the promotion of human wellness and potential.

Evaluation Strategies: Small group discussion engagement, Journaling

Required Text: None (although recommended texts will be given in the course)

Student equipment needed: see learning suite for specific items needed each week

Course Purpose

By the end of this course engaged students will [be better](#) able to care for self by applying positive psychology/distress management strategies.

Course Learning Outcomes:

- 1) Be able to explain and discuss wellness promotion and distress-reduction strategies.
- 2) Apply these strategies in lived experiences.
- 3) Grow understanding of what distress management techniques work for you.
- 4) Teach someone else (friend or family member) one well-being strategy that was effective for you and share how it has been helpful. Share your experience in the final journal.

Student Learning Goals (for [you](#) to record [your](#) own goals and hopes for the course):

Assignments

Pass/Fail course.

You must receive a passing score ([at least a 73%](#)) to pass this course.

Five lecture days with an experiential associated with each.

Two days doing a experiential activity with no lectures those weeks.

Weekly Worksheet

Students will complete a weekly journal about the positive living/distress reducing strategies that are being applied in lived experiences. Students will be required to upload a copy of the completed journal each week prior to class to Learning Suite. Journals may not be turned in late.

Grading Procedures

Assignment	Points Possible
Weekly Class Attendance & Participation (7 weeks weighted at 10 points each)	70
Experiential Assignments (5 assignments weighted at 10 points each)	50
Culminating Experience	20
Total	140

Attendance and Participation

The grades for attendance and class participation will be determined by course faculty based on the student's degree of class engagement. Your attendance, punctuality, and participation in assignments will be counted.

Students are allowed to miss **one class** but can make up only half of the attendance points for that class.

If you miss one class, you can make up half of the attendance points for that class by completing the 240-question VIA Survey of Character Strengths under the Questionnaires Tab at <https://www.authentic happiness.sas.upenn.edu/>. You will then use one of your strengths in a new way that week and write a two- to three-paragraph journal about what you expected, experienced, and felt.

Student can only get ½ credit for making up a missed day and if a student misses more than 1 class he/she should withdraw from the class. Make up work must be completed and turned in within 2 weeks of the absence or by the final day of the course for that block, whichever comes first.

Students are expected to actively engage and participate in weekly zoom discussions. This is part of their participation/attendance grade. Experimenting with weekly assignments will inform our discussions. Thus students are expected to try at least one learning activity each week.

TIPS For Success

- Engage and participate in all classes and assignments (even as the semester gets busy).
- Time management strategies <https://www.youtube.com/watch?v=G3d3-6GO0qo>
- Learning motivation <https://www.youtube.com/watch?v=XL3z-eO4uUQ>
- Note taking tips <https://www.youtube.com/watch?v=pLxAG2gzRAk>

PROFESSIONAL FACULTY

What to Expect

Week 1: Introduction to Course

- Verbalize and understand the syllabus and the expectations of the course
- Understand theories of happiness
- Understand negativity bias and confirmation bias
- Discuss key components of positive psychology
- Students will demonstrate an understanding of how to participate in the biofeedback lab

Class Outline:

5 minutes	Introduction activity
5 minutes	Prayer and spiritual thought
5 minutes	Q&A from syllabus
10 minutes	Review homework

Week 2:

- Understand gratitude defined and benefits of gratitude
- Be able to identify barriers to gratitude
- Develop strategies to grow gratitude

Class Outline:

2 minutes	Introduction activity
5 minutes	Prayer and spiritual thought
15 minutes	Q&A from lecture/assignment
3 minutes	Wrap up/Review homework

Week 3:

- Understand mindfulness defined and benefits of mindfulness
- Be able to identify barriers to mindfulness
- Experience a mindful exercise

Class Outline:

2 minutes	Introduction activity
5 minutes	Prayer and spiritual thought
15 minutes	Q&A from lecture/assignment
3 minutes	Wrap up/Review homework

PROFESSIONAL FACULTY

Week 4:

- Mid-block class
- Practice restorative or flow yoga

Class Outline:

5 minutes	Introduction activity
5 minutes	Prayer and spiritual thought
15 minutes	Review yoga experience

Week 5:

- Define eustress/distress
- Understand effective and ineffective (mature and immature) coping strategies
- Understand what the APA study “stressed in America” reveals
- Learn obstacles to effective distress management
- Understand and begin to apply NHS distress management strategies

Class Outline:

2 minutes	Introduction activity
5 minutes	Prayer and spiritual thought
15 minutes	Q&A from lecture/assignment
3 minutes	Wrap up/Review homework

Week 6:

- Understand savoring/flow defined and benefits of savoring/flow
- Be able to identify barriers to savoring
- Develop strategies to grow gratitude

Class Outline:

2 minutes	Introduction activity
5 minutes	Prayer and spiritual thought
15 minutes	Q&A from lecture/assignment
3 minutes	Wrap up/Review homework

Week 7:

- Be able to describe how the culminating experience affected you

Class Outline:

2 minutes	Introduction activity
5 minutes	Prayer and spiritual thought
18 minutes	Q&A from lecture/assignment

Undergraduate Program Outcomes

During each semester and within the context of nursing, the student will:

- Incorporate the values of the gospel of Jesus Christ as an integral part of caring
- Demonstrate effective critical thinking and communication
- Design, provide, and evaluate professional nursing care for individuals, families, and communities
- Practice and lead with an understanding of the discipline of nursing at the local, national, and global levels
- Exemplify lifelong learning

University Policies

Honor Code

It is a violation of the Honor Code for a student to represent someone else's work as their own. Also, as a condition of attending BYU, you affirmed that you would help others obey the Honor Code. We view violations of the Honor code with extreme seriousness. It is a college policy that those who cheat on examinations or plagiarize the work of another are given a failing grade for the course.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC) Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu

PROFESSIONAL FACULTY

- **College of Nursing Mission, Vision, and Values**
 - **Vision**
 - We are a community of scholars and educators engaged in the discovery and application of the Healer's art that promotes health and healing and enhances the discipline of nursing.
 -
 - **Mission**
 - Learning the Healers Art
 - The mission of the Brigham Young
 - University College of Nursing is to develop professional nurses who:
 - Promote Health
 - Care for the Suffering
 - Engage in the Scholarship of the Discipline
 - Invite the Spirit into Health
 - and Healing
 - Lead with Faith and Integrity
 - **Values**
 - Accountability
 - Respect
 - Integrity
 - Service
 - Excellence
 - ... in Faith