

Faculty Development Plan

██████████ Clinical Instructor
August 2021
Counseling and Psychological Services (CAPS)
Brigham Young University

Clinical-Self Assessment

Strengths, Skills, Competencies

- My life experience, my first career as a school counselor, doctoral training, and internship, have allowed me to develop important qualities that will be necessary as I become a contributing member of the BYU Counseling and Psychological Services staff. I have the exuberance and confidence to fulfill my current and future responsibilities within the CAPS community.
- My theoretical orientation is integrative, with a propensity toward client-centered, self-actualization theory, and compassionate focused therapy. I am adept at CBT and ACT techniques as well.
- I focus on creating and maintaining a strong therapeutic alliance with my clients. It is vital to me that they feel I am caring and knowledgeable regarding their needs.
- I have a connection and desire to work with LGBTQ+ students. I strive to provide a safe space for clients to share the specific difficulties that occurs at the intersectionality of faith and sexuality.
- I have a desire to work with students struggling with eating disorders, particularly those students in larger bodies. I model and promote principles of body neutrality and body acceptance.
- I feel the drive to work with individuals dealing with both trauma and grief responses. I have worked with and lived in the aftermath of the Newtown tragedy, and I have witnessed and studied the lasting effects of trauma.

Areas of Development

- Continued training and mentorship from ED specialists.
- Continued Education on various therapies to increase the breadth of my integrative practice.
- Seek specialty trauma training to aid in my knowledge of trauma response
- Seek training in group therapy via AGPA in order to feel more adept in running different types of groups at CAPS.

Goals

- Take and pass the EPPP and Utah law exam for licensure in the state of Utah
- Complete post-doctoral hours for licensure in the state of Utah
- Join PSYPACT in order to provide therapy to students across state lines when necessary

Teaching

Strengths, Skills, Competencies

- I have extensive experience teaching student development lessons to secondary school aged youth. I have begun teaching student development courses to BYU students including SD 143R, SD 141R, and SD 358R. I am excited to teach student development courses in order to educate and reduce stigma around mental health issue and encourage students to seek help when needed.
- I communicate my passion for mental health in order to create a positive and inquisitive learning environment.
- I seek for honest and open feedback and do my best to incorporate critiques into my teaching

Areas of Development

- Seek training from CTL for help with Learning Suite and other teaching tools.
- Find ways to integrate my teaching style and personality into the courses I teach
- Collaborate with colleagues who also teach student development courses in order to add rigor, interest, and most recent data into current teaching

Goals

- Read *The Happiness Trap* in preparation to teach 141R Mental Health & Wellness
- Review feedback from last semester and incorporate suggestions into my classes this year
- Collaborate with faculty and outside sources to continually improve this course content and impact.
 - Invite colleague to attend class and evaluate teaching.
 - Collaborate with guest lecturers to enhance curriculum development.

Scholarship

Strengths, Skills, Competencies

- I am on a research team designed to generate topics for research which meets weekly
- I have completed my dissertation, *The social, emotional, and spiritual experiences of parents of LGBTQ+ children within the Church of Jesus Christ of Latter-Day Saints: A qualitative study* and plan to continue research in this area

Research Interests/Opportunities

I am interested in the following research topics:

- Trauma response, Shared Trauma, Trauma informed treatment, PTSD, Complex PTSD
- Grief, complex grief
- Body Image, Body positivity, Body neutrality
- Long term response to the COVID 19 pandemic (group and individual)

Areas of Development

- I recognize the need for personal development in this area. I plan to meet with a mentor as well as other faculty members in order to cultivate areas of study and interest
- Collaborating with colleagues and contributing to current research projects

- Presenting at approved conferences

Goals

- Attend Green Chair meetings to develop and collaborate on research projects
- Establish a new question and topic to research
- Publish dissertation in peer-reviewed journal (by end of Winter 2022)
- Attend 1 conferences by the end of Fall 2021
- Present at 1 conferences by the end of Fall 2021

Citizenship

Strengths, Skills, Competencies- This is likely my greatest strength.

- I have taken on the responsibility of housing liaison specifically working with Heritage Halls
- I have served on the Outreach committee as an intern and faculty member the last two years
- I have experience presenting suicide prevention lessons to various audiences. I have recently been trained to be a QPR trainer.
- I have significant experience providing Outreach lessons to students, faculty, and staff. I am enthusiastic about outreach opportunities and seek them out often.
- I serve where asked in my LDS ward and community
- I work to I aim to be a resource for BYU, my LDS ward, and community for mental health and related topics
- I present to LDS church groups re: mental health education, prevention, and treatment.

Areas of Development

- Seek out collaborations with multiple colleges on campus
- Collaborate with the other two housing liaisons

Goals

- Attend CAPS and SDS meetings and give input where appropriate
- Continue to serve on the department Outreach Council
- Develop and maintain relationships with on campus housing personnel
- Seek to join a university-wide committee

Mental Health and Wellbeing, STDEV 141R

Fall 2021, Section 2, M/W 10:00 - 10:50 am

Instructor: [REDACTED] M.S., M.A

Email: [REDACTED] [byu.edu](mailto:[REDACTED]@byu.edu)

Office: 1500 WSC

Office hours: By appointment

Understanding mental health as an important aspect of overall wellness, this course helps individuals to identify common mental health challenges in themselves or others. This course helps to explain stress, anxiety, and depression and gives students tools for managing mental health. Psychological flexibility, including openness, awareness, and engagement, is discussed and practiced by students in this course as tools for living one's values in the face of challenges.

Specific goals of the course include:

- **Experience and Self-Reflection:** By attending class and by completing course activities, you will be able to learn by experiencing firsthand. This class is interactive by design, with many different course activities for reflecting on your own experience.
- **Content and Process:** Learn the information and apply it. Pay attention to the *how* you interact with the course material, as it can help you recognize how you manage mental health.
- **Responsibility and Commitment:** Take responsibility for your own learning, especially when it comes to mental health. Benefiting from this class will require significant participation in discussions. Decide now to fully participate in order for yourself and your classmates to benefit from your perspective.

Texts: *The Happiness Trap: How to Stop Struggling and Start Living*, by Russ Harris. Other readings will be assigned.

Course Activities:

Required course activities—

- **Readings and Videos**, as assigned during the semester. These are called “Pre-Class Preps.” Prior to each class, complete the reading, watch the

video, and come to class prepared for discussion. Write about what you're learning in your journal.

- **Journal,** Keep a record of your thoughts, feelings, experiences, and insights over the course of the semester. Get a notebook to bring to class each time, to respond to writing prompts, and to help with comprehension and application of content. The journal is for yourself and will not be requested by the instructor. However, you will be requested to bring it to class each discussion day and you may see fit to share “excerpts” in discussions or reactions to self-directed activities. You will also be able to use content from your journal for your final reflection paper.
- **Discussions,** On days designated “discussion day” we will spend a significant portion of class time in small discussion groups. Here you will be able to reinforce what you have learned as a result of your experiential activity by sharing about the activity, by sharing some of your journal reflections about what you experienced, thought, or felt, and by having the opportunity to essentially ‘teach’ the others in the group what you learned. On each discussion day, you will also be asked to fill in a short *investment points* sheet online that captures the level to which you engaged with the experiential assignment (30 possible pts.), the journal writing (10), and the discussion group (10).
- **Student evaluation,** Your feedback is highly valuable to improving the course for future students.

Experiential activity descriptions:

Letter to self: The first journal activity asks you to consider your reasons for taking the course and what you hope for by the end of the course. It asks you to consider how open and honest with yourself you would like to be, what you would like to be able to share, boundaries you would like to set for yourself in discussions, challenges you would like to set for yourself in discussions. You will complete an initial mental health management plan, to be updated throughout the semester. If you decide that therapy is needed or desired during the course, write about how you will go about pursuing treatment.

Self-assessment: You will complete several mental health outcome surveys, for your own use only. You will complete this at the beginning and end of the semester (required) but will be permitted to complete it as many times as desired throughout the semester.

Mental health management plan: You will create an always-evolving plan for yourself to manage your mental health, including practices, coping strategies, social support, and resources you can utilize. The first version will be completed at the beginning of the semester, then will be updated throughout the semester including a culminating plan for the end of the semester.

Suicide prevention: You will practice noticing others who may be in distress and asking appropriate questions, connecting others with resources. You will explore available resources for managing mental health, including smartphone apps, websites, videos, books, etc. You will then share these resources with the class.

Genogram: You will complete a genogram for yourselves focused on mental health challenges, general health challenges, and personality factors. This will help you understand biological and psychological contributions to mental health.

Stress/Anxiety tracking/Breathing: You will complete a tracking sheet for several days, marking your experiences and daily ratings of stress or anxiety. You will practice relaxation strategies, as taught in class, on a daily basis for several days.

Exposure practice: You will engage in exposure-based practices, as taught in class, noting your responses when you aim to overcome avoidance.

Biopsychosocial model exploration: You will complete exploration sheets relating to biological, psychological, and social factors that relate to depression and overall mental health.

Behavioral activation practice: You will practice behavioral activation and track your progress over the period of several days.

Mindfulness practice: You will practice mindfulness, as taught and discussed in class, on a daily basis over the period of several days. Our first round will include mindfulness more generally, then our second round will focus specifically on mindful meditation practice.

Defusion practice: You will practice defusion on your own over the course of several days, recording your attempts and results.

Core values steps: You will complete a values sorting worksheet to determine your core values and steps you can take in the direction of these core values. Then you will take daily steps in the direction of your values, noticing results.

Self-compassion practice: You will explore and practice self-compassion through compassionate self or self-compassion breaks over the period of several days, noting your responses.

Final project: A multi-part project, but you will only submit the last step. Please read carefully!

- Complete a post-self-assessment at the end of the semester using the mental health measures (same as beginning of semester).
- Review and update your mental health management plan based on what you have learned this semester about yourself and what you need.
- Review your journal entries from throughout the semester, taking note of what you have learned about yourself and managing mental health.
- TO BE SUBMITTED: Complete a final reflection paper and submit via LS. I am going to give you significant latitude with this assignment, the emphasis being on:
 - How have you worked to address mental health?
 - What have you learned along the way that has been particularly impactful?
 - What are your plans to continue in one or more areas into the future?

I hope that this can be more for you than just an assignment to be graded; I believe that it can help crystallize the thoughts and feelings you've had during our semester together and help you purposefully reflect on strengths you've developed, habits you've begun, and plans to continue developing well-being.

Grading:

The challenge (and invitation) this course extends to you is that you can proactively address mental health. The most rewarding outcomes of the class will come as you engage with the course material and experiential assignments. My hope is that the personal growth will be its own reward.

Following each experiential assignment, the subsequent class period will utilize small discussion groups to teach each other what you learned from your experience. These experiential assignments will comprise the majority of the graded aspects of your course participation. Because assignments will be

distributed and Investment Points reported in class, if you miss class you will need to work out with the instructor what you might be able to do to make up missed material.

| Activity | Points Possible | % of Total Grade |
|----------------------------------|-----------------|------------------|
| Activities--Investment points | 12 X 50 = 600 | 60% |
| Pre-class preps (Readings, etc.) | 15 X 10 = 150 | 15% |
| Final project | 250 | 25% |
| TOTAL | 1000 | 100% |

Grades are then calculated according to the following system:

| Grade | % of Points Earned | Total Points |
|-------|--------------------|--------------|
| A | 94 - 100 | 940 - 1000 |
| A- | 90 - 93 | 900 - 939 |
| B+ | 87 - 89 | 870 - 899 |
| B | 83 - 86 | 830 - 869 |
| B- | 80 - 82 | 800 - 829 |
| C+ | 77 - 79 | 770 - 799 |
| C | 73 - 76 | 730 - 769 |
| C- | 70 - 72 | 700 - 729 |
| D+ | 67 - 69 | 670 - 699 |
| D | 63 - 66 | 630 - 669 |
| D- | 60 - 62 | 600 - 629 |
| E | < 59 | 0 - 599 |

For Your Information:

COVID-19

While COVID-19 conditions persist and until further notice, students and faculty are required to wear masks at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID-19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Lecture Participation:

Participation through sharing is absolutely vital in this class and it is extremely likely that through your comments, questions, and discussions you will find the greatest benefit from the class. In the event we need to move to zoom, participation via Zoom presents different challenges. Please take the necessary

steps to be able to actively participate whether in person or via Zoom. These include:

- Minimize possible distractions to yourself during class. For example, be in a room by yourself. Turn off other screens.
- Decide now to speak up in class. Use the chat, raise your hand, or speak up. This is very welcome!
- Minimize possible distractions to others during class. For example, if you are in a location with background noise, keep your Zoom muted unless you are speaking.
- During discussions, you are encouraged (but not required) to unblank your Zoom video so that you can speak face-to-face.

Attendance will not be taken; however, in-class discussion groups will contain a self-rating component that will contribute to a portion of the final grade.

Student Disability:

Brigham Young University is committed to providing a working and learning atmosphere that 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), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Standards and Integrity:

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet, as well as deal with the stress and strain of college life without resorting to cheating. Academic honesty means, most fundamentally, that 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. It is the university's expectation, and every instructor's expectation in class, 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:

Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Course Schedule:

| Date | Topic | Due! |
|--|--|---|
| 8/30 | I. Syllabus II. Introductions | Personal Info Sheet |
| Overview: Paying attention to mental health | | |
| 9/1 | Everyone Has a Mental Health | Journal entry (Letter to Self) |
| 9/6 | NO CLASS | |
| 9/8 | Mental Health is Complex, Let's Not Oversimplify | Self-Assessment |
| 9/13 | <i>Discussion</i> (Self-assessment, Plan) | Mental Health Management Plan—1 st draft |
| 9/15 | Suicide prevention: QPR | |
| 9/20 | <i>Discussion</i> (Suicide prevention activity) | Suicide prevention activity |
| 9/22 | Mental Health with More Context | |
| 9/27 | <i>Discussion</i> (Genogram) | Genogram |

| Anxiety | | |
|----------------------------------|--|---|
| 9/29 | Understanding stress & anxiety | |
| 10/4 | <i>Discussion</i> (Tracking and breathing) | Stress/Anxiety tracking/Breathing |
| 10/6 | Strategies for managing stress & anxiety | |
| 10/11 | <i>Discussion</i> (Exposure practice) | Exposure practice |
| Depression | | |
| 10/13 | Understanding depression | |
| 10/18 | <i>Discussion</i> (Biopsychosocial model) | Biopsychosocial model exploration |
| 10/20 | Strategies for managing depression | |
| 10/25 | <i>Discussion</i> (Behavioral activation) | Behavioral activation practice |
| Psychological flexibility | | |
| 10/27 | Mindfulness | |
| 11/1 | <i>Discussion</i> (Mindfulness practice 1) | Mindfulness practice 1 |
| 11/3 | Openness | |
| 11/8 | <i>Discussion</i> (Defusion practice) | Defusion practice |
| 11/10 | Awareness | |
| 11/15 | <i>Discussion</i> (Mindfulness practice 2) | Mindfulness practice 2 |
| 11/17 | Engagement | |
| 11/22 | <i>Discussion</i> (Core values steps) | Core values steps |
| 11/24 | NO CLASS | |
| 11/29 | Self-compassion | |
| 12/1 | <i>Discussion</i> (Self-compassion practice) | Self-compassion practice |
| 12/6 | Final project intro | |
| 12/8 | Last Day of Class What works for whom? | Final project -Mental Health Management Plan -Post Self-Assessment -Final reflection paper |