

**Faculty Development Plan**

██████████ Ph.D.

Student Development Services

July 2021

SAMPLE

# Faculty Development Plan

## Parts A and B: Self-Assessment and Goals

### CLINICAL SERVICE

- ***Strengths, Skills, and Competencies***
  - Fostering an open, non-judgmental, and empathetic environment for clients
  - Expertise in a variety of evidence-based treatments
  - Expertise and real-world experience in conducting and writing psychological assessments
- ***Interests and Theoretical Orientation***
  - Woman's sexual health, mental health of LGBTQ individuals, perfectionism, diabetes and mental health, sex therapy
  - Acceptance and Commitment Therapy (ACT), Client-centered therapy, Emotionally Focused Therapy (EFT), Cognitive-Behavioral Therapy (CBT), Internal Family Systems (IFS), polyvagal theory
  - Psychological assessment
- ***Areas of Development and Goals***
  1. Become certified in sex therapy (AASECT)
  2. Create full year syllabus of topics and content for predoctoral assessment seminar
  3. Complete MMPI-3 training
  4. Increase competency in leading women's Sexual Concerns groups (SC1 and partners).

### TEACHING

- ***Strengths, Skills, and Competencies***
  - Fostering "brave space" for discussion in class
  - Emphasis on development of critical thinking skills in students
  - Provide a variety of learning experiences and opportunities for students
  - Continually developing greater multicultural awareness and pedagogy techniques
- ***Areas of Development and Goals***
  1. Get feedback from peer observer on my teaching
  2. Get feedback from Students Consulting on Teaching (SCOT) on my teaching
  3. Read and apply principles from *The Pedagogy of Oppression* (Paulo Freire) and *Teaching at its Best* (Linda Nilson)

### SCHOLARSHIP

- ***Strengths, Skills, and Competencies***
  - Wide variety of research interests, including those relevant to BYU student population

- Proficient at writing and editing
- **Interests**
  - Women's sexual health and wellness, especially with regard to women's compulsive sexual behaviors or how they cope with compulsive sexual behaviors by their romantic partners
  - Mental health of LGBTQ+ individuals
  - Perfectionism and its overlap with anxiety, self-compassion, and diabetes management
- **Areas of Development and Goals**
  1. Better organization of research projects at various stages.
  2. 1-2 conference presentations per year.
  3. Complete contributions to book chapter in The Peacemaking Book project.
  4. Create and stick to a writing schedule.
  5. Regularly attend research team meetings.

## CITIZENSHIP

- **Strengths, Skills, and Competencies**
  - Involved on training committee, including consulting on training issues and active involvement with predoctoral intern application/interview process.
  - Frequently consulting with colleagues.
  - Involvement with professional organizations outside the university (AASECT, ADCES, etc.).
- **Areas of Development and Goals**
  1. Practice turning down opportunities that do not benefit me or those I am mentoring or with whom I am collaborating.
  2. Maintain active involvement in the areas I have already been focusing on that fit my development.

### **Part C: Relationship between Individual Goals and Departmental/University Aspirations and Needs**

The mission of the Counseling and Career Center is “to assist students in fulfilling their educational goals by helping them overcome obstacles that interfere with their ability to succeed in college.” (CAPS Policies/Procedures Manual 2014). This fits in with the overall mission of the university to

assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued. ...Such a broadly prepared individual will not only **be capable of meeting personal challenge and change** but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind. (BYU Mission Statement, *emphasis added*)

As a psychologist for BYU's CAPS, my primary responsibility is to assist students during the many "personal challenges and changes" they will encounter on their quest for eternal life. College is a psychologically demanding experience, and I believe that I can best help students achieve their goals by being an excellent psychologist and professor. The goals outlined in this document will help me improve and strengthen my ability to assist students in both their short-term goals while at the university, and their eternal goals well beyond my immediate interaction with them. Additionally, my growth will contribute to helping CAPS, the CCC, and Student Life accomplish their missions within the overarching mission of BYU.

#### **Part D: Required Resources**

- Weekly mentoring from [REDACTED]
- Continued access to applicable technology to support both clinical and scholarly endeavors.
- Continued consultation and support from CAPS colleagues and other university faculty
- Stewardship meetings with Clinical and Departmental directors to review my progress and correct any concerns in my performance.
- Assistance from CTL in revising and evaluating my teaching performance and class goals.
- Funding (both internally and possibly in collaboration with other departments) for travel to relevant conferences/workshops and to offset costs of research projects.
- Support from directors to address self-care needs, if applicable.

#### **Part E: Progress thus far**

- Established a regular time to meet with my mentor.
- Volunteered for multiple outreach opportunities.
- Submitted presentation submissions to ADCES and had at least one accepted so far.
- Presented at Wasatch Mental Health annual conference.
- Completed MMPI-3 training.
- Actively creating content and refining strategies for success in assessment seminar.
  - Met over Zoom and consulted via email with previous assessment coordinator to gain direction in this area.
  - Met with staff in other areas to better coordinate the assessment process (advising, UAC, etc.)
- Created and started running three new groups: SC1 Women, SC Partners, and Perfectionism.
- Participating in weekly supervision and completing regular CEs toward AASECT certification.

## **Scholarship Development Project Proposal**

### ***Organizing framework for my program of research:***

My research takes into account other responsibilities that I have as a clinical faculty by setting realistic expectations and goals for myself.

### ***Specific scholarly goals to accomplish by December 2021:***

1. Complete contributions to the book chapter in The Peacemaking Book project.
2. Complete qualitative interviews for LGB-suicidality project.
3. Submit proposal for hiring an undergraduate RA.

### ***Specific strategies of scholarly productivity to use:***

1. Stay up to date on literature in my discipline by reading one peer-reviewed article each week.
2. Set and hold to regular writing time each week.
3. Attend and contribute to Green Chair weekly.
4. Meet with mentor regularly and discuss research progress.

### ***How to evaluate my success in using these strategies:***

1. Completion and dissemination of 1-2 projects per year.
2. Regularly report to mentor and department director on scholarly progress.
3. Students as co-authors on projects.

## Citizenship Development Project Proposal

### Goal

Develop and strengthen collaborative relationships with colleagues in my department, as well as expand my associations with the BYU campus community and broader professional community.

#### **A. Strengthen relationships with student development services colleagues**

- a. Attend all committee meetings and participate actively. Complete assignments and take initiative to improve the functioning of the committee.
- b. Attend extra-curricular and social activities hosted by CAPS and make an effort to get to know colleagues better in a different context.
- c. Offer help to the support staff in CAPS by assisting with walk-in appointments and phone call consultations. Get to know student employees.
- d. Attend clinical and research team meetings. Collaborate with colleagues on research endeavors as they present themselves.

#### **B. Strengthen relationships within the BYU community**

- a. Find outside department faculty on campus to collaborate on research interests.
- b. Volunteer for outreach opportunities to speak to other departments and fulfill requests sent to the CAPS Outreach Coordinator.
- c. Look for opportunities to meet and socialize with colleagues from other departments. For example, attend Faculty Women Organization meetings and New Faculty Seminar meetings.

#### **C. Build and strengthen relationships with broader professional community**

- a. Join AGPA within the next year and continue membership with AASECT. Attend relevant meetings/conferences.
- b. Network/establish connections with professionals from other university counseling centers at statewide and national meetings.
- c. Maintain relationships with those to whom I am already professionally connected to (past cohort members at other institutions, previous private practices in the community, externship/internship site, etc.) and seek collaboration when possible.
- d. Seek to conduct research with undergraduate/graduate students.

## Teaching Development Project Proposal

### STDEV 143 - Positive Living

Fall 2021

Section 009: 2002 JKB on M W from 10:00 am - 10:50 am

#### Instructor/TA Info

##### Instructor Information

Name: [REDACTED]  
Office Location: 1500 WSC  
Office Phone: 801-422-3035  
Office Hours: Only By Appointment  
Email: [REDACTED]@byu.edu

#### Course Information

##### Participation Policy

This course is not intended to be academically rigorous or focused simply on book knowledge. Rather, it is intended to positively impact your life and well-being through regular *application* of positive psychology principles. You can certainly go through the bare minimum motions and get a passing grade, but I hope you don't. My hope is that you use this opportunity to practice and apply principles that can change your life if you let them. The out-of-class experiential activities and course journaling are *by far* the most important aspects of the course. Think of it like PE but for your emotional well-being.

You will provide self-ratings of your participation both in- and out-of-class each week in your Investment Reports. These self-ratings comprise **60% of the entire course grade**, further highlighting the value of attendance and participation. I trust you will be both *honest* and *self-compassionate* as you complete these self-rating scales. Keep in mind that I will periodically take roll and compare my attendance records with your self-ratings of in-class participation, and *I reserve the right to adjust the in-class portion of your self-ratings based on attendance records and my discretion.*

#### Assignment Descriptions

##### *Experiential Assignments:*

For each course topic (or module) we will first take a class period to learn and discuss the current information and learning available on that particular topic. Following this, you will have one or more options of experiential assignments to help you apply what we learned about in class in a meaningful (and hopefully life-enriching) way within your own personal, away-from-class life. At times these will stretch you or perhaps involve you stepping a bit out of your comfort zone. At others they will just require a dedicated effort on your part. The way this will play into your grade for the course is through your own rating of your investment in the experience (described below). These experiences, coupled with the science and academic knowledge we learn about, represent the core essence of the course.

### ***Course Experience Journal:***

You will be asked to maintain a record of your thoughts, feelings, insights, and experiences throughout the various activities you will complete as part of the course. This will serve a primary purpose of helping you to purposefully reflect on what you learn; it will contribute to your grade in that you will be asked to bring reflections from your journal entry for each experiential assignment to the discussion groups and may also use your journal entries to inform your final 'personal summary' paper. I will not be reading what you write in your journal (unless you would like to share something with me) so feel free to keep this personally meaningful—at no point will you be handing in your journal.

### ***Discussion Groups:***

On each 'Discussion & Follow-up' class day, we will dedicate a significant portion of class-time to small discussion groups. Here you will be able to reinforce what you have learned as a result of your Experiential Assignment by sharing about the activity you selected, 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. I will provide more specific structure for these dependent upon the nature of the experiential assignments. Each person in the group will be given time to share and to discuss. We will then discuss as a full class and follow up with any other relevant information on the topic. Again, the graded component here will be the extent to which you are fully participative that day in your discussion group and the class discussion (discussed below).

### ***Investment Points:***

On each 'Discussion & Follow-up' class day, you will also be asked to fill in a short investment points sheet that captures the level to which you engaged with the experiential assignment (30 possible pts.), the journal writing (10), and the discussion group (10). There are ten modules, two of which are broken into two parts, for a total of **twelve** opportunities to assign yourself investment points. **50 pts each x 12 = 600 total points possible**

\*\*\*Investment Points record forms will be completed and turned in during class; if you miss a discussion groups day, please contact me so we can work out your points for that module!

### ***Quizzes:***

You will be asked to read various articles throughout the semester (see schedule) to help supplement what we discuss in class. In conjunction with these readings, you'll take 5 quizzes

on Learning Suite. These will be online, open-book quizzes, to be completed before class. **20 pts each x 5 = 100 total points possible**

***Media Presentation ('People at Their Best'):***

Students will sign up and briefly present an example from the media of someone 'at their best' with respect to the topics we cover in the course, or someone whose life and actions are worth highlighting. These can be based on an article you find, a news clipping, internet clip—wherever you can find an example. These should be presentable in about **3-4 minutes** so this is also an exercise in presenting information in succinct yet rich ways. The intent of this exercise is to help supplement our academic learning with real-world examples and to engage you in noticing and paying more attention to the positive efforts and actions of people. I will distribute a sign-up sheet in the beginning of the course. **50 points possible**

***Personal Summary Paper:***

At the culmination of the course, you will be asked to turn in a 3-4 page paper describing and reflecting on your overall journey during the course. I am going to give you significant latitude with this assignment, the emphasis being on detailing how you have worked to increase your own positive living, what you have learned along the way that has been particularly impactful, and your plans to continue in one or more areas into the future. You might use your ongoing journal reflections to help you write this paper and remind you of what you have gained. 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. **250 points possible**

Assignments	Points
Investment Points	600
Quizzes	100
Media Presentation ('People at Their Best')	50
Personal Summary Paper	250
<b>Total Points</b>	<b>1000</b>

**Grading Scale**

Grades	Percent
A	93%
A-	90%
B+	87%

<b>B</b>	83%
<b>B-</b>	80%
<b>C+</b>	77%
<b>C</b>	73%
<b>C-</b>	70%
<b>D+</b>	67%
<b>D</b>	63%
<b>D-</b>	60%
<b>E</b>	0%

## University Policies

### 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, 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. 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, 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 Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing

impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> for help.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

### **Inappropriate Use of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

### **Mental Health**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-

time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

**Intentional Plagiarism**-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. **Inadvertent Plagiarism**-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: **Direct Plagiarism**-The verbatim copying of an original source without acknowledging the source. **Paraphrased Plagiarism**-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. **Plagiarism Mosaic**-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. **Insufficient Acknowledgement**-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports

that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Schedule

Date	Column 1	Column 2
M Aug 30 Monday	<b>What's This Course All About?</b> The Challenge	<b>-Quiz 1 Myers Opens</b>  Fall 2021 Media Presentation Sign-Up: <a href="#">Click here</a>
	<b>"You at Your Best" Introductions</b>	
W Sep 01 Wednesday	<b>"You at Your Best" Introductions</b> cont.	
	<b>The Science of Happiness I:</b> What is Happiness? Well-Being? Correlates and Predictors of Happiness	
M Sep 06 Monday	<b>Labor Day</b>  LABOR DAY: no class	
W Sep 08 Wednesday	Happiness I continued	<b>Happiness I Report</b> <b>-Quiz 1 Myers Closes</b>
M Sep 13 Monday	<b>The Science of Happiness II:</b> Cultivating Happiness and Positive Emotions	<b>-Quiz 2 Fredrickson Opens</b>
W Sep 15 Wednesday	Happiness II continued	<b>Happiness II Report</b>
M Sep 20 Monday	<b>The Science of Effective Interpersonal Relationships</b>	<b>-Quiz 2 Fredrickson Closes</b> <b>-Quiz 3 Andersen Opens</b>
W Sep 22 Wednesday	Interpersonal relationships, cont.	<b>Interpersonal Relationships Report</b>
M Sep 27 Monday	<b>The Science of Gratitude I:</b> Awareness and Purposeful Reflection	<b>-Quiz 3 Andersen Closes</b>
W Sep 29 Wednesday	Gratitude I, cont.	<b>Gratitude I Report</b>
M Oct 04 Monday	<b>The Science of Gratitude II:</b> Gratitude in Action	

W Oct 06 Wednesday	Gratitude II, cont. Explain VIA Signature Strengths Assessment	<b>Gratitude II Report</b>
M Oct 11 Monday	<b>The Science of Character Strengths</b>	Take the VIA Strengths Assessment before class: <a href="https://www.viacharacter.org/">https://www.viacharacter.org/</a>
W Oct 13 Wednesday	Character Strengths, cont.	<b>Character Strengths Report</b>
M Oct 18 Monday	Class Cancelled	<b>-Quiz 4 Schwartz Opens</b>
W Oct 20 Wednesday	<b>The Science of Distress Management</b>	
M Oct 25 Monday	Distress Management, cont.	<b>Distress Management Report</b> <b>-Quiz 4 Schwartz Closes</b>
W Oct 27 Wednesday	<b>The Science of Purpose and Values:</b> How to figure out what matters	<b>Purpose and Values Report</b>
M Nov 01 Monday	Purpose and Values, cont.	
W Nov 03 Wednesday	<b>The Science of Self-Compassion</b>	
M Nov 08 Monday	Self-compassion, cont.	<b>Self-Compassion Report</b>
W Nov 10 Wednesday	<b>The Science of Decision Making:</b> The Paradox of Choice and Dealing with Ambiguity	
M Nov 15 Monday	Decision Making, cont.	<b>Decision Making Report</b>
W Nov 17 Wednesday	<b>The Science of Mindfulness</b>	<b>-Quiz 5 Mindfulness Opens</b> <b>Mindfulness Report</b>
M Nov 22 Monday	Mindfulness, cont.	<b>-Quiz 5 Mindfulness Closes</b>
T Nov 23 Tuesday	<b>Friday Instruction</b>	
W Nov 24 Wednesday	<b>No Classes</b>  No class	

M Nov 29 Monday	<b>Catch-up day (if needed)</b>	
W Dec 01 Wednesday	<b>The Science of Exercising Your Will</b>	
M Dec 06 Monday	Exercising your will, cont.	<b>Exercising Will Report</b>
W Dec 08 Wednesday	<b>Conclusions</b>	<b>Media Presentation</b>
M Dec 13 Monday	<b>First Day of Fall Final Exams (12/13/2021 - 12/17/2021)</b>	<b>Personal Summary Paper</b>