

Faculty Development Plan  
May 2022

██████████ PhD  
Counseling and Psychological Services

**A. SELF-ASSESSMENT**

**Clinical**

1. Strengths
  - a. I am able to quickly and easily form strong therapeutic alliance with clients
  - b. I utilize empirically supported treatments, especially Cognitive Behavioral interventions with individualized attention to each client's needs
  - c. I am able to help clients confront problematic patterns in thoughts and emotions in a validating and supportive way
2. Skills and Competencies
  - a. I have experience in multiple types of treatment settings, including another university counseling center
  - b. I have emphasized training in providing exposure and response prevention to individuals with obsessive-compulsive disorder and anxiety disorders more generally.
  - c. I am proficient in dealing with clients who are in high distress in-the-moment (e.g., exposure and response prevention, crisis intervention, panic attacks etc.)
3. Interests
  - a. Obsessive-compulsive disorder
  - b. Anxiety disorders and perfectionism
  - c. Faith transitions and religious development
  - d. Multicultural issues
4. Opportunities for Development
  - a. Continue growing in multicultural competence
  - b. Continue becoming familiar with referral sources in Utah County
  - c. Seek out additional training in OCD specialty

**Teaching**

1. Strengths
  - a. I am able to present materials in an engaging and entertaining way
  - b. I make meaningful connections with students, especially in one-on-one meetings
  - c. I am sure to learn my students' names and reach out when someone has missed consistently class or expressed concerns
  - d. I provide students with ample opportunities to succeed, even when they get behind or face difficulties during the semester

2. Skills and Competencies
  - a. I am able to present materials on the topics of psychology and mental health that are relatable to students
  - b. I create experiential learning assignments that help students practice better mental health habits
  - c. I navigate sensitive or difficult topics in an appropriate and supportive way for a classroom setting
3. Interests
  - a. Prevention of mental health concerns and providing education on psychological topics to a wider group of students than in therapy
  - b. Continually updating materials to best relate to current student experiences
  - c. Providing lower-risk spaces for students to ask difficult questions about mental health, especially how it relates to religiosity/spirituality
4. Opportunities for Development
  - a. Increased experience with teaching and organizing activities in a way that encourages participation in-class
  - b. More consistently and openly discuss topics surrounding inclusion, belonging, and diversity

## **Citizenship**

1. Strengths
  - a. I am able to identify factors impacting students' needs and effectiveness of mental health services offered to students (e.g., factors may include lack of awareness of services, barriers impacting the accessibility of services)
  - b. I form collaborative connections with co-workers, the BYU community, and professionals outside BYU
2. Skills and Competencies
  - a. I create and deliver engaging outreach presentations and connect with individuals at awareness-focused events
  - b. I can provide the perspective of a mental health professional (and someone who has direct contact with struggling students on a daily basis) to committees of which I am a part
  - c. I have extensive experience with the culture of BYU undergraduate and graduate education, and the surrounding community
3. Interests
  - a. Supervision of therapists in training (once licensed for two years)
  - b. Being involved in a variety of committees
  - c. Incorporating my mental health expertise into my community and church service
4. Opportunities for Development

- a. Increase familiarity with faculty and administration in other departments/areas of the university
- b. Seek more opportunities to engage with the local community outside of BYU

## **Scholarship**

1. Strengths
  - a. I work on research projects that are directly applicable to the campus community and my clinical work with students
  - b. I have the ability to coordinate logistics of complicated projects
2. Skills and Competencies
  - a. I am proficient in conducting quantitative research and analyzing data
  - b. I have experience conducting research in religion and psychology/mental health – which is especially applicable at BYU
3. Interests
  - a. The intersection of religious commitment and mental health
  - b. Psychotherapy process and outcome
  - c. Obsessive-compulsive disorder and intrusive thoughts
4. Areas of Development
  - a. Continue to seek out opportunities for collaboration with faculty members in CAPS as well as other faculty in the university
  - b. Engaging in more projects with undergraduates to offer mentorship

## **B. PROFESSIONAL GOALS AND PLAN**

### **Clinical**

- I will continue to attend clinical team meetings to consult with other clinicians on various therapy cases, where helpful. I will also seek out additional consultation opportunities with my colleagues at CAPS who have specialized training (e.g., eating disorder treatment, group therapy, etc.) when one of my clients' presentation indicates doing so.
- I will continue to seek out more training in multicultural competence. I will continue to attend multicultural trainings that are frequently offered for BYU CAPS faculty and seek out conference sessions and other professional trainings that focus on this topic.
- I will seek out client satisfaction and outcome data to better understand the experience that my therapy clients are having with me and how much their distress is changing over the course of therapy. I will make an extra effort to identify any patterns or consistent feedback that indicates concrete changes I can make to improve as a therapist.
- I will seek out additional training opportunities to increase my expertise in the assessment and treatment of OCD through reputable organizations, conferences, and experts in the field.

### **Teaching**

- I will purposefully include language of inclusion, belonging, and diversity in my classes. I will include statements of my commitment to these principles in my syllabi and incorporate them in my lectures in meaningful ways wherever possible.
- I will increase the incorporation of gospel principles into my lectures. In order to do this, I will seek out and include more frequent references to scripture, Church resources centered on mental health, and direction from Church leadership.
- I will continue to consult with colleagues who have taught these classes previously while also updating my course materials to reflect current research and acknowledge world events.
- I will seek midcourse feedback from students in my classes to incorporate feedback within semesters in addition to reviewing official student ratings to seek areas of improvement.

### **Citizenship**

- I will continue to serve on the CAPS outreach committee and seek out opportunities to provide presentations across campus and in the community – including QPR suicide prevention trainings.
- While I am not currently able to provide primary supervision to therapists-in-training, I will seek out ways to provide training and mentorship to graduate students. When I have been licensed for the appropriate amount of time I will offer supervision.
- I will continue to fulfill my Church calling as a 1st counselor in a bishopric, and offer mental health perspective, training, and presentations to my ward and stake.

### **Scholarship**

- I will give at least one presentation at a professional conference per year.
- I will continue to work with Dr [REDACTED]'s research team and seek other opportunities to collaborate on other research projects.
- I will seek to publish at least one paper over the next two years.

## **C. DEPARTMENT AND UNIVERSITY GOALS**

The Counseling & Psychological Services Mission statement is, “[...] to assist students in fulfilling their educational goals by helping them overcome obstacles that interfere with their ability to succeed in college.” I believe that I contribute to this mission daily by helping the students that I meet with to navigate mental health concerns, interpersonal difficulties, developmental adjustments, and other challenges. I also strive to disseminate information that will help students get the most out of their university experience in presentations across campus and in the courses that I teach. BYU’s mission is to “assist individuals in their quest for perfection and eternal life,” and I believe that helping students find healthy ways to interact with their own internal experiences, loved ones, secular learning, and faith practices allows them to engage more meaningfully with their religious and spiritual beliefs. In my roles as a course instructor and other non-clinical interactions with students, I believe that providing an example of someone living the Gospel in a sustainable, healthy way is also helpful in the pursuit of BYU’s mission.

#### D. REQUIRED RESOURCES

- Continued support and assistance from my mentor [REDACTED] Ph.D.
- Stewardship meetings with the Department and Clinical director to review progress and determine how to better serve the department and university.
- Funding for scholarly and educational purposes as needed
- Continued consultation with BYU faculty and CAPS colleagues.

#### E. ACTIVITIES AND ACCOMPLISHMENTS THUS FAR

- I have set up and will continue to attend regular mentorship meetings
- I frequently volunteer to take walk-in crisis appointments outside of my assigned times to be on-call
- I have collected midcourse evaluations in each class I have taught in addition to end-of-semester student ratings
- I review outcome data via OQ-45 responses from my clients before each session and remind them to complete the questionnaire before each session
- I have presented at one professional conference and am scheduled to participate in another this year
- I am serving as the 1<sup>st</sup> Counselor in the bishopric of a local YSA ward
- I participate in the CAPS outreach committee and frequently volunteer for outreach opportunities

This faculty development plan has been reviewed and agreed upon by:

[REDACTED]  
[REDACTED] Ph.D.,  
[REDACTED]

06/16/2022  
Date

[REDACTED]  
[REDACTED] Ph.D.,  
Professor, Faculty Mentor

6/16/2022  
Date

[REDACTED]  
[REDACTED] Ph.D.,  
Director – [REDACTED]

6/16/22  
Date

## **NFS DEVELOPMENT PROJECT PROPOSALS**

### **Citizenship Project Proposal**

- I will continue to actively engage in the CAPS outreach committee and provide outreach presentations the campus community. Attend weekly meetings and participate in at least 10 outreach activities through CAPS.
- I will offer trainings to my ward and stake for leaders and/or general church members to increase awareness and understanding of mental health concerns (especially OCD and perfectionism).
- I will continue to provide consultation to colleagues and student trainees on OCD cases and available resources

### **Scholarship Project Proposal**

- I will submit at least one article for publication in a peer-reviewed journal before the end of the 2022-23 academic year.
- I will continue to participate in research groups in CAPS and explore potential projects that review outcomes for students in STDEV courses based on mental health content (e.g., Science and Practice of Positive Living).
- I will set aside time each week dedicated to research writing and preparation.
- I will apply to present at a minimum of one research conference during the 2022-23 academic year.

### **Teaching Project Proposal**

- I will add specific elements to my syllabus that clearly state my commitment to inclusion, belonging, and diversity.
- I will consult with other CAPS faculty who teach the same/similar courses to identify ways to increase student engagement in discussions and usefulness of class activities.
- I attended the effective teaching workshop in June 2022, and I will implement the changes that I planned during the provided trainings.
- Grant Proposal:
  - As I have taught mental health-based courses over the past year, I have realized that it is important to have the ability to adjust lectures, discussion topics, and class activities on a moment's notice. Having access to reliable, mobile technology would increase my access to the files that I use for class presentations, online materials that I can include, and programs like Learning Suite that are essential for the class to run smoothly. For this reason, I have decided to request the \$500 teaching grant (that I will supplement with additional funds) to purchase an Apple iPad Air. I believe that having this tool will increase my ability to customize my courses on-the-go, including traveling between the various buildings across campus.

Your name: \_\_\_\_\_

## NFS Spring Checklist

For March 2021 - January 2022 new CFS-track faculty hires

Due August 15, 2022 to the Faculty Center (nfseries@byu.edu)

✓ when done	Complete during the Spring Seminar (May 2-May 6)
✓	1. Full attendance at the NFS Spring Seminar (May 2-May 6).
✓	2. Draft a Faculty Development Plan (Tab 10).
✓	3. Create your Scholarship Development Goals (or a Professional Development Project if you are professional faculty) (Tab 10).
✓	4. Create your Citizenship Development Goals (Tab 10).

✓ when done	Implement & Complete by August 15, 2022
✓	5. <b>Register now</b> for one of the three <i>Effective Teaching</i> workshop sessions with CTL: <a href="https://teachanywhere.byu.edu/_preview?_cms.db.previewId=0000017e-7da7-de4c-a7fe-fff7d6820000&amp;_date=">https://teachanywhere.byu.edu/_preview?_cms.db.previewId=0000017e-7da7-de4c-a7fe-fff7d6820000&amp;_date=</a> *Workshop Session 1. June 13-16. 8:30am – 12 noon. (Tuesday dismissal at 10:45am.) Workshop Session 2. July 18-21. 8:30am – 12 noon. (Tuesday dismissal at 10:45am.) Workshop Session 3. August 8-11. 8:30am – 12 noon. (Tuesday dismissal at 10:45am.)
✓	6. Discuss your Faculty Development Plan and NFS development projects with your mentor and chair. Make adjustments where appropriate. Submit your Faculty Development Plan to your department chair.
✓	7. By <b>August 15, 2022</b> (to receive your first \$1,250 stipend), send electronic copies of the following to the Faculty Center (nfseries@byu.edu). <i>Keep a copy of these documents for your records.</i> 1. <b>The Spring Checklist</b> —with all items checked to indicate you completed them. 2. A copy of your first draft of your <b>faculty development plan</b> . 3. Attendance (and the date of attendance) at an <b>Effective Teaching Workshop</b> with CTL, and <b>your goals for your first time teaching</b> your selected course in Fall 2022. 4. <b>Scholarship Development Goals (or Professional Faculty Development Project)</b> for professional faculty) that you will complete by the end of fall semester. 5. <b>Citizenship Development Goals</b> for citizenship efforts you will complete by the end of fall semester.
✓	Check here to give your permission for these materials to be reviewed by interested new faculty (to get ideas on structure for their own NFS Development Projects). Your name will be redacted from your documents.