

Faculty Development Plan

██████████, PhD

Assistant Clinical Professor

Counseling and Psychological Services

Brigham Young University

August 2022

Faculty Development Plan

PARTS A and B: Self-Assessment and Goals

CLINICAL SERVICE

- ***Strengths, Skills, and Competencies***
 - Creating an empathic and non-judgmental environment for clients that allows me to quickly build rapport
 - Experience and/or expertise in a variety of evidence-based treatments including evidenced-based trauma treatment
 - Expertise in conducting assessments and treating clients from a biopsychosocial perspective including the use of Biofeedback
 - Expertise in providing therapy to individuals with acquired disabilities and chronic illness
- ***Interests and Theoretical Orientation***
 - Stress and anxiety management, trauma work, women's health, psychosocial aspects of chronic disease and acquired disability, chronic pain including migraine headaches, biofeedback, and the intersection of psychology and spirituality/religiosity
 - Biopsychosocial assessment
 - Integrative work from a biopsychosocial framework that includes Client-centered therapy, Emotion-Focused Therapy (EFT), behavioral therapies, and mindfulness.
- ***Areas of Development and Goals***
 - Obtain certification in Biofeedback through the Biofeedback Certification International Alliance (BCIA)
 - Increase competency in leading groups including creating a stress and emotional resilience group

TEACHING

- ***Strengths, Skills, and Competencies***
 - Developing relationships with students and creating a supportive classroom environment
 - Providing a variety of learning experiences and opportunities for development of critical thinking/other skills in students
 - Cultivating a space for students to have open discussions
 - Staying open to feedback to continually improve my pedagogical skills and student learning
- ***Areas of Development and Goals***
 - Learn what resources are available through the CTL
 - Utilize Students on Consulting and Teaching Service (SCOT) and student evaluations
 - Read and apply principles from "The Missing Course"
 - Observe 1-2 classes of colleagues

CITIZENSHIP

- ***Strengths, Skills, and Competencies***
 - Developing and providing mental health outreach to BYU students and the community
 - Developing collaborative relationships and consulting with colleagues
 - Participating on the departmental Outreach and Conference Planning Committees
 - Providing mentoring to students in the biofeedback lab
- ***Areas of Development and Goals***
 - Maintain involvement and continue to contribute to department committees I serve on
 - Find more opportunities to provide mental health and stress management outreach to the local community
 - Organize Spirituality Seminar for new interns including creation of syllabus and developing content with other team members

SCHOLARSHIP

- ***Strengths, Skills, and Competencies***
 - Participating actively on a research team within the department
 - Maintaining involvement with diverse research projects that are relevant to student mental health
 - Writing and editing proficiently
- ***Interests***
 - Biopsychosocial aspects of health and chronic illness
 - Women's health and well-being
 - Migraine headaches
 - Anxiety, stress management, biofeedback
 - Intersection of psychology and religion
- ***Areas of Development and Goals***
 - Make consistent time to write and work on research projects
 - Complete writing of book chapter on biofeedback and adult headaches
 - Continue to develop collaborative relationships with colleagues with similar research interests

Part C: Relationship Between Individual Goals and Department and University Expectations and Needs

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.” (CAPS Policies/Procedures Manual 2014). In addition, BYU at large is committed to assisting students in their “quest for perfection and eternal life” by developing “students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives.” (BYU Mission and Aims). As a clinical psychologist, I have the opportunity to sit in sacred spaces with individual students as they pour out their hearts. They share their anxieties and personal struggles including, among others, loneliness, sadness, fear of inadequacy and failure, interpersonal difficulties, and faith and identity challenges. I work to assist students in navigating these challenges to improve their experiences and likelihood of success. President Holland in an address to faculty stated, “The real successes at BYU are the personal experiences that thousands here have had—personal experiences

difficult to document or categorize or list. Nevertheless, these are so powerful in their impact on the heart and mind that they have changed us forever.” (Jeffrey R. Holland, The Second Half of the Second Century of Brigham Young University, August 23, 2021). I remember those experiences during my time at BYU and recognize the impact they have had in my own “quest for perfection.” Many young adults that attend BYU are navigating adulthood on their own for the first time. The services we provide at CAPS, both in the counseling center and the classroom, as well as, the goals outlined in this document will improve my ability to assist students in navigating their individual and collective challenges and forming their identities as young adult Latter Day Saints. As students build resilience and mastery, feel supported, and create meaningful connections, their BYU experience will be improved and lay the foundation for continued personal work and growth throughout their lives.

Part D: Required Resources

- Weekly mentoring from [REDACTED], PhD.
- Continued consultation and support from BYU faculty and CAPS colleagues.
- Stewardship meetings with CAPS and Student Development Services directors to assess my progress and make course corrections as needed.
- Assistance from CTL in utilizing course evaluations to improve teaching performance.
- Funding for research and educational purposes, including continuing education, as needed.

Part E: Progress Thus Far

- Met consistently with my mentor during my first year. He retired and I secured another mentor moving forward with whom I will continue to meet consistently.
- Presented at one professional conference and completed one book chapter.
- Participated consistently on the Outreach committee and provided several outreach presentations to BYU students and faculty/staff.
- Actively organizing and creating content for the Spirituality Seminar offered to interns.
 - Met with co-faculty via zoom and discussed organization and content of the course.
 - Disseminated textbook to co-faculty.
 - Creating syllabus.
- Creating content for a new group (Stress and Emotional Resilience) that I plan to lead in the fall.
- Have completed the majority of mentoring hours and exam prep for biofeedback certification.
 - 9 case consults left under mentoring.
 - Plan to take the exam by end of summer or fall 2022.

NFS DEVELOPMENT PROJECT PROPOSALS

Citizenship Project Proposal

Goals to complete by December 2022:

- Continue to actively engage on the CAPS Outreach committee and provide at least 3 outreach presentations to either the BYU or local community.
- Attend clinical and department meetings and engage during these meetings.
- Attend social activities hosted by CAPS and/or invite a colleague to lunch to get to know someone I don't know as well.

Goals to pursue beyond December 2022:

- Offer mental health trainings to my ward and/or stake to increase emotional well-being.
- Look for opportunities to socialize with colleagues from other departments.
- Seek to mentor undergraduates and/or graduate students.

Scholarship Project Proposal

Goals to complete by December 2022:

- Continue to participate in research groups and find at least 1 more project to collaborate on.
- Set aside at least 2 hours of weekly time for research and writing.
- Meet with mentor regularly to discuss ways to improve my scholarly skills.

Goals to pursue beyond December 2022:

- Gather more information about hiring a RA.
- Come up with one research topic idea and consult on best ways to set up this project.

Teaching Project Proposal

Goals to complete by December 2022:

- Organize teaching curriculum and revise syllabus to reflect changes.
- Consult with faculty members who have taught the same course to identify effective experiential activities and ways to improve student engagement.
- Refine slides for the course to reflect my style of teaching.
- Meet with someone from CTL to assess what resources are available that will help me be a more effective teacher.
- Attend the effective teaching workshop in August 2022 and implement strategies discussed to improve teaching effectiveness.

Goals to pursue beyond December 2022:

- Continue to consult with CTL.
- Utilize SCOT and student evaluations to improve teaching skills.

Grant Proposal:

- I would use grant money toward the purchase of an iPad. While I love the BYU mobile app feature that allows you to access Learning Suite, there are limitations in size and features. It would be beneficial to have an iPad that would be easy to carry with me allowing me to access all of the features available on Learning Suite and make additions/quick adjustments/corrections to the schedule, lectures, etc. when I am out of my office and not at my workstation. Additionally, it would assist in my ability to learn student names quickly as I would be able to review the class picture roll via BYU Flashcards to see a larger picture of the student when I have a few spare minutes, including in class when students are in discussion groups, etc.