



Faculty Development Plan and Project Proposal 2022



Church History and Doctrine

Brigham Young University

Introduction

I was hired as the Associate Graduate Coordinator for the MA in Chaplaincy Program, and as an Assistant Professor in the department of Church History and Doctrine in the college of Religious Education at Brigham Young University in the Fall of 2021. The primary focus of my position it to prepare graduate students in the MA Chaplaincy Program to enter the armed forces to become military chaplains, and to prepare a limited number of graduate students for hospital chaplaincy. I teach graduate classes in Pastoral Counseling (REL E 600), Ethics (REL E 602), Inter-Faith Lecture Series (REL E 601R), Healthcare Ministry (REL E 603), End of Life and Bereavement (REL E 604), Medical Ethics (REL E 605), World Religions and Area Analysis (REL E 630), Military Ministry: Armed Forces Chaplain History, and Homiletics (REL E 641 and REL E 642), Clinical Pastoral Education (REL E 688R), and Project Development and Defense (REL E 698R).

Self-Assessment of strengths, skills, competencies, interests, opportunities, and areas that I would like to develop

I welcome the opportunity to create a development plan as an educator and professional faculty member. Through experience as a student and teaching, mentoring, and coaching, I have participated in and reflected on various approaches and methodologies for teaching and learning. I believe that successful academic preparation is a precursor to a prosperous professional career. Here are some areas of professional teaching that include my strengths, skills, competencies, interests, opportunities, and areas that I would like to develop and apply to course and program development:

1. As a retired military officer and chaplain there are many skills that I would like to apply as a teaching professor. For example, in the military we use a term called “backward planning” to describe a process where you start with the end goal and then lay out the steps to accomplish that goal in a backstepping format. I would like to apply that principle in teaching. When students understand and see what they are eventually preparing for, those steps to their goal become an adventure. I would like to pair that vision with spirituality and intellectually challenging assignments that will ultimately prepare students for their chosen field of ministry as Chaplains in the Armed Forces, or in professional civilian ministry such as in a healthcare setting. These assignments should do more than assess the student’s mastery of course material. These should simultaneously

encourage the student to engage in critical thinking and cultivate a character of integrity and foresight in advance of professional service as a Chaplain.

2. While I recognize that I have very little experience in an academic setting, I also recognize that I am experienced in training and preparing Chaplains to be successful. Preparing graduate students for the demanding role and profession of Chaplain in various settings requires a variety of education approaches. These include rigorous academic study, research, meaningful scenarios with class discussion, fieldwork, panels, visiting professionals, symposiums, verbatims, group discussions, and individual and group exposure to subject matter experts. I also believe that learning is useful when it includes Problem-based/Enquiry based learning (PBL/EBL), preparing students with practical skills and understanding. The curriculum should be consistently updated and developed to remain authentic and current, and interdisciplinary studies and co-curricular activities should round out the curriculum. These activities should challenge the students' beliefs and assumptions of other groups they may work with, helping them understand professional expectations. Accordingly, I would like to evaluate and update curriculum so that graduates of the program are truly prepared for ministry in their chosen field.
3. One of the greatest pitfalls for new chaplains is to fail to apply critical thinking in real life situations. Applying critical thinking to real life situations as a chaplain is a skill that took me years to develop and then teach to chaplains while in a supervisory role. There will always be scenarios within any professional career that may be unforeseen; however, a vital education will have empowered the student with the skills and tools to meet those challenges and understand where to find the solutions. I believe that curriculum in the chaplain program must demand critical thinking and help students see beyond the initial cause and effects of their decisions. It should help students see the bigger picture and widen their view to consider the second and third-order effects of their decisions. Second and third-order thinking is difficult. Understanding the consequences of consequences means a student may have to go the extra mile and re-evaluate a given course of action.
4. My greatest strength is my belief in, testimony of, and relationship with God the Eternal Father, His Son Jesus Christ, the companionship of the Holy Ghost, and in the truthfulness of the restored gospel of Jesus Christ. I have taken that testimony with me through years of service as a chaplain in a very pluralistic environment and I have cultivated many relationships built on common beliefs or on a deep respect for the beliefs of fellow chaplains. I am convinced that graduate religious education for Latter-day Saint's preparing to serve as chaplains should build faith, build a solid understanding of doctrine and scripture, and help students come unto Christ. It should prepare them to work in a pluralistic and inter-faith environment with a sound knowledge of world religions and an appreciation for religious beliefs, practices, and worship of those religions. At the same time, students should become firmly grounded in the doctrines and practices of the Church of Jesus Christ of Latter-day Saints. They will represent the Church, be set apart as missionaries, and serve side by side with Chaplains of many faith groups to provide comprehensive religious support.
5. Finally, I would like to improve the predictability and clarity of curriculum to better facilitate learning. I would like to work with the CTL, with my mentor, and with other professors to learn their best practices for improving the predictability in courses and apply them to my teaching.

Course Development Project – Ethics, Professional Roles, and Standards for Armed Forces Chaplains (REL E 602 – 3 Credits)

Course Description

This course provides an orientation of the chaplaincy as a profession. Areas covered will include standards, roles, ethical/legal issues, and the organizational structure of the Armed Forces chaplaincy, e.g., regulations, and policies. It will also cover the chaplain as a professional officer in the Armed Forces.

Also, an examination of the theories of ethics will be explored such as, egoism, hedonism, naturalism/virtue theory, etc. These theories will give the chaplain candidates a foundational basis for understanding ethical scenarios. It further examines, through case studies, ethical decision making and how one's decisions and the decision of others can influence career, leadership, and personal choices.

Course Purpose Statement

This course will give students the opportunity to develop a deeper connection to their calling as a chaplain (and as a “standard bearer” for the Lord and His Church). Students will more clearly understand the expectations that the Lord has for them as chaplains who have been set apart and endorsed by the Church of Jesus Christ of Latter-day Saints. They will become familiar with the expectations and regulations of the Church and the military. They will be equipped to make courageous ethical decisions while keeping strict confidentiality with service members. They will be better prepared for the significant challenges of combat ministry and better equipped make a difference in the personal lives of service members while simultaneously making an impact as a staff officer and advisor to their commander as a member of her or his personal staff.

Learning Outcomes

Inherent in the process of learning by study and by faith is the responsibility that each student assumes their part in the learning process. Therefore, students who apply themselves will be able to demonstrate competence and awareness in the following areas

- comprehend what it means to be a chaplain within a profession and understand the profession of the Armed Forces officer.
- understand the roles, standards, and organizational structure of the Armed Forces chaplaincy.
- identify and be knowledgeable of the tenants of the Covenant and Code of Ethics for chaplains of the Armed Forces and the Code of Conduct for Members of the United States Armed Forces.
- demonstrate knowledge of the various theories pertaining to ethics. Closely read the theories and be able to present theories in a succinct and coherent manner.
- demonstrate the ability (case studies) to effectively use ethical decision-making skills when confronted by professional, personal, career, and pastoral counseling ethical dilemmas and challenges.

Course Assignments: (Method of Evaluation)

- a. **Readings** will be assigned weekly and be used as a basis for discussion.

b. **Panel of Armed Forces Chaplains.** A panel of professional chaplains will be formed. The panel of chaplains will represent the various chaplaincy branches in the Armed Forces. Questions will be developed for the panel to answer about their profession, i.e., roles, functions, and responsibilities.

c. **Case Study Presentation Brave Decisions.** Each student will be required to present a case study from *Brave Decisions*. Each student in coordination with instructors will brief a separate case study in ppt. format. The case study will be presented as follows:

d. **Professional Identity Paper.** Each student will write a paper about their professional identity as a chaplain (Turabian Style). It will address the following questions or topics: (5-6 pages)

e. **Professional Organization Brief.** Select a professional organization that you might want to join. Write up a one-page information paper and give a ppt. information brief to class about the organization, i.e., roles, function, benefits, or credentialing requirements. Presentation should not be more than 20 minutes. Format for information paper is included in syllabus with guidelines for information brief. Attach a one-page information brief to information brief (ppt.) and submit to learning suite. (see syllabus for example, format concerns, briefing date)

f. **Ethical Case Dilemma.** The student will examine an ethical dilemma through the case study process, e.g., My Lai Massacre, Abu Ghraib, Tailhook, or another dilemma. Each student will present their ethical dilemma in class for analysis, discussion and allow time for questions. Ethical case dilemma presentation will not be more than 25 minutes per student ppt. presentation.

g. **Research Paper.** A research paper of publishable quality will be written which covers a topic of student interest concerning an area or topic related to this course, e.g., confidentiality, same sex, laws of war, constitutional challenges to the chaplaincy, etc. Topic for approval will be provided by lesson 5.

Steps Planned or Taken to Improve Teaching and Student Learning

1. Consolidate and update course material. This course has been developed over the past ten years and there is some course material that needs to be updated to become current.
2. Make the coursework more predictable: Develop and include a power point slide to be shown at the beginning of class outlining student assignments for the coming week (prayer, devotional, student briefing assignments, and assignments).
3. Implement a confidential mid-course teacher evaluation for the students to give me feedback on course instruction and content. Review the responses and make any needed changes or adjustments to enhance student learning.
4. At the end of teaching the semester, discuss with my mentor and the CTL additional ways to further improve the course before teaching it again.

Additional Teaching Goals

1. Master and update the curriculum for 15 Religious Education courses that I teach for the MA Chaplaincy Program
2. Act as the primary liaison for the MA Chaplaincy CPE program (REL E 688R)
3. Teach or Co-teach all Required Courses with a Military Chaplaincy Emphasis taught during the 2022-2023 school year.

Scholarship Goals

1. Serve as the Department Chair for 8 MA Chaplaincy Graduate Projects.
2. Serve as a Committee Chair for 8 MA Chaplaincy Graduate Projects.
3. Co-author an article for "The Teaching Professor"
4. Begin involvement with the Saints at War Project Website
5. Develop and Update Curriculum for the MA Chaplaincy Program

Citizenship Goals

1. Actively serve and contribute as a committee member of the Friday Faculty Forum
2. Participate in Department Meetings, Hiring, In-Service
3. Give a presentation as a speaker at the BYU Social Work Conference in November 2022
(Title of the Presentation is Chaplaincy, Social Work, and Mass Grief and Loss)
4. Attend the National Conference for Ministry to the Armed Forces in Washington DC in January 2023