Sample 1
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 1st 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:

[Signature]
Ph.D.,

[Signature]
Professor, Faculty Mentor

[Signature]
Ph.D.,

Director - [Redacted]

06/16/2022
Date

6/16/2022
Date

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.
NFS Spring Checklist

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

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

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<tr>
<th>✓ when done</th>
<th>Complete during the Spring Seminar (May 2-May 6)</th>
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<tbody>
<tr>
<td>✓</td>
<td>1. Full attendance at the NFS Spring Seminar (May 2-May 6).</td>
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<td>2. Draft a Faculty Development Plan (Tab 10).</td>
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<td>3. Create your Scholarship Development Goals (or a Professional Development Project if you are professional faculty) (Tab 10).</td>
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<td>4. Create your Citizenship Development Goals (Tab 10).</td>
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<td>5. Register now for one of the three Effective Teaching workshop sessions with CTL: [link] (<a href="https://teachanywhere.byu.edu/preview?_cms.dbpreviewid=0000017e-7da7-de40-47fe-fffd6a2a3000&amp;_date=">https://teachanywhere.byu.edu/preview?_cms.dbpreviewid=0000017e-7da7-de40-47fe-fffd6a2a3000&amp;_date=</a>).</td>
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<td>Workshop Session 1: June 13-16, 8:30am - 12 noon. (Tuesday dismissal at 10:45am.)</td>
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<td>Workshop Session 2: July 18-21, 8:30am - 12 noon. (Tuesday dismissal at 10:45am.)</td>
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<td>Workshop Session 3: August 8-11, 8:30am - 12 noon. (Tuesday dismissal at 10:45am.)</td>
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<td>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.</td>
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<td>7. By August 15, 2022 (to receive your first $1,250 stipend), send electronic copies of the following to the Faculty Center (<a href="mailto:nfseries@byu.edu">nfseries@byu.edu</a>). Keep a copy of these documents for your records.</td>
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<tr>
<td></td>
<td>1. The Spring Checklist—with all items checked to indicate you completed them.</td>
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<td>2. A copy of your first draft of your faculty development plan.</td>
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<td>3. Attendance (and the date of attendance) at an Effective Teaching Workshop with CTL, and your goals for your first time teaching your selected course in Fall 2022.</td>
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<td>4. Scholarship Development Goals (or Professional Faculty Development Project for professional faculty) that you will complete by the end of fall semester.</td>
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<td>5. Citizenship Development Goals for citizenship efforts you will complete by the end of fall semester.</td>
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✓ 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.
Sample 2
Faculty Development Plan

[Name], 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 [Name], 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.