

Faculty Development Plan
May 2016

Counseling and Career Center

SELF-ASSESSMENT

A. Strengths, Skills, and Competencies

As a professional, I have gained valuable experience and knowledge during my previous training and clinical experiences, and am prepared to build on this foundation as a faculty member in the Counseling and Career Center. I believe that my greatest strengths and competencies are in the areas clinical work (counseling), teaching and citizenship. I believe that my interpersonal skills to connect, communicate and collaborate can contribute to the mission and aims of both the University and of Counseling and Psychological Services (CAPS). However, I feel that I have the ability to grow and offer much in the area of scholarship as I develop this part my professional identity.

1. Citizenship

I have a willingness to serve in a variety of capacities that allows me to be a good team player within an organization. I have a strong desire to contribute to the goals and mission of CAPS both within the BYU community, as well as its connection to the greater psychological profession. In my previous work environments, I collaborated effectively with campus, community and professional entities that were culturally sensitive and focused on the health of both the individual and that systems of which they were part. I am willing to be involved in committees and other professional opportunities that allow me to work in an inter-disciplinary fashion to assist both students and faculty. I am involved in my ward and have been able in the past to provide education and service to church organizations based on my professional experience and will continue to do so as the opportunities present themselves.

2. Counseling

I very much enjoy working with students to help them address obstacles to their growth. I feel confident in my ability to form a strong therapeutic relationship with clients and to help them identify and work toward goals as a collaborator in their overall well-being. I consistently strive to seek the guidance of the Spirit in my clinical work. I have a broad and diverse range of experience with people of different backgrounds and different problems which helps me to be comfortable working with most all of the issues we tend to see in the Counseling and Career Center. I have a particular enthusiasm for group therapy and have shown the ability to create and maintain groups in every setting I've been in thus far in my professional career.

3. Teaching

I believe that my background in counseling affords me a unique set of skills to connect and supplement the intellectual learning experience with emotionally and spiritually enriching experiences. I enjoy the challenge of presenting material in a way that is interesting and compelling. I will seek to integrate gospel principles where appropriate. I

believe that humility in receiving feedback and seeking to continuously learn and hone teaching abilities are necessary to become a master teacher, and I look forward to continuing to develop in this area in CAPS as I take on future teaching assignments.

4. Scholarship

I have certain abilities in the area of scholarship that I hope to build on as I encounter more opportunities to pursue research and contribute to my field. I am able to write well, and feel increasingly confident about my ability to verbally present scholarly material. I participate actively at present on two different research teams and look forward to joining others as opportunities arise. I hope to eventually establish my own research line as well as collaborate with other researchers within CAPS, at BYU and within the professional community.

B. RESEARCH INTERESTS

My research interests are diverse but can generally be related to the process and outcome of individual and group psychotherapy. Additionally, I am also interested in research regarding multicultural college students and international college students access to mental health care, the use of technology to assist and support college students with mental health concerns when they are abroad, and how to support early return missionaries. I am currently working as 1st author on a chapter for group psychotherapy assessment and outcome within one of the research teams, as well as attending another research team to facilitate their research agendas.

C. CITIZENSHIP OPPORTUNITIES

I have some limited exposure to the various other committees in the CCC and intend to learn more about them and volunteer for those to which I feel I can contribute. I am waiting for an opening on such committees that I may serve diligently in those capacities. I currently volunteer to assist with requests to meet with graduate courses as a guest speaker, or talk with undergraduates who have requested to speak with someone within the field of psychology. Within a broader context, I intend to continue to serve in the various callings in the Church that are extended to me. Currently I serve as the Scoutmaster of the 12-13 year olds within my ward. I will become a member of professional organizations that allow me to contribute to the field and intend to continue my activity in these, especially in the American Group Psychotherapy Association.

D. AREAS FOR DEVELOPMENT

As my primary function is that of clinical service provider, I intend to focus much of my efforts accordingly, in developing as a counselor and growing in my ability as a generalist. Regarding clinical expertise, my hope is to eventually become a Certified Group Psychotherapist. I hope to continue to grow in the area of teaching particularly in the career exploration course. I would like to get feedback from others about growth edges in my instructional style and incorporate student feedback as well. With regards to scholarship, I would like to initiate some of the ideas that I've been collecting and learn the process for conducting my own research in the center. I would like to continue to develop relationships with colleagues both within and outside the CCC and look for opportunities to serve and contribute.

PROFESSIONAL GOALS

A. CITIZENSHIP GOALS

- Pursue and serve in departmental committee assignments
 - Volunteer to serve on another committee based on need/interest
- Continue with current LDS church responsibilities, accept further invitations to serve
- Continue to develop relationships with colleagues in the CCC and university community
 - Seek to interact more with those I know less in the CCC at social events, meetings
- Obtain a membership and actively participate in the American Group Psychotherapy Association (AGPA), and other relevant professional organizations
- Meet regularly with my mentor to receive feedback and direction regarding ways I can more fully integrate and support the mission of the CCC and BYU.

B. CLINICAL SERVICE GOALS

- Maintain my Utah license as a Psychologist through obtaining the necessary Continuing Education credits every two years
- Receive supervision assignments for trainees when invited to do so
- Seek regular peer evaluation of individual/group therapy
- Utilize the Outcome Questionnaire (OQ-45) with clients to evaluate their therapeutic experience and adjust my therapeutic approach accordingly
- Utilize client satisfaction surveys to obtain feedback for ways in which I can improve my therapeutic services
- Meet or exceed current and future CAPS requirements for direct service to students including intakes, individual sessions, and group efficiency guidelines
- Work towards completing the requirements to become a Certified Group Psychotherapist through AGPA.
- Get qualitative and quantitative feedback from group members to verify helpfulness of my groups
- Utilize available objective measures to assess process and outcome in group therapy

C. TEACHING GOALS

- Obtain qualitative feedback from students in StDev 117 (Career Exploration) course
 - Integrate feedback into subsequent teaching of that course
- Solicit feedback from outside observers
 - Have colleague attend class and evaluate teaching
 - Utilize university resources for evaluating teaching
- Read at least one book focused on improving collegiate teaching skills per year.
- Collaborate with other faculty in the CCC to incorporate tried and tested course ideas
- Generate own ideas for class activities/student assignments and continually work to improve upon their development and implementation

D. SCHOLARSHIP GOALS

- Complete and disseminate at least one scholarship product per academic year
- Learn process for conducting research in the CCC

- Explore possibility of mentoring undergraduates
- Apply for departmental funding of research and seek feedback from Research Committee
- Attend and present at regional, national, and international conferences in my discipline and areas of emphasis
- Attend Green Chair research team
 - Contribute substantially to IRB proposals, data gathering, and writing efforts

DEPARTMENT AND UNIVERSITY GOALS

The mission of the Counseling and Career Center is to help remove obstacles to BYU students' academic success, personal growth, and development. I see my own goals as representing a fit with those of the department I work in, as well as with the university that employs me. The goals I have set will facilitate my progress toward becoming a better citizen, counselor, teacher, and scholar. I believe we have a unique stewardship at BYU and aim to fulfill that role to the full measure of my ability.

As a psychologist for BYU's Counseling and Psychological Services, 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 to continue improving and strengthening 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.

NEEDED RESOURCES

- I will need to meet/collaborate regularly with my mentor, [REDACTED] Ph.D., to discuss how I can best accomplish my goals and monitor progress
- I will meet each with the director of the Counseling and Career Center, [REDACTED] Ph.D. to review my stewardship regarding how I can better serve the CCC and the University
- I will need the support, collaboration, and feedback of my colleagues in the CCC with respect to teaching, research, and clinical work, and will consult with them regularly.
- I will seek funding for scholarly endeavors through the department and, as needed, through the university
- I will seek out committee opportunities to serve assist in meeting the aims of the University

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

STDEV 117 - Career Exploration

Fall 2016

Section 002: W009 BNSN on M W from 9:00 am - 9:50 am

Instructor/TA Info

Instructor Information

Name: [REDACTED]

Office Phone: [REDACTED]

Office Hours: Only By Appointment

Email: [REDACTED]@byu.edu

Course Information

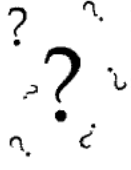
Description

Section 009; 9:00am - 9:50am, MW; 384 CB

This course is designed to allow students to develop a clearer self-understanding as a basis for career exploration and career decision-making. It is heavily focused on becoming aware of one's interests, values, and skills; career and major options; available career/major resources; and the relationship of college majors to the world of work.

Materials

Item	Price (new)	Price (used)
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	Strong Interest Inventory <i>Required</i>
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Grading Scale

Grades	Percent
A	94%
A-	91%
B+	87%
B	84%
B-	81%
C+	78%
C	74%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

Knowledge of Career Choices

Increase knowledge of college majors, career options, and additional world-of-work factors that influence career choice.

Personal Awareness

Develop greater awareness of personal qualities, interests, skills, and values that play a role in career-decision making.

Increased Confidence

Demonstrate increased confidence and ability to make decisions as well as progress towards making career decisions.

Resources

Display an awareness of and ability to access educational and career information resources.

Grading Policy

The fundamental goal of this course is to enable you to ENGAGE in an effective major/career exploration process. Hence, the most important criteria for grading work will be the degree to which your work demonstrates engagement, effort, thoughtfulness, reflection, and progress toward a major/career decision.

Engagement and effort will be measured by your attendance and your contribution to classroom discussions. Classroom participation will comprise 20% of your grade. If you do not appear to be participating in class (as measured by making comments and actively contributing to the discussion), I will speak with you personally before taking away participation points. If you have more than two absences without giving prior notice, you will lose 5% of your total grade for each additional day missed.

Thoughtfulness and reflection will be measured by your homework assignments. This will comprise 80% of your grade. Because effective writing and self-expression are fundamental career skills (and an indicator of thoughtfulness), grammar, spelling, punctuation, and overall quality and presentation of work will be assessed. Effective employees also complete work on time; late work, therefore, will be penalized 20% for the first day late and 10% for each day thereafter.

Progress toward a major/career decision will not be measured and will comprise 0% of your grade. We will, however, be keeping our fingers crossed that it happens.

Participation Policy

You are expected to come to class prepared to discuss the topic of the day--this includes reading assigned articles prior to class. As this class involves a great deal of class interaction, I expect you each to express your opinions, listen to others, and contribute to the class discussions. See above for grading policies related to participation.

Attendance Policy

You are to be in class each class period unless prior notice is given, due to illness, etc.

See above for grading policies related to attendance.

Assignments

Assignment Description

Career Assessments

Due: Wednesday, Sep 07 at 11:59 pm

Review taking self-assessment assignment which will be due later in the semester.

Read Career Myths Article

Due: Wednesday, Sep 14 at 9:00 am

Read Career Myths article and submit a 1 page reaction paper due today
'Uncertainty' and 'Ophelia Syndrome'

Due: Monday, Sep 19 at 9:00 pm

Read the Uncertainty article and the Ophelia Syndrome article and write a 1 page reaction paper. Due in a week on 9/26 in class

Planned Happenstance

Due: Wednesday, Sep 21 at 9:00 am

Read Planned Happenstance article and submit 1 page reaction paper.

Career Self Assessment

Due: Monday, Oct 03 at 9:00 am

Complete Career Self Assessment by today. (2590 WSC).

Mentor Interview #1

Due: Wednesday, Oct 05 at 9:00 am

Mentor Interview is due in class today. Come prepared to share your research and interview with a small group. 2-3 pages in length..

Money and Happiness Reading

Due: Monday, Oct 24 at 9:00 am

Read Money and Happiness articles. Complete a reaction paper and submit today. Be prepared to discuss it in class

Mentor Interview #2

Due: Wednesday, Oct 26 at 9:00 am

Mentor interview #2 is due today. 2-3 pages typed

Read Advising Women article

Due: Wednesday, Oct 26 at 11:59 pm

Read Laura Bush article 'Advising Women' article and submit Gender Issues reaction paper. 1 page. Be prepared to discuss in class.

Networking

Due: Monday, Nov 07 at 9:00 am

Go to <https://ucs.byu.edu/>. Review all of the materials under 'Networking'. Sign-up for LinkedIn account (if you do not have one already) and add at least 10 people.

Resume and Cover Letter

Due: Wednesday, Nov 09 at 9:00 pm

Submit your Resume and Cover letter.

Mentor Interview #3

Due: Monday, Nov 14 at 9:00 am

Submit Mentor Interview #3 due today

Final Exam

Due: Monday, Dec 12 at 8:00 am

12/12 8-10 am W009 BNSN

Schedule

Date	In-Class Activity	Out-of-Class Activity
M Aug 29		
Monday		
W Aug 31		
Wednesday		

Th Sep 01

Thursday

M Sep 05

Monday

W Sep 07 **Career Assessments**

Wednesday

M Sep 12

Monday

W Sep 14 **Read Career Myths Article**

Wednesday

M Sep 19 **'Uncertainty' and 'Ophelia**

Monday **Syndrome'**

W Sep 21 **Planned Happenstance**

Wednesday

M Sep 26

Monday

W Sep 28

Wednesday

M Oct 03 **Career Self Assessment**

Monday

W Oct 05 **Mentor Interview #1**

Wednesday

M Oct 10

Monday

W Oct 12

Wednesday

M Oct 17

Monday

W Oct 19

Wednesday

M Oct 24 **Money and Happiness**

Monday **Reading**

W Oct 26 **Mentor Interview #2**

Wednesday **Read Advising Women article**

M Oct 31

Monday

W Nov 02

Wednesday

M Nov 07 **Networking**

Monday

W Nov 09 **Resume and Cover Letter**

Wednesday

M Nov 14 **Mentor Interview #3**

Monday

W Nov 16

Wednesday

M Nov 21

Monday

W Nov 23

Wednesday

M Nov 28

Monday

W Nov 30

Wednesday

M Dec 05

Monday

W Dec 07	
Wednesday	
M Dec 12	Final Exam:
Monday	W009 BNSN
	7:00am - 10:00am
	Final Exam
W Dec 14	
Wednesday	

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.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual

Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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.

Mental Health Concerns

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) 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

Citizenship Project Proposal

Brigham Young University

May 2016


Counseling and Psychological Services
Counseling and Career Center

My goal with this project is to improve collaborative relationships within Counseling and Psychological Services (CAPS), Counseling and Career Center (CCC), the broader BYU community, and within professional organizations. The following goals will assist me in meeting that objective:

1. Strengthen relationships within the Counseling and Career Center
 - Once I am assigned to a committee I will attend those meetings as an active participant. I will suggest and volunteer for assignments which will help the committee serve the goals of the CCC as well as the University.
 - I will attend social and professional functions hosted by the department. I will make an effort to get to know colleagues with whom I am less familiar.
 - I will attend and be an active participant in clinical team meetings. I will listen and contribute to the discussion, as well as bring clinical cases to share.
 - I will invite colleagues to eat lunch together either in the break room or off-site, particularly those who may be less familiar with other colleagues in the center.


2. Strengthen relationships within the BYU community
 - I will continue in my role as a faculty advisor to a BYUSA club on campus in providing leadership, guidance and healthy exposure to CCC services
 - I will continue to volunteer for outreach opportunities to speak to other departments, students, BYU interest groups or community members regarding topics of a psychological nature.

3. Build and strengthen relationships within the broader professional community
 - I will join the American Group Psychological Association (AGPA)
 - I will volunteer to help with local conferences, including scheduling, setup, and/or evaluation
 - I will attend local/national/international professional conferences
 - I will subscribe to listserves of associations discussing concerns relevant to my professional interests

Scholarship Project Proposal

Brigham Young University

May 2016


Counseling and Psychological Services
Counseling and Career Center

As a professional-track faculty member, the requirements in my department heavily emphasize providing clinical service to students. However, scholarship is an important way to positively impact both the University and my professional field. As such, the following goals and strategies are designed to make scholarly activity a regular and consistent part of my schedule that will keep me moving forward in such endeavors

1. Scholarship goals (to be completed or in process by December 2016)
 - Meet or exceed departmental standards of scholarship for professional-track faculty (Average of 1 dissemination/year)
 - Submit chapter regarding group psychotherapy outcome research and assessment as first author
 - Be a contributing author to weather study paper
2. Strategies for scholarly productivity
 - Join AGPA as a member and plan on attending AGPA in 2017 and prepare to be a presenter at the conference
 - Join the Society of Indian Psychologists (SIP). Join their listserv to regularly interact with future colleagues
 - Meet with mentor regularly and discuss research progress
 - Attend C Group Research team weekly to contribute to their ongoing research agendas
 - Attend Green Chair research team weekly to contribute to IRB proposals, data gathering, and writing efforts
 - Block out at least 1 hour a week dedicated to research writing, reading or analysis of research data.
3. Methods for assessing scholarly success

- Completion and dissemination of one to two scholarly efforts per year
- Review scholarship activities with mentor and department chair and develop further strategies to both contribute to current research teams, as well as develop my own research direction.