

# Sample 1

## FACULTY DEVELOPMENT PLAN



Counseling and Career Center

### SELF ASSESSMENT AND GOALS

#### CLINICAL

- **Strengths:**
  - I care about clients' wellbeing and success in therapy. I care about facilitating the work that will enable them to meet their treatment goals and live meaningful lives in accordance to their values.
  - I have a warm and flexible therapy style that adapts to the individual needs of each client.
  - I use interventions backed by research evidence.
  - I seek feedback from clients as well as from the Counseling Center, and set goals to meet the needs of the university.
- **Skills and Competencies:**
  - Expertise in multicultural and trauma-informed treatment
  - Have worked in several treatment settings and use those experiences to inform treatment at the counseling center
  - Case management and directing clients to the most appropriate services/resources for them
- **Interests and Theoretical Orientation**
  - Theoretical orientation: humanistic/experiential psychotherapy
  - Sexual trauma and PTSD, race-related stress, anxiety, depression, eating disorders, and women's issues
- **Areas of Development**
  - Increase training in trauma-informed care, multicultural competence, and emotion-focused therapy
- **Goals**
  - Goal 1: Become Emotion-Focused Therapy Certified
  - Goal 2: Receive more training in trauma-informed care
  - Goal 3: Continue receiving training in multicultural competence
  - Goal 4: Receive Utah license by August 2018
  - Goal 5: Continue using OQ-45 to assess treatment progress with individual clients

#### TEACHING

- **Strengths:**
  - Care about students meeting education and career goals
  - Care about creating a respectful and engaging class environment
  - Work to create an interactive classroom environment
  - Use students' feedback to improve course throughout the semester

- Work to create a classroom environment where students can build career consistent with their values and identities
- **Skills and Competencies**
  - Use of Powerpoint and Photoshop to create class presentations and handouts
  - Competent presenter and lecturer
- **Areas of Development**
  - Set clear expectations regarding grading and course requirements
  - Communicate to the students the aims for the course, and help them understand the way assignments connect to them
- **Goals**
  - Goal 1: Incorporate more spiritual and Gospel principles into lectures to help students see ways seeking a career connects to their potential and life goals
  - Goal 2: organize and design my course so each class activity and assignment is directly connected to learning objectives
  - Goal 3: Use more in-class activities
  - Goal 4: Invite someone from the faculty center to come attend one of my classes and give me feedback
  - Goal 5: Receive feedback from other faculty having taught the same course on ways to improve the course

## SCHOLARSHIP

- **Strengths**
  - Interested in building a research program that focuses on the needs of specific student groups in order to improve their college experience
  - Enjoy creating and conceptualizing research projects
  - Enjoy writing and collaborating on projects
- **Skills and Competencies**
  - Writing
  - Knowledge of community needs that need further research
- **Interests**
  - Multicultural issues, especially regarding the interaction of gender and race
  - Blood pressure reactivity to experiences of discrimination or oppression
  - Women's issues in psychology training
- **Areas of Development**
  - Become more confident in statistical analyses
- **Goals**
  - Goal 1: Continue mentoring undergraduate research assistants
  - Goal 2: Write for at least 30 minutes 4 days a week
  - Goal 3: Present research data at national conferences
  - Goal 4: Publish a paper in a peer reviewed hour by the end of 2019
  - Goal 5: Create a research agenda with monthly goals at the beginning of each semester

## CITIZENSHIP

- **Strengths**
  - Genuine interest in helping create stronger communities on campus for faculty and students of color
  - Attempt to foster collaborative relationships with coworkers
  - Strong interest and willingness in collaborating with other departments
  - Care about the services my department provides for students and eager to use my clinical expertise to contribute to CAPS services meeting the needs of our current student population
- **Skills and Competencies**
  - Take initiatives to help create resources where needs are identified
  - Like working in teams and groups, and seek to include others in initiatives
  - Member of several national professional associations (e.g., APA, AWP, etc.)
  - Serve on several department committees
- **Areas of Development**
  - Foster collaboration with other departments
- **Goals**
  - Goal 1: Continue creating relationships with professors from other departments and get their input on new projects
  - Goal 2: Eat lunch with colleagues weekly
  - Goal 3: Become more comfortable sharing insights and thoughts in meetings
  - Goal 4: Collaborate more on research projects

## COURSE DEVELOPMENT

Goals for next semester teaching the course:

- Continue working with the CTL to improve course and assessments
- Request feedback from peers and students

Syllabus:

# CAREER EXPLORATION: WOMEN'S ISSUES

STDEV 117 Section 009  
Winter 2018  
Mondays 2 - 3:50 (B113 MARB)

*"Your life is already artful – waiting, just waiting for you to make it art."*

~Toni Morrison~

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**Instructor:** [REDACTED]

**E-mail:** [REDACTED].edu **Office:**

Room 1500 WSC

**Office hours:** by appointment only

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**COURSE DESCRIPTION:** This section of Student development 117 specifically focuses on women's issues in career exploration. The purpose of the course is to help female students to identify their professional goals, choose potential majors, get awareness of factors and barriers they will experience in their educational and professional journey, and identify ways to overcome them.

## LEARNING OUTCOME

1. Knowledge of career choices: Increase knowledge of college majors, career options, and addition world-of-work factors that influence career choices in women.
2. Personal awareness: Develop greater awareness of personal qualities, interests, skills, and values that play a role in career-decision making.
3. Increased confidence: Demonstrate increased confidence and ability to make decisions as well as progress towards making career decisions.
4. Resources: Display an awareness of and ability to access educational and career information resources.

**DESIRED OUTCOMES OF THE COURSE:** Student Development 117 is a course in which you will be introduced to developmental decision making, and career development and choice theories. However, your main goal in the class will be to actively involve yourself in developing a better understanding of yourself and the world of work and to develop the confidence to make an informed major/career choice.

It is not necessary that you make a choice of a major or career in order to achieve the grade that you want in this class, but it will be expected that you demonstrate that you have moved closer to making a decision and that you understand the process and tools involved in making career-related decisions. Opportunities to help you understand yourself, to increase your awareness of the world of work, and to examine your own decision-making style will be provided through the activities of the class. The following are the class objectives:

1. To make a well researched and personally acceptable decision about a college major and a career choice or to have thoroughly researched possible major/career choices using the career decision-making process presented in the class.
2. To understand and apply the career development and decision-making principles introduced in the course.
3. To understand the adult developmental process and how it relates to the task of choosing one's career.
4. To become aware of personal characteristics (strengths/weaknesses, interests, unique qualities or gifts, your values, abilities, experience, style, etc.) and use this awareness to choose occupations and/or areas of study most suited to you and your goals.
5. To have deeply considered your purpose in life as it relates to your career.
6. To become practiced and confident in acquiring, processing, and integrating information about yourself and information about occupations and majors.
7. To have developed a detailed graduation plan.
8. To feel confident about interviewing for information and gathering information, and have sufficient experiences to make a thoroughly-informed career decision.
9. To wrestle with some of the traditional views about the world of work, career choices, the part career plays in one's life and in the eternal scheme of things, and future career challenges as you progress through life.
10. To help you begin thinking about how to effectively market yourself to prospective employers and how to become a respected and valued employee.
11. To understand the uses of technological resources available in the market.

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### **COURSE MATERIALS**

For the purpose of this course, it is required that you complete two interest inventories.

1. The Strong Interest Inventory (\$10)
2. Myers-Briggs (\$17)

***You will receive an email with a link to the tests from the career services the week prior to the test completion due date.*** The email comes from a “do not reply” email address and might end

up in your spam. Please check your emails regularly to not miss it, and let me know if you do not receive it or cannot find it. I will pick up your test results and bring them to class.

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## CLASS POLICIES

### Grading Policy

Assignments are scheduled throughout the semester and are all listed and described on Learning Suite. ***See details about specific assignments to know which ones are due on LearningSuite and which ones should be brought to class*** (usually at the beginning of class). Assignments are docked 10% per day late, up to 50%. You can hand in an assignment until the last of class for 50% credit.

In the case of unexpected hardship (i.e., illness or other matters beyond your personal control), please communicate with me about your personal situation. However, I expect you to be responsible and turn things in ahead of time. If you are going out of town, be absent from class, etc. you will also be responsible for all messages emailed to your account listed through BYU Learning Suite.

Please proofread all assignments. Grammar, spelling, and punctuation will count towards your grade. Also make sure to read the assignment instructions and ask questions before the due date.

### Participation Policy

Participation in this class is ***mandatory*** and will be a significant portion of your grade. I expect you to be active in class participation in order to receive full points. If you are on your phone, reading other materials, daydreaming, etc. you are not participating. You are expected to make comments in class.

Throughout the semester we may discuss topics and have conversations that are controversial and provoke uncomfortable emotions. Please be respectful of your classmates' perspectives and respectful in your comments, and keep in mind the words of one of our past University Presidents: "I worry particularly about demeaning comments made about the career or major choices of women and 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.

### Attendance Policy

This course involves a great deal of sharing and discussion of your personal experiences and decision-making process. Class attendance is ***mandatory*** and you will be held accountable for the material taught, planned activities, and assigned homework (attendance and participation points are given at the end of the semester). I encourage students to learn the names of those

in the class and provide support in discussions towards making decisions about a major or career.

Information about registering attendance will be discussed during the first class period. **Attendance is graded as 10 points per class period.** Since various events may affect attendance (add/drop deadlines, illness, etc.), **you are given a 2-class period leeway.** However, I expect you to attend all class periods if you are able. If you have extenuating circumstances, please come speak with me; however, this does not guarantee leniency.

### **Classroom Procedures**

I expect students to arrive on time to class, be attentive, and remain for the entire class. **Laptop computers, phones, and tablets are not useful for this class and use of them will not be permitted unless you have made alternate arrangements with me.**

### **Documentation of Disability**

If you need specific accommodations for this class, please come see me individually as early as possible to make arrangements.

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## **UNIVERSITY POLICIES**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all 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. 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 the university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University requires any university employee in a teaching, managerial, or supervisor 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 [tiffany\\_turley@byu.edu](mailto:tiffany_turley@byu.edu) or 801-422-7526, or through their website at <https://titleix.byu.edu/resources>. You can also contact them through Ethic Point at 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found on their website at <https://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](http://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 [caps.byu.edu](http://caps.byu.edu); for more immediate concerns please visit [help.byu.edu](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

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## ASSIGNMENTS AND EXAMS

*See the class calendar to see when each assignment is due*

### 1. LIFELINE EXERCISE (50 points)

- **Purpose:** help you understand how your background, life experiences, and individual context have shaped your attitudes, values, beliefs, choices, and actions. People can only make decisions in light of what they know and what they have experienced. Decisions are not made in vacuums, but are centered in our reactions to what we think and believe.
- **Process:**
  - **Use a piece of paper that will be big enough to represent your lifeline** (e.g., poster board, or tape several pieces of copy paper together). You can also create this on work or PDF and submit it online (as long as it includes all the details required).
  - **Draw a line** (doesn't have to be straight) that represents the timespan of your life, starting at your birth. If family experiences prior to your birth (e.g., immigration, religious conversions, etc) had significant impact on your current beliefs and values you may start your line pre-birth. If you do this please place an "x" signifying the joyous occasion of your birth.
  - The end of your line may either represent your current standing or your ideas and hopes for the future. Place an "x" at the point where your current reality exists.
  - **You will then draw lines representing your life events and thoughts.** You will most likely want to include some of the major experiences in your life, such as entering kindergarten, your first summer job, moving, difficult experiences that changed your perspective, etc. You will also want to list major events such as sports activities, special school and extracurricular events, family experiences, and part-time jobs. As you recollect each experience and assess its value, your life line will visually begin to reflect the highs and lows. You can use colors or symbols or use words or phrases to identify the value you ascribe to it. When done, you will also be able to see and interpret patterns that have occurred throughout time.
  - **You are being asked to include specific events in your life.** Some are experiential, but some represent your recollections. You may include as many of these as your desire. Items on your lifeline might include but are not limited to:
    - Any and all career ideas and dreams you've ever had and what sparked them (3)
    - Messages you received (verbally or nonverbally) from family, friends, teachers, society, etc., about schools, learning, careers, and working (3)
    - Any experience or event that may have impacted your lifework path (e.g., going to school, being on a committee or in an organization, moving,

significant life experiences, important achievements, changes in relationships, learning new skills or information) (6)

- All jobs (paid or unpaid) and why you took each job; why you left. This would include major volunteer experiences. If you have had none please indicate this on the back under your [REDACTED] (2)
- Significant people who have influenced your life, positively or negatively (4)
- Instances where chance played an important role in your life (2)
- Times when you decided that you “could not” do certain things. For instance, when you decided you did not like public speaking, math, stage performance, etc. (2)
- **For grading purposes, I should be able to identify AT LEAST the number of items in parentheses**
- ***Please circle in red the episodes in your life that taught you something about the intersection of gender and career.***
- On the back of your paper, ***write your [REDACTED] and STDEV section #.*** Under this, please ***write what you have learned about yourself as a result of doing this exercise.*** If you feel that you have not learned from the exercise please describe your frustrations.

## **2. MAJOR REVIEW CHART (20 points)**

Review the BYU major catalog and identify three majors you are the most interested in. Spend time looking up information and talking to people about these majors. Fill out the chart (see LearningSuite) with the information you gathered about the majors. Submit the chart on LearningSuite and bring a copy to class. In class, you will take 1-3 minutes to share some information that you learned about your top major.

## **3. CAREER FAIR RESPONSE PAPER (50 points)**

Attend the Career Fair for at least 30 minutes and visit at least 3 employers. Write a 1 to 2-page response paper about your experience and what you learned. Attendance and paper for the career fair are required.

## **4. CAREER/INTEREST INVENTORIES SUMMARY (50 points)**

For each test (SII and MBTI) describe your code, list your top and bottom careers, and discuss whether or not this information fits with your view of yourself and your interests. Also summarize what suggestions each test has for your career exploration path and how you plan to follow them (or why you do not plan to follow them).

## **5. VAULT ASSIGNMENTS (10 points each)**

Vault is a career exploration resource where you can find information about a variety of professions and fields. Research a career and fill out the chart (see LearningSuite) with information about the career you research. Answer all questions on the chart to receive full credit. See the class calendar to see when each assignment is due.

**6. MENTOR INTERVIEW PAPERS (50 points each)**

You are to conduct two mentor interviews during the semester. The first requirement is that you choose to interview people who work in a field you are interested in. you then contact the person and pose career-related questions. The interviews can be conducted in person, via phone or skype, or via email (although I would not recommend email because it is harder to gather all the information you might want). **ONLY ONE INTERVIEW MAY BE WITH A FAMILY MEMBER.** There are a lot of resources online suggesting questions to ask a mentor in an informational interview. Upon completion of your interviews, you are to write up a two-page, double-spaced paper (PER INTERVIEW) which explores 1) what you learned about the field and b) your reaction to what your learned. Check the class calendar to see when each paper is due.

*Please ensure that at least one of your mentor interviews is with a woman. Also note that for the purpose of this class you are required to interview individuals that have a career that is not a stay-at-home mother.*

**7. RESUME (50 points)**

Please note that this assignment has two parts with two different due dates. Check the calendar.

1. Based on your research write up a rough draft of your resume (see LearningSuite for resources). Bring your draft to class (25 points)
2. Make an appointment with the Career Studio and have them help you learn more about building a resume and a LinkedIn page. Turn in your final resume after your meeting with them by the end of the semester (25 points).

**8. JOB SHADOW PAPER (100 points)**

For this assignment, you are required to “job shadow” a professional in a career that interests you for at least 2 hours. You are required to spend the entire 2 hours with them **IN PERSON**, observing their work tasks, asking questions and evaluating whether or not this is a career path you think you might want to pursue. You can combine one of your mentor interviews with your job shadow.

You will prepare a 1-2 pages paper reporting what you did for the 2 hours, what kinds of questions you asked, what you learned, and talking about whether you could see yourself in this career.

**9. ATTENDANCE AND READING QUIZZES (10 points each)**

You will complete a quiz at the end of each class. Your two lowest scores will be dropped. Please let me know in advance if you need to leave class early for a valid reason (i.e., see attendance policy above).

**10. FINAL EXAM (150 points)**

Build a graduation map. Details will be given in class throughout the semester.

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### CLASS SCHEDULE

Date	Guest Speaker	Class Topic	Readings	Assignments
1/8/18		Intro to the course		
1/15/18	NO CLASS: MARTIN LUTHER KING JR DAY			
1/22/18		History and current state of women working	SEE LEARNINGSUITE	Lifeline assignment
1/25/18	CAREER FAIR			
1/29/18	Erin Pineda	Choosing a major	SEE LEARNINGSUITE	Major review chart
2/5/18		Career values	SEE LEARNINGSUITE	Career fair response
2/12/18	Kacy Borlik	Interest and personality inventories	SEE LEARNINGSUITE	Vault 1
(Tuesday) 2/20/18	Rebekka Matheson	Decision making and uncertainty	SEE LEARNINGSUITE	Interest Inventory summary
2/26/18	Charlene Crozier	Challenges of the working woman	SEE LEARNINGSUITE	Mentor Interview 1
3/5/18	Christine Isom	Feminism and Intersectionality	SEE LEARNINGSUITE	Vault 2
3/12/18		Gender differences	SEE LEARNINGSUITE	Vault 3
3/19/18		Confidence	SEE LEARNINGSUITE	Mentor Interview 2
3/26/18		Building a strong resume	SEE LEARNINGSUITE	Resume draft 1
4/2/18	Dixie Sevison	Life planning and money	SEE LEARNINGSUITE	
4/9/18		Life-balance	SEE LEARNINGSUITE	
4/16/18		Life after college	SEE LEARNINGSUITE	Job shadow paper Resume final draft

## **CITIZENSHIP PROJECT PROPOSAL**

My citizenship project includes goals that will help me be more involved in my department, as well as in the broader campus community.

1. I will continue attending weekly research meeting and involve colleagues on research project. I will become a more active participant in those meetings by bringing material from my projects and ask for feedback and input. I will also offer feedback and input on colleagues' research projects.
2. I will continue building relationships with colleagues outside of my departments by consulting with them regarding student life issues and research project. I will reach out to new colleagues and try to create new relationships frequently by attending campus wide events.
3. I will continue supervising and mentoring the BYU Women of Color club and will help the students in the club connect with different faculty members on campus to foster mentorship relationships and help them find support.

## **SCHOLARSHIP PROJECT**

My research project takes into account other responsibilities that I have as clinical faculty by setting realistic expectations and goals for myself. What I wish to accomplish by February 2019 includes:

1. Submit two more IRB proposals to get more projects going
2. Finish data analysis of current project and submit data to two conferences.
3. Submit manuscript of current project to peer reviewed journals

To achieve these goals I will set research time each day that I will prioritize and not use for other responsibilities. I will also continue mentoring undergraduate students to help them gain the skills to be part of these projects. I will track my process to ensure that I meet the goals by the set date.

# Sample 2



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Brigham Young University



Faculty Development Plan  
Assistant Clinical Professor  
Counseling and Psychological Services

## Part A: Self-Assessment

### Strengths, Skills, Competencies

#### Clinical

- Individual
  - My theoretical orientation (Integrative: client-centered and CBT) guides my work and has strong evidence to support positive outcomes for a wide-range of students
  - I have over nine years of experience working with adolescents and young adults (12 – 25) in a variety of settings (counseling center; outpatient; residential; forensic) with various concerns (anxiety/depression; substance abuse/eating disorders)
  - My OQ-45 and Student Satisfaction Surveys results suggest mostly positive outcomes for my clients
- Group
  - I have extensive training and experience running multiple groups (general process, anxiety, depression, CBT, substance use, video game use, autism, etc.)
  - I am intrapersonally insightful and interpersonally aware of shifting relational dynamics
- Assessment
  - I proficiently conducted over 250 psychological evaluations (cognitive, achievement, personality, projective)
  - I am particularly familiar with psychological measures designed to assess teens and young adults

#### Teaching Skill

- I taught undergraduate classes at BYU and UVU since 2010
- I exhibit competency as an instructor and am passionate about teaching
- My teaching philosophy guides my instruction and aims to build knowledge, application, and critical thinking skills

#### Research

- I consistently average one scholarly dissemination a year, in addition to BYU radio broadcasts, invited presentations, and guest lecture requests

#### Interests/Opportunities

- Research interests: Treatment outcomes, Gaming Disorder, and rapid responders in treatment
  - Dissertation: Youth motivation as a predictor of treatment outcomes
- Member of Green Chair and Whiff Busters research teams
- Liaison for Religious Education Department

#### Areas for further development:

#### Clinical

- Supervise graduate practicum students
- Have my faculty mentor, and other professionals, review my video recorded sessions
- Refine my practice working with couples/families

### Teaching

- Use CTL resources: Mid-semester evaluations and student consultants (SCOTs)
- Review student feedback both formally and informally, and adjust accordingly
- Attend consultation meetings with other Career Exploration instructors

### Scholarship

- Collaborate with my mentor to determine which conferences to attend and which journals might be best to submit my current articles in preparation
- Continue collaboration on Green Chair; attend weekly meetings
- Mentor undergraduate and graduate students

## Part B: Professional Goals/Plans

### Clinical Service

- Become ABPP certified before February 2019
- Bring recorded therapy sessions to my mentor for review, once a term
- Meet or exceed current and future CAPS requirements for direct service to students including intakes, individual sessions, and group efficiency guidelines

### Teaching

- Collaborate with other Student Development (117, 358R) instructors to refine my course
- Increase experiential learning and application components, decrease lecture and data dumps
- Request SCOT feedback from CTL
- Administer mid-semester evaluations, and make necessary adjustments

### Citizenship

- Attend all committee meetings and let my voice be heard in larger group meetings
- Continue to volunteer for CAPS Outreach activities to develop relationships with broader campus community

### Scholarship

- Attend and present at national/international conferences (APA, AGPA, SPR) and network with other professionals
- Investigate APA and UPA memberships
- Attend Green Chair and Whiff Busters research teams
  - Contribute substantially to IRB proposals, data gathering, and writing efforts

## Part C: Relationship between individual goals and departmental/university aspirations and needs

The mission of the Counseling and Career Center 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). This fits in with the overall mission of the university to

assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

...Such a broadly prepared individual will not only **be capable of meeting personal challenge and change** but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind. (BYU Mission Statement, **emphasis added**)

As a psychologist for BYU's CAPS, 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 improve and strengthen 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.

## Part D: Required Resources

- Weekly/bi-weekly mentoring from Davey Erekson
- Continued access to applicable technology to support both clinical and scholarly endeavors
- Continued consultation and support from CAPS colleagues and other university faculty
- Stewardship meetings with Clinical and Departmental directors to review my progress and correct any concerns in my performance
- Assistance from CTL in revising and evaluating my teaching performance and class goals
- Funding (both internal and possibly in collaboration with other departments) for travel to relevant conferences/workshops and to offset costs of research projects (thank you for the E4 Wristbands!)

## Part E: Progress thus far

- Established a regular time to meet with my mentor
- Obtained video camera and microphone to allow for recording sessions
- Administered and responded to mid-course evaluations in my 117 and 358R classes
- Volunteered for multiple outreach opportunities
- Presented at UUCCC conference and Autism Translational Research Workshop
- Actively participating in research team projects where I am the first author

# Citizenship Project

## Goal:

To strengthen collaborative relationships with colleagues within my department, the BYU Campus community, and broader professional community.

### 1. Strengthen relationships within the Counseling and Career Center

- Invite colleagues to watch movies or play chess together during lunch, particularly those who may be less familiar with other colleagues in the center
- Attend all assigned committee meetings as an active participant
- Attend social and professional functions hosted by the department. Make an effort to get to know colleagues with whom I am less familiar
- Attend and be an active participant in therapy team meetings. Bring no other work into the meeting to work on; instead, listen and contribute to the discussion

### 2. Strengthen relationships within the BYU community

- Collaborate on a research project with a colleague from a different department ( )
- Work with Dr. and Dr. to foster a closer relationship with BYU housing
- Attend housing committee meetings where they are addressing psychological concerns of residents
- Continue to volunteer for outreach opportunities to speak to other departments about psychological concerns they may have (Religious Education)
- Look for opportunities to socialize with colleagues from other departments to learn about their interests and the research activities in their departments

### 3. Build and strengthen relationships within the broader professional community

- Consider joining APA, or UPA, as a full member
- Attend APA and other national/international professional conferences (AGPA, SPR)
- Subscribe to listserves of associations discussing concerns relevant to my interests
- Encourage undergraduate students and mentees to present at scholarly conferences (RMPA, NASPR)

## Scholarship Strategies Project

As a professional-track faculty member, the requirements in my department heavily emphasize providing clinical service to students. This makes it easy to forget about or neglect longer-term research projects. As such, the following goals and strategies are designed to make research a regular activity in my schedule, with meaningful goals that will keep me moving forward.

### 1. Scholarship goals (to be completed by Feb. 2019)

- Meet or exceed departmental standards of scholarship for professional-track faculty (Average of 1 dissemination/year)
- Complete a draft of the Essential Oils study for publication
- Present preliminary Presidential Election data at APA
- Obtain CCMH data for Presidential Election study
- Involve and mentor undergraduate students in research
- Attend or have work presented at regional, national, and international conferences in my discipline and areas of emphasis

### 2. Strategies for scholarly productivity

- Possibly join APA/UPA as a full psychologist member, attend conferences, and network with other professionals to collaborate on future research
- Attend Green Chair and Whiff Busters research teams weekly
  - Contribute substantially to IRB proposals, data gathering, and writing efforts
- Meet with mentor regularly and discuss research progress and which conferences to attend

### 3. Methods for evaluating success

- Completion and dissemination of 1-2 projects per year
  - At least one/year as first or second author
- Regularly report to mentor and department director on scholarly progress
- Students as co-authors on projects

# Course Development Project

## Student Development 358R: Student Leadership Development

StDev 358R is a required class for all hired Resident Assistants in housing. It is designed to provide RAs with the necessary theoretical, experiential and practical knowledge to help with the residents over whom they have stewardship in their RA role. The focus of the course is on learning and developing the skills necessary for leadership, communication skills, handling and resolving relational conflict, and positive community building. The hope is that in the process of learning and implementing these values and skills, the RAs will encourage both spiritual and academic growth in themselves as well as in those they serve in their capacity as an RA, namely their residents, housing staff, hall advisors, and instructors. Below is a syllabus for this course:

## STDEV 358R - Student Leadership Dev

### Winter 2018

Section 005: Heritage Main Bldg on T Th from 4:00 pm - 4:50 pm

### Instructor/TA Info

Office Location: [REDACTED]  
Office Phone: [REDACTED]  
Email: [REDACTED]@gmail.com

### Course Information

#### Description

This course is designed to provide Resident Assistants with the necessary theoretical, experiential and practical knowledge to help with the residents over whom you have stewardship in your RA role. We will focus on learning and developing the skills necessary for leadership, communication skills, handling and resolving relational conflict, and positive community building. The hope is that in the process of learning and implementing these values and skills, we will encourage both spiritual and academic growth in our selves as well as those we serve in our capacity as a Resident Assistant, namely our residents, housing staff, hall advisors, and instructors.

#### Grading Scale

Grades	Percent
--------	---------

<b>A</b>	94%
<b>A-</b>	90%
<b>B+</b>	87%
<b>B</b>	83%
<b>B-</b>	80%
<b>C+</b>	77%
<b>C</b>	73%
<b>C-</b>	70%
<b>D+</b>	67%
<b>D</b>	63%
<b>D-</b>	60%
<b>E</b>	0%

## Grading Policy

**Quizzes:** During the semester a series of 10 quizzes will be administered through BYU Learning Suite. Each of these quizzes will be worth 10 points and based on the lectures and powerpoints used in class. It is YOUR responsibility to take the quizzes for each week a quiz is administered through BYU Learning Suite. The last day you can take a quiz is the Tuesday of the next week after it is assigned. It is permissible to use the powerpoint presentations to help find the answers to different quiz items. These powerpoint files will be posted and can also be found within BYU Learning Suite. These 10 quizzes will be worth a total of 100 points.

**Attendance and Participation:** See heading for Attendance Policy for how one gains attendance points. Attendance points will be worth a total of 240 points.

**Final:** *What They Never Told Me as an RA*

**Description:** The Final will be a project that you will do with the other Resident Assistants you work with in your area (associate group). For the Final you will choose a topic and have it approved by the instructor. You will then write up a 3-5 page manual of what you wished you had known when you first became an RA. The paper must have at minimum 2 citations on your topic. In addition, you will put together a PowerPoint presentation and give an 8 minute presentation on your topic to be presented to the class on the last day (April 15). The key to getting a good grade on this assignment is to make it professional. The manual you are making should be presented in a format where I could hand it over to an incoming RA and they would fully be able to understand it and find it very useful as they start out their RA career next fall.

**Points:** 100

*The Paper and Presentation will be graded on the following criteria:*

Grammar and Spelling	15%
Organization, structure, and presentation format of the paper	25%
Level of research and understanding of the problem	25%
Professional nature of your presentation	35%

## Attendance Policy

**Attendance and Participation:** Attendance at the weekly (Tues) class is mandatory and 15 points will be deducted from your final grade for every class period missed. If you have extenuating circumstances, or reasons for missing class, such as attendance at a conference, arrangements need to be made with the instructor **PRIOR** to class, or in case of emergency contact me as soon as possible following the emergency, at which time I can assess the situation. I reserve the right to make concessions in these cases regarding allotment of points and grading.

A roll will be passed around each class period. **YOU ARE RESPONSIBLE FOR ENSURING THAT YOU HAVE MARKED YOUR [REDACTED] ON THE ROLL EACH WEEK!** Please do not mark the roll for anyone other than yourself.

## Teaching Philosophy

This class takes a Learning-Centered Philosophy to teaching. This modality moves away from a passive learning approach style and allows the student to have more decision-making power in their learning in an effort to motivate students to take more responsibility in the learning process. Accordingly, this class will use a lot of different teaching techniques that promote and help the students become more involved in their learning. Learning-centered teaching modalities include: class room discussions, role plays, small group activities, group and individual presentations, student-to-student teaching moments, and at times the traditional lecture style approach. The reason this style is used in this class is to help you as RA's to have experiential teaching moments to ensure you gain the skills needed to help and assist your residents.

## Assignments

### Assignment Description

#### Quiz #1 Autism Spectrum Disorders

Due: Tuesday, Jan 16 at 11:59 pm

Quiz #1 Autism Spectrum Disorders

Quiz #2 Communication Styles



Due: Tuesday, Jan 23 at 11:59 pm

Quiz #2 Communication Styles  
**Quiz #3 Empathy**

Due: Tuesday, Jan 30 at 11:59 pm

Quiz #3 Empathy  
**Quiz #4 Working with LGBT Residents**

Due: Tuesday, Feb 06 at 4:00 pm

Quiz #4 Working with LGBT Residents  
**Quiz #5 Body Size and Health**

Due: Tuesday, Feb 27 at 4:00 pm

Quiz #5 Body Size and Health  
**Quiz #6 Love and Relationships**

Due: Tuesday, Mar 06 at 11:59 pm

Quiz #6 Love and Relationships  
**Quiz #7 Boundaries and Self-Worth**

Due: Tuesday, Mar 13 at 11:59 pm

Quiz #7 Boundaries and Self-Worth  
**Quiz #8 Thoughts and Feelings**

Due: Tuesday, Mar 20 at 11:59 pm

Quiz #8 Thoughts and Feelings  
**Quiz #9 Wellness for Self and Residents**

Due: Tuesday, Mar 27 at 11:59 pm

Quiz #9 Wellness for Self and Residents  
**Quiz #10 Spirituality and the RA Role**

Due: Tuesday, Apr 03 at 11:59 pm

Quiz #10 Spirituality and the RA Role  
**Final**

Due: Tuesday, Apr 17 at 4:00 pm

### Final:

#### Title: **What They Never Told Me as an RA**

**Description:** The Final will be a project that you will do with the other Resident Assistants you work with in your area (associate group). For the Final you will choose a topic and have it approved by the instructor. You will then write up a 3-5 page manual of what you wished you had known when you first became an RA. The paper must have at minimum 2 citations on your topic. In addition, you will put together a PowerPoint presentation and give an 8 minute presentation on your topic to be presented to the class on the last day (April 15). The key to getting a good grade on this assignment is to make it professional. The manual you are making should be presented in a format where I could hand it over to an incoming RA and they would fully be able to understand it and find it very useful as they start out their RA career next fall.

### Points: 100

*The Paper and Presentation will be graded on the following criteria:*

Grammar and Spelling	15%
Organization, structure, and presentation format of the paper	25%
Level of research and understanding of the problem	25%
Professional nature of your presentation	35%

### Schedule

Date	Column 1	Column 2
T Jan 09 Tuesday	Introduction to class/ New Culture for Winter Semester	<b>Quiz #1 Autism Spectrum Disorders Opens</b>
Th Jan 11 Thursday		
M Jan 15 Monday	<b>Martin Luther King Jr Day</b>	
T Jan 16 Tuesday	Understanding the Asperger's/Autism Spectrum	<b>Quiz #1 Autism Spectrum Disorders Closes Quiz #2 Communication Styles Opens</b>
Th Jan 18 Thursday		

T Jan 23 Tuesday	Communication Styles/Passive Aggressive Communication	<b>Quiz #2 Communication Styles Closes</b> <b>Quiz #3 Empathy Opens</b>
Th Jan 25 Thursday		
T Jan 30 Tuesday	Developing and Expressing Empathy	<b>Quiz #3 Empathy Closes</b> <b>Quiz #4 Working with LGBT Residents Opens</b>
Th Feb 01 Thursday		
T Feb 06 Tuesday	Understanding and talking with LGBTQ/SSA Students	<b>Quiz #4 Working with LGBT Residents Closes</b> <b>Quiz #5 Body Size and Health Opens</b>
Th Feb 08 Thursday		
T Feb 13 Tuesday	Open Week	<b>No Quiz</b>
Th Feb 15 Thursday		
M Feb 19 Monday	<b>Presidents Day</b>	
T Feb 20 Tuesday	<b>Monday Instruction</b>	
Th Feb 22 Thursday		
T Feb 27 Tuesday	Body-Image	<b>Quiz #5 Body Size and Health Closes</b> <b>Quiz #6 Love and Relationships Opens</b>
Th Mar 01 Thursday		

T Mar 06 Tuesday	Establishing and Maintaining Healthy Relationships	<b>Quiz #6 Love and Relationships Closes</b> <b>Quiz #7 Boundaries and Self-Worth Opens</b>
Th Mar 08 Thursday		
T Mar 13 Tuesday	Boundaries and Self-Worth	<b>Quiz #7 Boundaries and Self-Worth Closes</b> <b>Quiz #8 Thoughts and Feelings Opens</b>
Th Mar 15 Thursday		
T Mar 20 Tuesday	Thoughts and Feelings	<b>Quiz #8 Thoughts and Feelings Closes</b> <b>Quiz #9 Wellness for Self and Residents Opens</b>
Th Mar 22 Thursday		
T Mar 27 Tuesday	Wellness for Self and Residents	<b>Quiz #9 Wellness for Self and Residents Closes</b> <b>Quiz #10 Spirituality and the RA Role Opens</b>
Th Mar 29 Thursday		
T Apr 03 Tuesday	Spirituality and the RA Role	<b>Quiz #10 Spirituality and the RA Role Closes</b>
Th Apr 05 Thursday		
T Apr 10 Tuesday	Appreciation Party	<b>No Quiz</b>
Th Apr 12 Thursday		

T Apr 17 Tuesday	Final: In-Class Presentation	<b>Final</b>
Th Apr 19 Thursday	<b>Winter Exam Preparation (04/19/2018 - 04/19/2018)</b>	
F Apr 20 Friday	<b>First Day of Winter Final Exams (04/20/2018 - 04/25/2018)</b>	
	Final Exam: 128 CANC 7:00pm - 10:00pm	
T Apr 24 Tuesday		

## 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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way,

including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **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.

### **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look

forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

## **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



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Brigham Young University



Course Development Project  
Assistant Clinical Professor  
Counseling and Psychological Services

## Course Development Project Description

### Student Development 358R: Student Leadership Development

StDev 358R is a required class for all hired Resident Assistants in housing. It is designed to provide RAs with the necessary theoretical, experiential and practical knowledge to help with the residents over whom they have stewardship in their RA role. The focus of the course is on learning and developing the skills necessary for leadership, communication skills, handling and resolving relational conflict, and positive community building. The hope is that in the process of learning and implementing these values and skills, the RAs will encourage both spiritual and academic growth in themselves as well as in those they serve in their capacity as an RA, namely their residents, housing staff, hall advisors, and instructors. Below is a syllabus for this course.

## Course Development Grant Proposal

The Student Leadership Development course is not a typical lecture format class. In fact, it utilizes a flipped classroom setting that encourages students to read and review class material and take a quiz on the subject matter before attending class. During the 50 minutes in class, students are encouraged to apply the material they have learned directly to the residents they mentor. In order to facilitate this type of learning, much of the class time consists of highlighting challenging topics, demonstrating through role-plays, through open discussion among classmates, and projection of videos.

Such an engaging classroom setting requires extensive planning and preparation. Given that much of my time is spent traveling back-and-forth between locations on campus, and spent in meetings away from my office, I plan to use this grant to purchase an Apple iPad. Having an iPad allows for greatly mobility and portability, which is accommodating to the virtual laden community in which I live. In my research of which device would be best for my purposes, I concluded that the 2017 version of Apple's product called "iPad" is that best fit for my needs. It has adequate processing power, excellent screen resolution, a long enough battery life to last through the workday, is compatible with the 358R classroom projector, enables presentation software, and (most importantly) fits within the allotted funds from this grant (\$275.99).

With increased mobility, comes increased risk for damage and wear. Therefore, I would also like to purchase a compatible keyboard case (\$25.99) that serves dual functions: protection and productivity. The combination of these two items max out the allotted funds, and enable me to be more productive with my time to prepare engaging classroom activities and video compilations for StDev 358R.

# STDEV 358R - Student Leadership Dev

Winter 2018

Section 005: Heritage Main Bldg on T Th from 4:00 pm - 4:50 pm

## Instructor/TA Info

Office Location: [REDACTED]  
Office Phone: [REDACTED]  
Email: [REDACTED]@gmail.com

## Course Information

### Description

This course is designed to provide Resident Assistants with the necessary theoretical, experiential and practical knowledge to help with the residents over whom you have stewardship in your RA role. We will focus on learning and developing the skills necessary for leadership, communication skills, handling and resolving relational conflict, and positive community building. The hope is that in the process of learning and implementing these values and skills, we will encourage both spiritual and academic growth in our selves as well as those we serve in our capacity as a Resident Assistant, namely our residents, housing staff, hall advisors, and instructors.

### Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Grading Policy

**Quizzes:** During the semester a series of 10 quizzes will be administered through BYU Learning Suite. Each of these quizzes will be worth 10 points and based on the lectures and powerpoints used in class. It is YOUR responsibility to take the quizzes for each week a quiz is administered through BYU Learning Suite. The last day you can take a quiz is the Tuesday of the next week after it is assigned. It is permissible to use the powerpoint presentations to help find the answers to different quiz items. These powerpoint files will be posted and can also be found within BYU Learning Suite. These 10 quizzes will be worth a total of 100 points.

**Attendance and Participation:** See heading for Attendance Policy for how one gains attendance points. Attendance points will be worth a total of 240 points.

**Final:** *What They Never Told Me as an RA*

**Description:** The Final will be a project that you will do with the other Resident Assistants you work with in your area (associate group). For the Final you will choose a topic and have it approved by the instructor. You will then write up a 3-5 page manual of what you wished you had known when you first became an RA. The paper must have at minimum 2 citations on your topic. In addition, you will put together a PowerPoint presentation and give an 8 minute presentation on your topic to be presented to the class on the last day (April 15). The key to getting a good grade on this assignment is to make it professional. The manual you are making should be presented in a format where I could hand it over to an incoming RA and they would fully be able to understand it and find it very useful as they start out their RA career next fall.

**Points:** 100

*The Paper and Presentation will be graded on the following criteria:*

Grammar and Spelling	15%
Organization, structure, and presentation format of the paper	25%
Level of research and understanding of the problem	25%
Professional nature of your presentation	35%

## Attendance Policy

**Attendance and Participation:** Attendance at the weekly (Tues) class is mandatory and 15 points will be deducted from your final grade for every class period missed. If you have extenuating circumstances, or reasons for missing class, such as attendance at a conference, arrangements need to be made with the instructor **PRIOR** to class, or in case of emergency contact me as soon as possible following the emergency, at which time I can

assess the situation. I reserve the right to make concessions in these cases regarding allotment of points and grading.

A roll will be passed around each class period. **YOU ARE RESPONSIBLE FOR ENSURING THAT YOU HAVE MARKED YOUR [REDACTED] ON THE ROLL EACH WEEK!** Please do not mark the roll for anyone other than yourself.

## Teaching Philosophy

This class takes a Learning-Centered Philosophy to teaching. This modality moves away from a passive learning approach style and allows the student to have more decision-making power in their learning in an effort to motivate students to take more responsibility in the learning process. Accordingly, this class will use a lot of different teaching techniques that promote and help the students become more involved in their learning. Learning-centered teaching modalities include: class room discussions, role plays, small group activities, group and individual presentations, student-to-student teaching moments, and at times the traditional lecture style approach. The reason this style is used in this class is to help you as RA's to have experiential teaching moments to ensure you gain the skills needed to help and assist your residents.

## Assignments

### Assignment Description

#### Quiz #1 Autism Spectrum Disorders

Due: Tuesday, Jan 16 at 11:59 pm

#### Quiz #1 Autism Spectrum Disorders Quiz #2 Communication Styles

Due: Tuesday, Jan 23 at 11:59 pm

#### Quiz #2 Communication Styles Quiz #3 Empathy

Due: Tuesday, Jan 30 at 11:59 pm

#### Quiz #3 Empathy Quiz #4 Working with LGBT Residents

Due: Tuesday, Feb 06 at 4:00 pm

#### Quiz #4 Working with LGBT Residents

**Quiz #5 Body Size and Health**

Due: Tuesday, Feb 27 at 4:00 pm

Quiz #5 Body Size and Health

**Quiz #6 Love and Relationships**

Due: Tuesday, Mar 06 at 11:59 pm

Quiz #6 Love and Relationships

**Quiz #7 Boundaries and Self-Worth**

Due: Tuesday, Mar 13 at 11:59 pm

Quiz #7 Boundaries and Self-Worth

**Quiz #8 Thoughts and Feelings**

Due: Tuesday, Mar 20 at 11:59 pm

Quiz #8 Thoughts and Feelings

**Quiz #9 Wellness for Self and Residents**

Due: Tuesday, Mar 27 at 11:59 pm

Quiz #9 Wellness for Self and Residents

**Quiz #10 Spirituality and the RA Role**

Due: Tuesday, Apr 03 at 11:59 pm

Quiz #10 Spirituality and the RA Role

**Final**

Due: Tuesday, Apr 17 at 4:00 pm

**Final:****Title: *What They Never Told Me as an RA***

**Description:** The Final will be a project that you will do with the other Resident Assistants you work with in your area (associate group). For the Final you will choose a topic and have it approved by the instructor. You will then write up a 3-5 page manual of what you wished you had known when you first became an RA. The paper must have at minimum 2 citations on your topic. In addition, you will put together a PowerPoint presentation and give an 8 minute presentation on your topic to be presented to the class on the last day (April 15). The key to getting a good grade on this assignment is to make it professional. The manual you are making should be presented in a format where I could hand it over to an incoming RA

and they would fully be able to understand it and find it very useful as they start out their RA career next fall.

**Points: 100**

*The Paper and Presentation will be graded on the following criteria:*

Grammar and Spelling	15%
Organization, structure, and presentation format of the paper	25%
Level of research and understanding of the problem	25%
Professional nature of your presentation	35%

**Schedule**

Date	Column 1	Column 2
T Jan 09 Tuesday	Introduction to class/ New Culture for Winter Semester	<b>Quiz #1 Autism Spectrum Disorders Opens</b>
Th Jan 11 Thursday		
M Jan 15 Monday	<b>Martin Luther King Jr Day</b>	
T Jan 16 Tuesday	Understanding the Asperger's/Autism Spectrum	<b>Quiz #1 Autism Spectrum Disorders Closes</b> <b>Quiz #2 Communication Styles Opens</b>
Th Jan 18 Thursday		
T Jan 23 Tuesday	Communication Styles/Passive Aggressive Communication	<b>Quiz #2 Communication Styles Closes</b> <b>Quiz #3 Empathy Opens</b>
Th Jan 25 Thursday		
T Jan 30 Tuesday	Developing and Expressing Empathy	<b>Quiz #3 Empathy Closes</b> <b>Quiz #4 Working with LGBT Residents Opens</b>
Th Feb 01 Thursday		

T Feb 06 Tuesday	Understanding and talking with LGBTQ/SSA Students	<b>Quiz #4 Working with LGBT Residents Closes</b> <b>Quiz #5 Body Size and Health Opens</b>
Th Feb 08 Thursday		
T Feb 13 Tuesday	Open Week	<b>No Quiz</b>
Th Feb 15 Thursday		
M Feb 19 Monday	<b>Presidents Day</b>	
T Feb 20 Tuesday	<b>Monday Instruction</b>	
Th Feb 22 Thursday		
T Feb 27 Tuesday	Body-Image	<b>Quiz #5 Body Size and Health Closes</b> <b>Quiz #6 Love and Relationships Opens</b>
Th Mar 01 Thursday		
T Mar 06 Tuesday	Establishing and Maintaining Healthy Relationships	<b>Quiz #6 Love and Relationships Closes</b> <b>Quiz #7 Boundaries and Self-Worth Opens</b>
Th Mar 08 Thursday		
T Mar 13 Tuesday	Boundaries and Self-Worth	<b>Quiz #7 Boundaries and Self-Worth Closes</b> <b>Quiz #8 Thoughts and Feelings Opens</b>
Th Mar 15 Thursday		

T Mar 20 Tuesday	Thoughts and Feelings	<b>Quiz #8 Thoughts and Feelings Closes</b> <b>Quiz #9 Wellness for Self and Residents Opens</b>
Th Mar 22 Thursday		
T Mar 27 Tuesday	Wellness for Self and Residents	<b>Quiz #9 Wellness for Self and Residents Closes</b> <b>Quiz #10 Spirituality and the RA Role Opens</b>
Th Mar 29 Thursday		
T Apr 03 Tuesday	Spirituality and the RA Role	<b>Quiz #10 Spirituality and the RA Role Closes</b>
Th Apr 05 Thursday		
T Apr 10 Tuesday	Appreciation Party	<b>No Quiz</b>
Th Apr 12 Thursday		
T Apr 17 Tuesday	Final: In-Class Presentation	<b>Final</b>
Th Apr 19 Thursday	<b>Winter Exam Preparation (04/19/2018 - 04/19/2018)</b>	
F Apr 20 Friday	<b>First Day of Winter Final Exams (04/20/2018 - 04/25/2018)</b>	
	Final Exam: 128 CANC 7:00pm - 10:00pm	
T Apr 24 Tuesday		

## 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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### 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.

### **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

### **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