Final Report: Professional Development

This past year, I felt I was really efficient and accomplished a lot for our program as part of my professional development. I’ve listed my previously set goals with comments regarding my progress below.

Short Term Goals (prior CFS review)
1. Place more than 2 students per year in an internship
   a. I was able to assist in placing 13 students in internships throughout Utah County. 6 of these students were able to turn their internship into a full-time job after graduation and continue to have employment there post-graduation from the program.

2. Host at least 6 Q&A/Recruitment meetings at BYU per year
   a. I hosted 4 just for BYU’s MFT program in 2014 at BYU, but I attended a graduate panel for the Psychology department as well as a joint Q&A Session with the MFHD graduate department and another with the department chair of university of Nebraska Lincoln for a total of 7 at BYU in 2014.
   b. I also created and hosted the Marriage & Family Therapy graduate recruitment fair which was held on October 3, 2014. We had representatives from 11 universities throughout the country and 6 mental health agencies represented. This helps us to establish better relationships with other universities and encourage more students to attend our graduate programs as well. We had over 100 students in attendance.

3. Host at least one recruitment meeting per year outside of Utah Valley
   a. I attended graduate fairs at Utah State and Utah Valley University and then also hosted a recruiting booth at the national conference for the field, AAMFT, in Milwaukee, WI.

4. Establish a summer lecture series where alumni are asked to present to students and offer CEUs to community mental health professionals.
   a. I hosted 11 MFT alumni who spoke about their various areas of specialization to our students as well as other professionals. I was also able to get permission for these to count as continuing education units for licensed mental health professionals.

5. Increase the caliber and number of students applying to our MS & PhD programs.
   a. The number of applicants to the MS program increased by 6% and the number increased by 212% to the Ph.D. program. The average GPA and GRE scores are higher than in past years as well.
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applicants</th>
<th>MS</th>
<th>Ph.D.</th>
<th>GPA</th>
<th>GRE</th>
<th>From Outside Utah/Idaho</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 (87)</td>
<td></td>
<td>70</td>
<td>17</td>
<td>3.66</td>
<td>305</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2014 (74)</td>
<td></td>
<td>66</td>
<td>8</td>
<td>3.71</td>
<td>310</td>
<td>7</td>
</tr>
</tbody>
</table>

6. Speak as a guest lecturer at least once a year in a classroom setting or for CEUs in the community
   a. I was a guest lecturer 5 times in the past year in a classroom setting and also spoke for a dating conference hosted by BYU Women’s Services & Resource Center regarding body image.
      
      *Couples Therapy: What is it? How is it done?* SFL 325
      November 2014. Brigham Young University, Provo, UT

      *Saving for Retirement.* SFL 260
      November 2014. Brigham Young University, Provo, UT

      *Postpartum Depression.* SFL 403R
      October 2014. Brigham Young University, Provo, UT.

      *Marriage & Family Therapy.* SFL 101
      October 2014. Brigham Young University, Provo, UT.

      *Media Myths: Body Image, Eating Disorders and Fashion.* SFL 282
      May 2014. Brigham Young University, Provo, UT.

      *Body Image & Dating.* BYU Women’s Services Dating Conference.
      February 2014. Brigham Young University, Provo, UT.

7. Streamline the practica requirements and give suggestions to improve the case management system to make it more efficient for clients, student therapists and supervisors
   a. I was able to create basic requirements for practica within the Marriage & Family Therapy Department and create standardized templates for case notes, treatment summaries, treatment plans and other documents used in case management.

8. Create a system to more efficiently track case management among our student therapists
   a. I created an electronic system for students to request cases and better track case assignment throughout the program. In 2014, I read and assigned 547 cases to the students within our program.
Lauren A. Barnes, Ph.D., LMFT
Marriage & Family Therapy
School of Family Life

Final Report: Citizenship Project

In the past year, I have begun to feel more comfortable with the dynamics and structure of BYU. I feel this has helped me have more confidence and be able to speak up while in a group setting. I tend to be more of a quiet person, but the more comfortable, welcome and respected I feel in my department has allowed me to begin to share insight and contribute to the committees and faculty meetings I attend. I am still working on speaking up more and asking questions (even though I may feel embarrassed) to better familiarize myself with expectations and, therefore, be able to make more meaningful contributions.

Below are my goals from the proposal last summer:

Short Term Goals (prior to CFS review)

1. Do at least one presentation a year within another class in the university
   a. I was asked to be a guest lecturer in multiple classes this past year. I think that my position and my willingness to help has been noticed and I am willing to share my knowledge with others. I was also asked to be a main presenter at BYU’s Dating Conference last February. Most of the guest lectures have been within the School of Family Life regarding topics in which I have specialized clinically and provide a great opportunity for me to share my experiences with others.

Couples Therapy: What is it? How is it done? SFL 325
November 2014. Brigham Young University, Provo, UT

Saving for Retirement. SFL 260
November 2014. Brigham Young University, Provo, UT

Postpartum Depression. SFL 403R
October 2014. Brigham Young University, Provo, UT.

Marriage & Family Therapy. SFL 101
October 2014. Brigham Young University, Provo, UT.

Media Myths: Body Image, Eating Disorders and Fashion. SFL 282
May 2014. Brigham Young University, Provo, UT.

Body Image & Dating. BYU Women’s Services Dating Conference.
2. Accept opportunities to write articles or be interviewed for local magazines, blogs or other news and opinion venues.
   a. I was interviewed for a piece for BYU Alumni magazine as well as an article for the Deseret News. I don’t believe either of them ended up being published (to my knowledge), but I was still willing to participate.
   b. I was asked to write a piece regarding Postpartum Depression for loved ones and those struggling with PPD for the BYU Women’s Services & Resource Center. Since treating PPD was one of my main areas of specialization, I believe I had a bit to offer and was more than willing to provide them with a guide to publish on their website and print on a flyer for their office.

3. Continue attending MFT and SFL Faculty Meetings.
   a. I have attended all necessary MFT and SFL Faculty Meetings. It’s also important for me to feel a sense of connection and collegiality with those I work with so I’ve enjoyed going out to faculty lunches and other informal meetings with colleagues.

4. Offer my opinion and insights in faculty and committee meetings
   a. I’ve continued attending these meetings, but I’ve also noticed that I’m starting to feel more comfortable and speak up when I have something to say. I still have moments when I speak up and think what I said was really unnecessary or even dumb, but I’m trying to push myself to contribute meaningfully when I see an opportunity.

I need to continue reaching out and networking with other professionals within and outside of the university. I have a few committee assignments that require more time than others such as the Professional Annual Review committee and a Latin Committee assignment that are both within the School of Family Life. I need to be more proactive in completing my assignments and preparing for the meetings with the committee and then speak up sooner in these meetings.
Course Background

SFL 260: Family Finance teaches students the basics about doing their finances personally and for their families. I teach basic principles and practices that help students make good financial decisions for the rest of their lives. The goal is to teach basics of finances such as budgeting, time value of money, retirement, investing, and debt management so students can become educated about the many financial decisions that they will undoubtedly face at some point in their lives. This course also meets the Quantitative Reasoning Requirement for BYU General Education so it attracts students from all over the university with a broad backgrounds of majors.

Learning Outcomes

• Identify areas of financial risk in your personal lives.
• Differentiate between a good financial decision and a poor financial decision.
• Use a financial calculator or financial equations for time value of money to classify various financial products to determine the most appropriate product for their family given their current financial situation.
• Generate a family budget and evaluate home and automobile purchasing and financing options.
• Analyze and plan for present and future needs by understanding investing options available.

It should be noted that this is a family finance class and NOT a personal finance class. The objective is not necessarily to maximize the accumulation of wealth in this life, as it is to successfully manage our family financial stewardship so as to maximize family joy and happiness in this life and the life to come.

This may be the most practical class you will ever take at BYU. You will use what you learn throughout your life. As such, I expect students to be invested in this class. I expect you to be prepared by having read the assigned readings and by having done the assignments. I also expect you to seek help when you need it. Help is available throughout the week on campus at the TA
Lab in 1053 JFSB and you are invited to email the TAs and myself with questions and concerns as well. I also have regular office hours available.

Course Activities

This course incorporates weekly worksheets from the book for students to practice the financial equations and apply the material they have learned. There is a TA Lab available throughout the week for students to utilize if they have concerns about the worksheets.

There are 3 exams that cover the learned material throughout the semester. The first exam tests over basic time value of money, family financial statements, savings and borrowing. The second exam is for taxes and risk management. The final exam covers housing, investing, and application of family finance in the home.

I am interested in attending to each student’s goals and reasons for taking the course. This past year, many of the students were seniors and were taking the course for personal enrichment and to help them have practical skills after graduating. I have them complete an assignment the first day of class explaining why they are taking the course and what they’d like to learn.

It is important to me that the students learn eternal principles of sacrifice and diligence. I’ve incorporated an assignment where students are asked to save and sacrifice over the course of many weeks with the purpose of saving up for something for themselves or somebody else. They report on this assignment in class toward the end of the semester.

Once all of the sections of material have been covered, I have the students complete a Financial Plan for their family in their future where they utilize the resources and formulas they have learned to get a realistic idea of their financial situation given a chosen career, city to live, insurance options, budgeting, children and other basic components of life. My goal is to help them make this as practical as possible and realize that it’s not just all busy work.

Assessments of Student Learning

As stated above, there are weekly worksheets and 3 exams to assess student learning. The worksheets are somewhat formative in nature as they are able to get help from the TAs in completing each problem. The exams are multiple choice and the worksheets have a variety of math problems and short-answer.

If a student is adequately able to complete the worksheets and tests, it can be assumed that they know how to utilize a financial calculator appropriately and understand the basics of the financial situations discussed in the class. The family financial plan as the final project for the course allows them to apply the principles to their life and see how the things learned in the course are practically applied. The learning outcomes are adequately measured by these various assessments.
Student Achievement of Learning Outcomes

• Identify areas of financial risk in your personal lives.
  o The first assignment- My Financial Goals.
  o It may be a good idea for me to examine if there are more assignments that more directly assess areas of financial risk for each student personally. I’ve assumed that their financial goals indicate which areas they feel like are risky for them or they struggle, but it isn’t a direct link.
• Differentiate between a good financial decision and a poor financial decision.
  o There isn’t a direct assessment for this.
  o Often in class during participation I will ask which is the better option. They have specific test questions that will ask them to compare which decision might be better. It’s my hope that they learn to differentiate between financial options.
• Use a financial calculator or financial equations for time value of money to classify various financial products to determine the most appropriate product for their family given their current financial situation.
  o They must use a financial calculator for all assignments and tests. The first exam and first few worksheets most strongly test their ability to do so, but the rest of the course is based on them understanding time value of money and being able to compute equations using their calculator.
• Generate a family budget and evaluate home and automobile purchasing and financing options.
  o The final project of My Family’s Financial Plan helps them accomplish this. There are also specific worksheets linked with all of the financial topics covered throughout the course that more directly measure their ability to understand.
• Analyze and plan for present and future needs by understanding investing options available.
  o The Retirement worksheets directly measure this. I also offer some extra credit for those who are willing to invest and prepare for retirement. The third exam tests their knowledge of investing and retirement options.

Students reported in the midcourse evaluation and at the end of the semester that they felt like the course material was applicable and taught in a way that they could understand and identify with and remember.

*See Appendix for examples (Exam, Worksheets. Student comments).
Steps Planned or Taken to Improve Teaching and Student Learning

There are a few learning outcomes that can be linked more solidly to direct assessments and I need to incorporate this in the future when I teach this course again. I think I’d like to make the course more interactive and have more games and things to do to make some of the topics more engaging and memorable for students. I plan to research and experiment with various experiential methods of learning with my students. The second time I taught this course, I was able to apply some new methods of teaching that included more student involvement and they seemed to enjoy the group and individual activities. I need to add some more direct measures of learning outcomes to my exams and assignments and really assess if those learning outcomes are as they should be.