FACULTY DEVELOPMENT PLAN

Counseling and Psychological Services
Counseling and Career Center
Brigham Young University
May 2014
A. Self-Assessment

1. Strengths

   I have a passion for multiculturalism and diversity issues which impacts all areas of my professional identity. I believe in the importance of advocacy for access to rights and resources for people who come from disadvantaged and marginalized groups. I seek to develop real connection and understanding with the students I work with and recognize the influence that I am in a position to have on their lives.

   I constantly strive to recognize that I am not asked to be a judge of others and that I am more likely to have a positive impact on a student’s life when they first know that I accept them and want to understand them. I also recognize the blessings that the Gospel has provided me in my life and I am genuine in sharing these with my students.

2. Skills and Competencies

   I have sought training experiences that helped me develop competency around working with diverse groups of people. I have received specific training in working with students who experience same gender attraction, including Safe Zone training. I am proficient in Spanish and have conducted therapy in Spanish for two years. I have also received training and supervision in working with people of diverse ages, ethnic groups, and socioeconomic status, including training in both community mental health and hospital settings. While I value the training that has helped me develop greater competency working with diverse groups of people, I see multicultural competency as a lifelong process of development.

   I feel that I bring skills in psychometrics and statistics that will help me as a researcher and consultant with my colleagues. I have received training in survey design and analysis, psychometric theory, qualitative data analysis, meta-analysis, and hierarchical linear modeling, in addition to basic inferential statistical methods. I believe that these skills will add to the quality of my own work and hopefully the work of some colleagues as I am able to contribute to their projects.

3. Interests

   \textit{Clinical}
   
   I identify as a clinical generalist and thus have diverse clinical interests. I am interested in the treatment of anxiety disorders, particularly social anxiety, generalized anxiety disorder, and OCD. I am also very interested in issues related to acculturation and adjustment, relationship concerns, and identity issues. I identify as an interpersonal therapist within a humanistic framework, though I also utilize techniques from cognitive-behavioral therapy and dialectic behavior therapy in my work with students.
Research
My primary research interests are in telepsychology and diversity and multiculturalism. I am interested in understanding attitudes and beliefs about mental health services, particularly among disadvantaged and marginalized groups. My interest in telepsychology stems from my belief that access to mental health services should be promoted to enable as many people as possible to receive the treatment they need. I am interested in learning more about the efficacy of telepsychology interventions to treat different mental health concerns for diverse clients.

Outreach
I recognize the strain that has been placed on the limited resources available for the mental health treatment of college students and believe in a preventative model of treatment. I see outreach as a primary method of delivering mental health services and education to students, faculty, and staff at the university. I’m particularly interested in outreach efforts that focus on extending information and education to groups around campus who traditionally underutilize therapy services. I hope to be involved in efforts directed at students from multicultural student services, international services, and student organizations for ethnic minority students.

4. Opportunities
During my first year at BYU, I’ve had a number of opportunities for professional development, including in providing clinical services, citizenship, teaching, and scholarship.

As a clinician, I’ve co-facilitated two therapy groups and received supervision around working with issues common to BYU students. I helped reconfigure the dialectical behavior therapy group into a weekly workshop format in order to reach a broader number of students. I’ve gained experience in couples therapy and gained increased comfort working with students within a framework of spirituality and the Gospel.

In citizenship, I have served as a liaison between CAPS and Helaman Halls over the past academic year. In this role, I provide weekly consultation to housing staff and teach a leadership development course to resident assistants. I have also been involved in two research teams, including the Green Chair group and the TherapyAlly research team. I have been able to provide feedback and seek consultation on various projects as I’ve been involved on these teams. Additionally, I am serving as a liaison between CAPS and Multicultural Student Services, where I have had the opportunity to attend staff meetings with MSS staff and provide consultation about mental health issues. Finally, I am a member of two committees at CAPS, the diversity committee and the social committee. Being on these committees has given me opportunities to coordinate with other staff and faculty to help plan trainings and events.
My teaching assignment for this past academic year has been closely tied into my work with on-campus housing. I enjoyed working closely with resident assistants to teach them about how to interact effectively with a diverse body of residents who may struggle with a range of mental illnesses. I held regular office hours to consult with resident assistants about issues that arose throughout the year. I was invited to be a “guest judge” at a dance competition held at Helaman Halls in the fall and enjoyed working with my students both in and out of the classroom. In order to improve my teaching, I’ve met with an advisor at the Center for Teaching and Learning and have worked with another faculty member to restructure the leadership development course that I teach.

Scholarship is another area where I have had opportunities to develop. I have been accepted to present at the national APA convention in August, where I will be presenting results from my doctoral dissertation. In addition, I recently had an article accepted for publication in *Psychotherapy Research*, a peer-reviewed journal, from previous work I did as a graduate student. In addition to disseminating previous work, I have begun my own research agenda. I have had the opportunity to mentor an undergraduate student as a research assistant, who is helping me with a project related to attitudes toward telepsychology among college students. This project received some funding from the CCC and data collection has begun.

5. Areas to Develop

While I plan to continue to develop in all areas of my work, I am currently focused primarily on citizenship and scholarship. In citizenship, I would like to become more involved with outreach activities and the training program at CAPS. These are two areas where I have had strong interests in the past and I would like to cultivate these areas of development more. In scholarship, I hope to continue working with undergraduate students as a research mentor. I see this role as critical as it prepares the student for graduate school, while also enhancing the reputation of BYU and building bridges between BYU and graduate programs in psychology. I also would like to further establish a research agenda that explores the utility and efficacy of telepsychology interventions. Additionally, I hope to familiarize myself more with the publication process and feel more confident in submitting articles for publication.

B. Professional Goals

1. Citizenship

- Be more active on CCC committees; seek opportunities to “take the lead” on certain projects as I am able
- Become more involved in CAPS outreach activities. Seek opportunities to give presentations or talk with BYU media personnel about mental health issues
• Enhance collaboration with Multicultural Student Services office. Explore possibilities of increasing awareness of diversity issues among faculty around campus
• Explore ways of increasing resident assistants’ use of consultation hours; continue to cultivate relationships between CAPS and on-campus housing
• Continue membership in APA; apply for membership in UPA and possibly AMCAP; interact with other members of these organizations who share similar interests in clinical service, research, or teaching

2. Teaching

• Incorporate more effective teaching strategies into leadership development course for resident assistants
  o Increase amount of class time dedicated to practice and application of material, decrease amount of class time dedicated to lecture/providing information
• Continue to consult with CTL personnel to receive feedback on course and teaching methods
  o Invite student evaluators from CTL to attend class and provide feedback
• Seek opportunities to connect with resident assistants outside of the classroom
• Evaluate assessments used to assign grades and explore possibilities of using less traditional methods of assessment (such as graded role-plays)

3. Scholarship

• Disseminate one peer-reviewed publication or one presentation at a regional or national conference minimum per year
• Mentor at least one undergraduate student per year
• Seek opportunities to apply for funding external to CCC, including ORCA grants and MEG grants
• Develop a robust program of research that explores telepsychology treatment, including efficacy, implementation, attitudes, and outcomes
• Continue to be involved in research groups at CAPS; increase initiative to participate in and follow-up on research projects

4. Clinical Service

• Take the EPPP licensing exam and state ethics exam in preparation for obtaining licensure as a psychologist; completed by July 31, 2014
• Seek further education and consultation in the treatment of pornography
• Seek further education and consultation in treating couples’ issues
• Prepare for work as a clinical supervisor by being active in clinical team meetings and seeking and providing consultation with other faculty
• Increase familiarity and comfort with using Acceptance and Commitment therapy techniques
• Continue to develop DBT workshop so that it can be seen as a useful resource and is accessible to students

C. Relationship Between Goals and Departmental Needs

The Counseling and Career Center at BYU seeks to enhance students’ mental, emotional, and spiritual well-being, while minimizing the impact of academic, personal, social, or professional challenges. I believe that my goals are consistent with the needs and aims of the department. My goals will help me be a more effective clinician as I treat a wide range of mental and emotional concerns among a diverse student body. These goals will also help me be an effective teacher and mentor to students and provide them with tools that will help them be successful in their personal and professional lives. My citizenship and scholarship goals will help me be an active contributor to the academic community and hopefully help build connections both within BYU, as well as between BYU and other universities. All of these are ultimately intended to promote BYU’s overall mission to create an environment for students that is spiritually strengthening, intellectually enlarging, character building, and leading to lifelong learning and service.

D. Resources Needed to Accomplish Goals

• Continued opportunities for consultation with other faculty regarding clinical service, teaching and scholarship
• Regular meetings with faculty mentor to discuss progress and resolve concerns or barriers to continued development
• Yearly meeting with department chair to discuss progress and receive feedback
• Continued discussion with CTL personnel to discuss teaching
• Continued opportunities for receiving funding for travel to conferences, student mentoring, and furthering research agenda
• Continued clinical supervision until I obtain licensure as a psychologist
Scholarship Strategies Project

Counseling and Psychological Services

Counseling and Career Center

Brigham Young University

June 2014
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**Goals to complete by February 2015**

- Disseminate one peer-reviewed publication or one presentation at a regional or national conference
- Mentor at least one undergraduate student on a research project that leads to a presentation or publication
- Design and propose a research project that examines therapists’ use of telepsychology interventions in a university counseling center setting
- Continue to be involved in research groups at CAPS; increase initiative to participate in and follow-up on research projects

**Strategies for increasing productivity:**

- Join a new professional association (Utah Psychological Association) to familiarize myself more with work that is being done in Utah in my area of research
- Seek opportunities to connect to researchers in telemental health while attending APA convention in Washington DC in August 2014
- Develop a tool for organizing and tracking creative work and scholarship
- Aim to consistently have a project in development, a project in the process of data collection or analysis, and a project in the process of dissemination
**Evaluating success in utilizing these strategies**

- Did I join the Utah Psychological Association?
- Did I introduce myself to one or more presenters at APA who do research on telemental health?
- Did I create and am I using a tool to organize and track research projects? How effective is this tool? Do I have a good idea of next steps and who is involved in all of the projects I am working on?
- Do I have a project that I am working on presenting or publishing, a project that is currently in the process of data collection or analysis, and a project that are in the conceptual or planning stages? Do these projects fit into a broader agenda of research that has a logical flow?
Citizenship Project Proposal

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**Citizenship goals to complete by February 2015**

- Collaborate with colleagues who liaison with housing to continue to improve relationships with on-campus housing and leadership development course curriculum; work in conjunction with CTL personnel to improve course for resident assistants
- Continue membership in APA; apply for membership in UPA; interact with other members of these organizations who share similar interests in clinical service, research, or teaching
- Be more active on CCC diversity committee; lead or co-lead one of the diversity trainings over the next year
- Enhance collaboration with Multicultural Student Services office. Explore possibilities of increasing awareness of diversity issues among faculty around campus
STDEV 358R - Student Leadership Dev

Fall 2014

Instructor/TA Info

Instructor Information
Name: 
Office Location: 
Office Phone: 
Email: 

Course Information

Description

This course is designed to provide you as a Resident Assistant 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, you will encourage both spiritual and academic growth in yourself as well as in those you serve in your capacity as a Resident Assistant, namely your residents, housing staff, hall advisors, and instructors.

Learning Outcomes

Life Management
Students will understand effective life management.

Conflict Resolution Skills
Students will understand and demonstrate conflict resolution skills.

Interpersonal Skills
Students will understand and demonstrate interpersonal skills.

Mental Health Concerns
Students will be able to identify signs and symptoms of mental health concerns common to college-age students.

Developmental Theory
Students will understand the implication of developmental stages and how they impact their work with their residents.

Attendance Policy

Attendance and Participation: This course will be team-taught by the instructor and hall advisors. This syllabus describes the requirements and topics for the Tuesday instructor-taught portion. Thursdays will be led by Residence Life personnel. Your grade will reflect your participation in both sections.
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 NAME ON THE ROLL EACH WEEK! Please do not mark the roll for anyone other than yourself.

Grading Policy and Assignments

Please note that I reserve the right to change the schedule, requirements, and content of this syllabus at any time during the semester.

Attendance and Participation: Attendance points will be worth a total of 210 points. Much of class time will be devoted to role plays, discussion, and application of the material that you have reviewed the week before coming to class. Attendance at the weekly 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.

To meet the objectives of this course a great deal of participation in activities and discussion of your current experiences as an RA is required. Class time is intended to practice the application of the topics we are covering. In-class activities will include role plays, group discussion, experiential activities, and thought exercises. While each individual activity will not be graded, your participation will be reflected in your attendance and participation score. Attendance alone is not sufficient to earn all of the attendance and participation points available. An appropriate level of personal disclosure is expected. Students are asked to show respect toward others during classroom discussions. If you are uncomfortable making comments in class, please contact me at the beginning of the semester so that we can make other arrangements to meet this requirement.

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

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 powerpoints and materials you will review before 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 in which we cover the class content. It is
permissible to use the powerpoint presentations to help find the answers to different quiz items. These powerpoint files and materials will be posted and can also be found within BYU Learning Suite. These 10 quizzes will be worth a total of 100 points. As it is important to your learning and classroom success to review the materials beforehand, there will be no make-up quizzes administered.

**Final Paper:** Due Tuesday, Dec 09 at 4:00 pm

The Final paper is worth 100 points and is due at the beginning of class on December 9th. 5 points will be deducted for each calendar day the paper is late. While the papers will be self-reflective in nature, it is expected that your paper will reflect a collegiate level of grammar and style.

The final application paper is a 4-5 page paper/report on a topic that was covered during the semester (e.g., depression, student identity, academic challenges, eating disorders, etc.). First, you need to present in the paper some facts that you gained from your own personal research on this topic. The paper must include 2 academic resources. Remember to cite your sources appropriately. You will lose points if you fail to do so. Second, after you have covered the facts of the topic you have chosen, you are to write about an experience you had as a Resident Assistant over the fall semester working with the residents in your community that is related with the topic you chose. The Final paper should include the following:

- A brief outline and description of the problem. For example, if you were helping someone struggling with depression what were the signs and symptoms you noticed that helped you determine the resident was struggling with depression? Remember you must include 2 academic resources in the facts you present.
- How you applied the information learned in class to deal with the problem
- Summarize what you think you did well in handling this situation and what you might have done differently
- A conclusion

The point here is not so much whether the outcome was positive or negative, but more what you learned from the experience.

The final paper is worth 100 points and will be graded according to the following criteria.

- **15%** grammar, spelling and organization
- **15%** selection and citation of scholarly resources
- **20%** integration of class material, personal experience, and scholarly research
- **50%** appropriate application of examples and discussion of your chosen topic
### Grading Scale

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<tr>
<th>Grades</th>
<th>Percent</th>
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<tr>
<td>A</td>
<td>94%</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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### Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>T - Sep 02</td>
<td>Introduction to the RA Role-Expectations and Reality</td>
<td>Quiz #1 Spiritual Issues vs. Mental Health Concerns Opens</td>
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<tr>
<td>Th - Sep 04</td>
<td>Hall Advisor Instruction</td>
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<tr>
<td>T - Sep 09</td>
<td>Spiritual Issues vs. Mental Health Concerns</td>
<td>Quiz #1 Spiritual Issues vs. Mental Health Concerns Closes Quiz #2 Student Identity Opens</td>
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<tr>
<td>Th - Sep 11</td>
<td>Hall Advisor Instruction</td>
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<tr>
<td>T - Sep 16</td>
<td>Student Identity</td>
<td>Quiz #3 Depression and Mood Disorders Opens Quiz #2 Student Identity Closes</td>
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<tr>
<td>Th - Sep 18</td>
<td>Hall Advisor Instruction</td>
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<tr>
<td>T - Sep 23</td>
<td>Depression and Mood Disorders</td>
<td>Quiz #3 Depression and Mood Disorders Closes Quiz #4 Helping Students in Crisis Opens</td>
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<tr>
<td>Th - Sep 25</td>
<td>Hall Advisor Instruction</td>
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<td>T - Sep 30</td>
<td>Helping a Student in Crisis</td>
<td>Quiz #4 Helping Students in Crisis Closes Quiz #5 Disruptive Student Opens</td>
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<td>Th - Oct 02</td>
<td>Hall Advisor Instruction</td>
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<td>T - Oct 07</td>
<td>Disruptive Students</td>
<td>Quiz #5 Disruptive Student Closes</td>
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<td>Th - Oct 09</td>
<td>Hall Advisor Instruction</td>
<td>Quiz #6 Academic Concerns Opens</td>
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<td>T - Oct 14</td>
<td>Academic Challenges</td>
<td>Quiz #6 Academic Concerns Closes</td>
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<td>Quiz #7 Diversity Opens</td>
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<td>Th - Oct 16</td>
<td>Hall Advisor Instruction</td>
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<td>T - Oct 21</td>
<td>Diversity and Privilege</td>
<td>Quiz #7 Diversity Closes</td>
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<td>Th - Oct 23</td>
<td>Hall Advisor Instruction</td>
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<td>T - Oct 28</td>
<td>Diversity 2</td>
<td>Quiz #8 Addictive Behaviors Opens</td>
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<td>Th - Oct 30</td>
<td>Hall Advisor Instruction</td>
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<td>T - Nov 04</td>
<td>Addictive Behaviors</td>
<td>Quiz #8 Addictive Behaviors Closes</td>
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<td>Th - Nov 06</td>
<td>Hall Advisor Instruction</td>
<td>Quiz #9 Eating Disorders Opens</td>
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<td>T - Nov 11</td>
<td>Eating Disorders</td>
<td>Quiz #10 Stress and Anxiety Opens</td>
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<td>Body Image and the Media</td>
<td>Quiz #9 Eating Disorders Closes</td>
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<td>Th - Nov 13</td>
<td>Hall Advisor Instruction</td>
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<td>T - Nov 18</td>
<td>Stress and Anxiety</td>
<td>Quiz #10 Stress and Anxiety Closes</td>
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<td>Th - Nov 20</td>
<td>Hall Advisor Instruction</td>
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<td>T - Nov 25</td>
<td>Friday Instruction</td>
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<td>W - Nov 26</td>
<td>No Classes</td>
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<tr>
<td>Th - Nov 27</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>T - Dec 02</td>
<td>Open Topic and/or Discussion</td>
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<td>Th - Dec 04</td>
<td>Hall Advisor Instruction</td>
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<tr>
<td>T - Dec 09</td>
<td>Last Day of Class: RA Roles and Reality Revisited</td>
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<td>F - Dec 12</td>
<td>Exam Preparation Day</td>
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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 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 my own 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 Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

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.

**Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(https://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines)

**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. Inadverent 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. Inadverent Plagiarism—Inadverent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadverent 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.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

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