Because it will help me remain focused in my career, I have divided my Plan for each responsibility (Teaching, Scholarship, Citizenship) into three segments: goals to be accomplished prior to the 3rd year review, those to be accomplished prior to CFS review, and those to be accomplished after CFS review. I am not emphasizing the final category because I recognize that the beginning of my trajectory is most important right now; however, I include it to note just a few of the activities I want and expect to be involved in over the long term.

**TEACHING**

**Strengths**

I am personable, engaging and interesting when I teach, thus increasing students’ interest. I take a personal interest in my students’ success and usually devote whatever time is necessary in class to help them succeed. I also take whatever time is necessary outside of class to meet with them and help them understand the concepts they are struggling with.

**Weaknesses**

I have found that I rely on my passion for the subject and personality a little too much. I have also found that I allow other responsibilities to crowd out class preparation until the evening before I teach. This sometimes leaves me somewhat disorganized, making it difficult to be explicit about my expectations.

**Short Term (prior to 3rd year review)**

1) Increase my organization about class (e.g., prep earlier so I can spend some time doing a "revision" of the lecture I'll be giving next)
2) Grade assignments and return within one week of receiving them
3) Give more clear instruction about expectations (what is "perfect") on assignments and in class
4) Do more consistent mid-semester evaluations to make my teaching an iterative process
5) Have a colleague come do a teaching evaluation for me (or someone from CTL)

**Resources needed to accomplish goals:** When I look at these goals, I see that the resources most needed are time and feedback. No one can give me more time (without removing other responsibilities), but I can arrange my time differently. I can ask my students and colleagues for feedback.
Activities and Accomplishments thus far: Last semester I had my students complete a mid-semester course evaluation to provide me feedback. They stated that my expectations for assignments were not clear, leaving them getting lower grades than they would have liked. As a result, I included specific instructions for assignments in the lectures that immediately preceded the assignment. I then spent a few minutes of the lecture during the class I returned assignments explaining what was done correctly, what was done incorrectly, and what I was looking for.

I also arranged my Fall schedule so my classes are on Tuesdays and Thursdays (rather than T, W, Th, which is what it has been), allowing me to plan class on Friday, review and revise on Monday, teach on Tuesday, plan again on Tuesday, review and revise on Wednesday, teach on Thursday, and so on.

Long Term (prior to CFS review)

1) Be an example to and engage undergraduate students in dialogue about issues in such a way that they begin to think "outside the box."

   Plan: I think I can accomplish this by having students learn the bulk of the content outside of class and taking class time to encourage discussion and challenge their thinking about the topics addressed in the readings.

2) Re-assess each class prior to teaching (update literature, video clips, examples, etc.).

   Plan: I am going to collect video clips of my own children so that when I teach HD (and FS) classes, I can share examples of the content while simultaneously demonstrating that working women can and do still make their families their priority. I will also browse the most directly relevant journals for the previous year so I can include the newest information from emerging scholarship in my lectures.

Resources needed to accomplish goals: I had a plan to "flip" my classroom for Fall, but recently learned that I wouldn’t be able to use the media (e.g., iClicker) in the room I'm assigned to teach in. So, I will need to consult with my mentor and CTL about how to appropriately place more responsibility on my students. I will need access to journals that I don't already get so I can stay current in the field I’m teaching.
Activities and Accomplishments thus far: I have already begun collecting video of my children. My Course Development Project will be for the class in which I use those, so as I prepare, I will insert videos as needed to enhance learning.

Longer Term (after CFS)

1) (In conjunction with the Scholarship goal of applying for a CAREER award below) Develop a class in the clinical MFT program about integrating research and teaching in MFT, using the mechanisms of change in therapy and process research design information as the content (process research - how therapy works - how therapeutic interventions and activities - researching how those adjustments change outcomes and previously identified mechanisms, etc.)

SCHOLARSHIP

Strengths

I'm detail-oriented in my methods and want to make sure I am as rigorous as possible in answering my research questions. Recently, I've also noted that I can generate good ideas for research questions (something surprising to me as I don't think I was encouraged and nurtured to do so in grad school).

Weaknesses

Because I am interested in so much, I have had difficulty staying focused. Thus, I don't have a strong, focused line of research. That has to change! My goals to help me do so are as below. Also, I am noticing that because I am spend so much time trying to get the methods and results of papers to (what I consider) pristine condition, I get tired of the paper and spend less time making sure the rest of the manuscript is really clear and well-written (also surprising since that WAS emphasized by my graduate school advisor).

Short Term (prior to 3rd year review)

1) Take writing workshops to help me be more clear in my manuscripts.
2) Submit 4 first or second authored pieces each year.
   a. Dissertation paper (rejected, will submit again) (1)
   b. Distressed couples in CRE conceptual paper (1)
   c. Extension of dissertation paper (examining mediators of change) (1)
   d. Alliance in CRE (2)
   e. CPA Recurrence paper (1)
   f. APIM methods paper (1)
   g. Scientist-Practitioner Challenges in MFT paper (1)
   h. Profiles of youth resilience and their changes in CRE (2)
1. BARE predicting satisfaction, stability, problem areas (controlling for other BARE) (2)

J. Between-group analyses extension from dissertation paper (1 or 2)
   k. Youth attitudes toward counseling after CRE (1)

3) At least every other year, one of the first-authored pieces should be a federal grant proposal (unless I currently have funding)
   a. 2012- NIH Pilot Intervention grant submitted (not discussed)
   b. 2014- CAREER award to prepare me for the "Longer Term" Teaching goal above. Integration of research on how therapy works with an emphasis on process research and teaching/training effective therapists and those who also conduct effective therapy research.
   c. 2014 or before Oil/2015- Resubmission of 2012 NIH Pilot Intervention grant using results obtained from the SFL Clinical Research Project

4) Get focused!! Establish a clear line of research that I will study in depth. (Predictors and mediators- or mechanisms- of change in primary and secondary interventions) Make sure other papers are related, not just loosely.

5) Develop collaborations here at BYU

6) Submit a presentation proposal to NCFR and/or AAMFT each year

Resources needed to accomplish goals: I will require data (which I have) for use in analyses, research assistants (undergraduate and/or graduate), and time.

Activities and Accomplishments thus far: I got a revise/resubmit on paper (a) and have submitted the revision. I have spoke to a colleague here (Alan Hawkins) and will work with him on paper (b). I've outlined and begun writing it. I also have a couple of graduate assistants working on the other papers, for which I'm second author and am advising them through the process. One will be submitted by 8/15113 and the goal for the other is by the end of the year.

I did apply for external funding, which was ultimately not discussed by the reviewers in their meeting. I called the program officer, but he didn't return my call. Using FHSS equipment money, I am procuring equipment to be able to collect data on possible mechanisms of change in therapy. This will help me focus my research, provide preliminary data for future proposals, and develop collaborations with some of my MFT colleagues.

I have already submitted a conference presentation proposal to NCFR (2nd author) and AAMFT (1st author) for this year, and both were accepted, so I will be presenting at each conference.

Long Term (prior to CFS review)
1) Develop a line of research addressing mediators and mechanisms of change using therapy process research
2) Study my line of research in depth.
3) Seek training in a newer methodology.
4) Begin involvement in another organization or (e.g., IARR, IFTA, AFTA) by submitting research to the conference

Resources needed to accomplish goals: I will require data, which I will collect. I will likely need to find funds for subject compensation and other equipment needs as they arise. I anticipate applying for FHSS research funds this Fall (2014) to help with that.

I have noted as I've developed research questions, that I need to become more well-versed in analyzing networks—particularly since I will be collecting triadic data. So, I'll need to find a way to be trained in triadic or network data analysis.

Activities and Accomplishments thus far: I've attended a workshop hosted by FHSS on LCA and LTA. It was quite disappointing, though, because it was really more of an introduction, and I was hoping to get more out of it than was presented.

Longer Term (after CFS)

1) Edit a book in which the mechanisms (vs. factors) of change in primary and secondary interventions are reviewed.
2) Become involved with efforts to strengthen scholarship and practice in Germany.

CITIZENSHIP

Strengths

I care and want to see improvement. I am committed to strengthening the School, particularly graduate programs (clinical and non-clinical).

Weaknesses

I can't separate myself sometimes. This affects my ability to be productive. Also, sometimes I'm too brash when expressing opinions.

Short Term (prior to 3'd year review)

1) Review for 4 of our academic journals (JMFT, FR, possibly Family Process, JMF, and/or JFP)
2) Do two community presentations each year
3) Review for NCFR and AAMFT conferences
4) Keep coming to SFL faculty meetings regularly. DON'T STOP!
5) Contribute to initiatives within the School (e-mail ideas to committee chairs, attend meetings for various initiatives, etc.)

**Resources needed to accomplish goals:** I don't think I need anything special to be able to accomplish these goals. As always, time is the most applicable resource needed, so I will just need to ensure I budget my time wisely.

**Activities and Accomplishments thus far:** I've recently been invited to serve on the editorial board for *Contemporary Family Therapy* and have completed a review for it. I've also signed up to review for JMFT and Family Relations. Neither has requested a review yet. I reviewed for both conferences this year, attended every faculty meeting, and serve on the Search Committee, Methods Committee, and have provided feedback on the direction of the School.

**Long Term (prior to CFS review)**

1) Serve on a committee each year
2) Serve on the editorial board for JMFT

**Resources needed to accomplish goals:** I don't think I need any resources for these goals- just opportunities to serve.

**Activities and Accomplishments thus far:** I am currently serving on the Search and Methods committees. Those will both continue into the next year. I have requested to review for JMFT, although I haven't yet received the opportunity to do so. I will ask to serve on the editorial board after I have had the opportunity to complete several reviews.

**Longer term (after CFS)**

1) Run for office and/or serve in NCFR and/or AAMFT
2) Serve the COAMFTE through site visits and reviews

**Relationship between individual goals and department and university aspirations and needs:**

As I see it, BYU and SFL have some key goals related to the areas of teaching, scholarship, and citizenship: to increase the academic and spiritual strength of those who attend, to produce the best research relating to the family, and to have a positive influence in our professional communities. Keeping these things in mind, I set my goals such that I could help the School and University reach their goals as well as maintain my personal focus on my growth.
With continued mentoring and support from my department, I expect my relationship with the University will remain mutually beneficial.
SFL 210- Human Development
Section 002
Fa112013

Class Time:
Class Location:
Instructor Name:
Office Location:
Office Phone:
Email:
Office Hours:

Course Information

Description

Welcome to SFL 210!! This course addresses the various changes that children experience as they grow in mortality. In other words, this is a class about life. We will cover material that will allow you to examine your own life and help you to influence the lives of the children for whom you will have stewardship as a parent, guardian, teacher, and/or leader. Given that God’s main concern is the development of His children (Moses 1:39), the subject matter you will encounter and the things you will learn will be some of the most valuable knowledge you can get in your education. Therefore, I expect you to be thorough in your study and hope you will find it to be a worthwhile challenge.

As you can see, there is a lot to cover and not much time to do it. There is simply no way that lectures can cover everything in the text. Therefore, it is crucial that you complete the reading assignments. Furthermore, I do not want lectures to simply repeat what you have read. Instead, lectures will clarify difficult concepts, highlight important topics, provide interesting information not provided in the text, and highlight practical applicability of topics covered. Thus, it is also critical that you attend class because tests will be derived from both lectures and readings. Written assignments will be aimed at helping you synthesize the information and apply course concepts to your own life.

I believe that an instructor and students have a responsibility to each other. I am taking considerable time to prepare before coming to class to make this information as interesting and applicable to your own lives as possible. Consequently, I expect each student to prepare before coming to class by reading the text. Also, I expect each student to enter class on time and be ready to discuss and ask questions. This class will require work from both you and me. If you are not eager to work and learn, this may not be the class for you. As mentioned earlier, the information in this class is just too important to be taken lightly. If, however, you are willing to do your part, then I am eager to take this look into human development together.
Text

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<th>Price (used)</th>
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Course Objectives

1. To acquire a broad base of knowledge of human development.
2. To be conversant with the major human development theories as well as their strengths and weaknesses.
3. To understand the research methodology utilized in the study of human development.
4. To comprehend the dynamic and complex interaction among the domains of human development (e.g., biological, cognitive, emotional, social, etc.).
5. To apply the information to you and your life.
6. To provide knowledge and skills that will benefit the lives of the children for whom you will have stewardship in this life.
7. To improve your writing and critical thinking skills.

Grading Scale

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<th>Points</th>
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<tr>
<td>A</td>
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<td>A-</td>
<td>576 to 600 points</td>
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<td>B+</td>
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<td>B-</td>
<td>512 to 536 points</td>
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<td>C+</td>
<td>492 to 511 points</td>
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<td>409 to 427 points</td>
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<td>D-</td>
<td>384 to 408 points</td>
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<td>E</td>
<td>0 to 383 points</td>
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Exams
All exams are typically administered at the testing center in the Heber J. Grant building (Final Exam is sometimes an exception – see Testing Center for exact location of the Final). Please observe the time and prepare to take the tests as scheduled. As per University policy, the final exam must be taken during this time period. (Policy can be found on Learning Suite)

Written Assignments
The purpose of the written assignments will be to help you synthesize the information and apply course concepts to your own life as well as improve your critical thinking and writing skills. Papers must be turned in on time to receive full credit. If papers come in after the start of class (after the first 10 minutes) two points will be deducted. After the due date, there will be a 3 point deduction for every day a paper is late! While each paper will have a unique purpose, there are some general guidelines to use when writing your papers. I have posted these guidelines and tips ("WRJTING GUIDE FOR SFL 210") on Learning Suite.

Writing Help

I encourage you to write multiple drafts of your papers and seek help with those drafts. Besides the helps I have provided in LearningSuite, here are some additional resources. Please read about them carefully so you know what type of help you can receive at each place:

1. FHSS Writing Lab: To get help with your paper's organization, structure, focus, citation style, you can go to the FHSS Writing Lab in 1049 JFSB to meet one-on-one with a peer advisor. All advisors are students from our college and are trained in APA, Turabian, AMA, and ASA styles. (They are not trained to help with the content of the papers.)

   To prepare for a tutorial, take
   • A copy of the assignment
   • A hard copy of your draft, whatever stage it may be in
   • A list of questions and concerns you have about your paper

   Make an appointment online: http://fl1sswriting.byu.edu through Friday 9:00a.m. – 5:00p.m. or call 422-4454.

2. SFL 210 Teaching Assistants (located in 1053 JFSB): They will focus mainly on content while providing some feedback related to organization, grammar, and APA formatting. Again, though, their main focus is content.

   To prepare for an appointment with a TA, take
   • A copy of the assignment
   • A hard copy of your draft, whatever stage it may be in
   • A list of questions and concerns you have about your paper

   Sign-up sheets for appointments are located in 1053 JFSB.

Assignment Descriptions

Taking Sides

60 points

Due: Thursday, September 26th @ 1:35p.m.
The purpose of this paper is to help you think critically about information you read and to be active consumers of information. See "Taking Sides Guidelines" for more information.

Adolescent Autobiography

80 points
Due: Tuesday, October 17th @ 1:35p.m.
The object of this paper is to describe how important life experiences that you had during adolescence significantly influenced your development. See "Personal Adolescence Guidelines" for more information.

Development of Social Competence

100 points
Due: Monday, November 25th @ 1:35p.m.
This paper will give you the opportunity to observe children in their natural setting (using the BYU Preschool Observation rooms) and allow you to apply and "see in action" much of what you have learned over the course of the semester. See "Social Competence Guidelines" on blackboard for more information.

Exam #1
Due: Tuesday, October 8th @ 5:00p.m.

Exam #2
Due: Tuesday, October 29th @ 5:00p.m.

Exam #3
Due: Thursday, November 21st @ 5:00p.m.

Final Exam
Due: Friday, December 20th @ 5:00p.m.

Extra Credit
Due: Thursday, December 1st @ 12:00a.m.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (pp.)</th>
<th>Assignments and Exams</th>
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<tr>
<td>T-Sept.3</td>
<td>Introduction to the Study of Human Development:</td>
<td>1-14, 32-37</td>
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<td>Issues and History; Why do we care?</td>
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<td>Th- Sept. 5</td>
<td>Theories of Development</td>
<td>15-31</td>
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<td>T- Sept. 10</td>
<td>Research</td>
<td>41-69</td>
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<td>Th- Sept. 12</td>
<td>Biology and Prenatal development</td>
<td>73-106</td>
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<td>T- Sept. 17</td>
<td>Childbirth and postnatal development</td>
<td>107-124</td>
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<td>Th- Sept. 19</td>
<td>Infancy: Organized Infant and Motor development</td>
<td>129-152</td>
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<td>T- Sept. 24</td>
<td>Infancy: Perceptual development and Enrichment</td>
<td>153-171</td>
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<td>Th- Sept. 26</td>
<td>Physical Growth: Childhood</td>
<td>175-202</td>
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<td>T- Oct. 1</td>
<td>Physical Growth: Puberty and Adolescence</td>
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<td>Th- Oct. 3</td>
<td>Cognitive Development: Piaget</td>
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<td>T- Oct. 8</td>
<td>Cognitive Development: Piaget and Vygotsky</td>
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<td>Cognitive Development: Information-Processing</td>
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<td>Emotional Development: Attachment</td>
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<td>T- Nov. 5</td>
<td>Self and Social Understanding</td>
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<td>Th- Nov. 7</td>
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<td>Sex Differences and Gender Roles</td>
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<td>Th- Nov. 21</td>
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- Test #1 opens
- Test #1 closes @ 5:00p.m.
- Taking Sides paper Due
- Adolescent Autobiography paper Due
- Test #2 opens
- Test #2 closes @ 5:00p.m.
Development of Social Competence paper Due

T- Nov. 26  No Class- Friday Instruction

Th- Nov. 28  Thanksgiving

T- Dec. 3  The Family  567-584

Th- Dec. 5  The Family  584-605

T- Dec. 10  Peers  607-628

Th- Dec. 12  Media, and Schooling  629-652  Extra Credit Due at 12:00a.m.

M- Dec.16  Final Exam opens

F- Dec. 20  Final Exam closes @ 5:00p.m.

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.

**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.

**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 Jolm S. Tatmer, Annual University Conference, August 24, 2010
School of Family Life

Scholarship Strategies Project

1) From my Faculty Development Plan:

**Short Term (prior to 3rd year review)**

1) Take writing workshops to help me be more clear in my manuscripts.
2) Submit 4 first or second authored pieces each year.
   a) Dissertation paper (rejected, will submit again) (1)
   b) Distressed couples in CRE conceptual paper (1)
   c) Extension of dissertation paper (examining mediators of change) (1)
   d) Alliance in CRE (2)
   e) CPA Recurrence paper (1)
   f) APIM methods paper (1)
   g) Scientist-Practitioner Challenges in MFT paper (1)
   h) Profiles of youth resilience and their changes in CRE (2)
   i) BARE predicting satisfaction, stability, problem areas (controlling for other BARE) (2)
   j) Between-group analyses extension from dissertation paper (1 or 2)
   k) Youth attitudes toward counseling after CRE (1)
3) At least every other year, one of the first-authored pieces should be a federal grant proposal (unless I currently have funding)
   a. 2012- NIH Pilot Intervention grant submitted (not discussed)
   b. 2014- CAREER award to prepare me for the "Longer Term" Teaching goal above. Integration of research on how therapy works with an emphasis on process research and teaching/training effective therapists and those who also conduct effective therapy research.
   c. 2014 or before 2011/2015- Resubmission of 2012 NIH Pilot Intervention grant using results obtained from the SFL Clinical Research Project
4) Get focused!! Establish a clear line of research that I will study in depth. (Predictors and mediators- or mechanisms- of change in primary and secondary interventions) Make sure other papers are related, not just loosely.
5) Develop collaborations here at BYU
6) Submit a presentation proposal to NCFR and/or AAMFT each year

Resources needed to accomplish goals: I will require data (which I have) for use in analyses, research assistants (undergraduate and/or graduate), and time.
Activities and Accomplishments thus far: I got a revise/resubmit on paper (a) and have submitted the revision. I have spoke to a colleague here (Alan Hawkins) and will work with him on paper (b). I’ve outlined and begun writing it. I also have a couple of graduate assistants working on the other papers, for which I’m second author and am advising them through the process. One will be submitted by 8/15/13 and the goal for the other is by the end of the year.

I did apply for external funding, which was ultimately not discussed by the reviewers in their meeting. I called the program officer, but he didn’t return my call. Using FHSS equipment money, I am procuring equipment to be able to collect data on possible mechanisms of change in therapy. This will help me focus my research, provide preliminary data for future proposals, and develop collaborations with some of my MFT colleagues.

I have already submitted a conference presentation proposal to NCFR (2nd author) and AAMFT (1st author) for this year, and both were accepted, so I will be presenting at each conference.

Long Term (prior to CFS review)

1) Develop a line of research addressing mediators and mechanisms of change using therapy process research
2) Study my line of research in depth.
3) Seek training in a newer methodology.
4) Begin involvement in another organization or (e.g., IARR, IFTA, AFTA) by submitting research to the conference

Resources needed to accomplish goals: I will require data, which I will collect. I will likely need to find funds for subject compensation and other equipment needs as they arise. I anticipate applying for FHSS research funds this Fall (2014) to help with that.

I have noted as I’ve developed research questions, that I need to become more well-versed in analyzing networks—particularly since I will be collecting triadic data. So, I’ll need to find a way to be trained in triadic or network data analysis.

Activities and Accomplishments thus far: I’ve attended a workshop hosted by FHSS on LCA and LTA. It was quite disappointing, though, because it was really more of an introduction, and I was hoping to get more out of it than was presented.
2) By February 2014, I would like to have made sufficient progress on the following scholarly products from my FDP.
   a) Profiles of youth resilience and their changes in CRE - I have completed the mentoring and work on this paper. It has been submitted for review. By February, I would like to have it either accepted at the current journal or under review at another journal if this one rejects it.
   b) Alliance in CRE - This paper is one that will be presented at a conference in November. As such, I intend to have it submitted for review to a journal by February.
   c) Dissertation paper (rejected, will submit again) - I made some revisions to this paper based on the reviews at the journal that rejected it. I then submitted to a different journal, at which I received an invitation to revise and resubmit it. I have since made those revisions and resubmitted. By February, I would like it accepted (or re-submitted elsewhere based on what happens with the new reviews).
   d) Distressed couples in CRE conceptual paper - I have begun filling in the outline of this paper and spoken more with my co-author. We have established November as a submission deadline. By February, I would like to have revisions complete and re-submitted (either to the first journal or to another journal if the first rejects it).

3) The specific strategies of scholarly productivity I would like to use more effectively are:
   a) Set aside daily blocks of time to write.
   b) Regularly involve students in research. I currently have graduate students working with me, but I'd like to improve how I mentor them so we can be more productive together.
   c) Note names of established scholars in my area and develop strategies for initiating conversations with them about areas of common interest. This is an area I feel very weak in because I have a natural shyness that makes networking difficult. I already know of several people it would be good to connect with, so I'd like to start initiating contact with them.

4) At the end of the FDS program, I will go over this plan and determine what I was/was not able to accomplish. In the instances I am unable to reach certain goals, I will assess what barriers hindered me and how I can overcome them in the future. I will also identify what strategies I used that helped me be successful in the instances I was able to reach my goals so that I can more effectively implement them.
Collaborative Teaching

In Fall 2013, I will be teaching a GSE course that is taught by four of my colleagues. Because this is the class that has the most students in our department, my colleagues have established a system whereby they "share" TAs and assignments. This streamlines the course and maintains consistency across sections. My colleagues thus far have been very helpful and offered to share their PowerPoints and other materials as I prepare for class. They have been very collaborative, and I appreciate that. In order to take a more active role in this collaboration, I intend to approach my colleagues with questions and discussion topics for the class. Their sub-specialty is the focus for this class (human development), and I think I can learn a lot from them as well as develop a good working relationship with them.

Collaborative Scholarship

As mentioned in my FDP and Scholarship Project, I feel very inadequate at networking. This is potentially hazardous because it makes collaborating in research difficult. So, I have approached a colleague here, and we have decided to work on a paper together. That will help me build a working relationship with him, but I am also hoping it will help me connect to others he knows that are interested in similar work. We attend the same professional conference, and this year, it comes right before a deadline we have set for a special collection of papers to be submitted to a journal. Many of the authors of those papers are "big names" in the field. So, I'm hoping that will help connect me to others with whom I may collaborate.

Other Service Activities

I plan to continue other activities I already engage in (having lunch weekly with my MFT colleagues, reviewing for journals and conferences, attending all department seminars and meetings).