My teaching philosophy is based on the idea that every educational situation presents both academic and broader professional learning opportunities for students, and that each of those areas requires consistent attention in teaching. Thus, I aim to set high expectations for students and myself regarding the level of instruction and mastery of content, while also structuring the learning environment to support students’ broader academic and professional growth.

**Undergraduate Teaching:** I see myself as having two primary teaching roles at the undergraduate level—teaching Brain and Behavior, and mentoring the research assistants who train in my lab. In Brain and Behavior, I try to incorporate my teaching philosophy in several ways. Since the material can be more technical than many Psychology majors have encountered to that point in their education, I try to set students’ expectations that while they are apt to be challenged, it is through actively engaging with the complexity of the nervous system that they can truly appreciate the marvel of brain-behavior relations. At the same time, I work to present the material in a compelling and accessible way, which I accomplish through the use of clinical case examples, video and other media, creative assignments, and in-class experiments and demonstrations. For example, for the last several semesters I have assigned an “Art and Neuroscience” project which gives students the option of either creating or critiquing a piece of art that related to the course content. While not every student chooses to create rather than critique a relevant piece, the whole class enjoys the opportunity to experience paintings, illustrations, original songs, poetry, and even edible neurotransmitter models, as well as to discuss the connection of each work to the course material. Finally, like any course, I also see Brain and Behavior as an opportunity to teach larger lessons about the basic principles of scientific inquiry and critical thinking. To that end, I aim to pose provocative questions that challenge students to identify gaps in our current theories, as well as links to other disciplines and their own experiences.

I also see my work with the undergraduate RAs in my lab as an important part of my contribution to the University’s teaching mission. Since arriving at Utah in 2012, I have supervised three Psychology honors theses, and a senior project in Biomedical Engineering, all of which have received UROP funding. Two thesis students from my lab have gone on to receive awards at either the college or the departmental level. It is extremely gratifying to have been a part of these students’ success, and I am eager to continue working with these very promising individuals in our department’s honors program. In supervising these projects, I have not only enjoyed the hands-on work of helping students translate their abstract ideas into viable study designs, but I have also come to appreciate the value of the broader skills and confidence they gain in overcoming the associated challenges.

**Graduate Teaching and Clinical Supervision:** Since coming to Utah I have also served as the instructor for the Neuropsychology Observation, Pre-Practicum, Practicum, and Supervision sequence, which collectively comprise the Neuropsychology Vertical Team. I believe this instructional model in which all the students participate together with
faculty in a vertically-organized supervisory team is an especially unique strength of our program. Due to its flexible structure, the course provides the opportunity for content-based instruction, professional development discussions, clinical service delivery and supervision, mock case presentations, and colloquia with neuropsychologists in the community. I am fully committed to this training model (developed prior to my arrival), which I believe has been essential in enabling our students to successfully compete for elite neuropsychology internships and post-docs across the country.

Since Fall 2015 I have been fortunate to serve as the instructor for Principles and Techniques of Assessment I at the graduate level. Given the strong focus on intelligence in my research, this course has given me an exciting opportunity to expose students to the latest theoretical and clinical considerations that are relevant to cognitive assessment. While intelligence is one of the longest-studied phenomena in our discipline, there is still much to be done to understand how biological, personality, and cultural factors influence our ability to accurately characterize someone’s intellectual functioning. Along those lines, I have enjoyed the challenge of helping students to appreciate both the value and limitations of contemporary intellectual assessment, and to take ownership of improving that aspect of our science in places where it relates to their own professional endeavors.

Finally, I am also aware of my overarching obligation to facilitate students’ emerging professional identities as clinical scientists. By the time each student leaves our program, it is my goal that they will have a firm appreciation of the gravity of clinical obligations, an understanding of what clinical science means in clinical settings, and the professionalism and skills to function ethically and effectively in those venues. To that end, my goal as a supervisor is to foster an open and mutually-engaged environment that balances development of students’ autonomy with rigorous but respectful oversight, in the course of delivering excellent care.

**Future Teaching Plans:** In the next several years I am also scheduled to teach graduate Functional Neuroanatomy, which I hope to develop into a truly outstanding course. Providing strong coverage of such a large and complex topic will be an exciting and daunting challenge, and I look forward to developing a rigorous course that will be equal parts challenging and stimulating for our students. I have already begun developing the syllabus in light of the preparatory demands I anticipate, which includes plans for interactive MRI-based examinations, use of anatomical slides or specimens, and individualized writing assignments. I am particularly excited by the opportunity this course will provide to extend my graduate teaching contributions to the students in CNS and other areas of our department, as well as to students coming from allied departments across the university.