

Statement of Teaching Contributions and Philosophy

Teaching Contributions

Since 2016 I have taught 2 courses each in Fall and Spring semesters (0.67 FTE), with occasional reduction in course load for personal reasons (e.g., maternity leave). I teach Science and Practice of Clinical Psychology (PSY 3320), which typically enrolls 60 students. In 2019, I proposed an honors section of PSY 3320, which was approved by the Honors College. I have not yet had an opportunity to teach the Honors section, but I look forward to doing so in the future. The remainder of my courses serve graduate students in the Clinical Psychology Program and include Clinical Assessment II: Personality Assessment (PSY 6612) and Clinical Assessment III & IV: Psychological Assessment Practicum (PSY 6613 & 6614). While enrollments in these courses are small (4-8 students), the clinical instruction and supervision demands of these courses often exceed those of traditional courses. Specifically, instruction of the practicum courses requires numerous student contact hours outside of class (ranging from 3-5 hours per student per semester), management of the clinical assessment library, administrative coordination with the University Counseling Center, as well as substantial effort in grading and evaluation of clinical skills and products each semester (review of 6-10 hours of video per student, detailed feedback on students' clinical work, detailed feedback on multiple drafts of clinical reports, review and approval of clinical documentation, and completing clinical competency evaluations for each student). The table below summarizes the courses I have taught, including enrollments and methods of evaluation.

Course	Semesters	Enrollment(s)	Assessment Methods
PSY 3320	Fall 2017, 2019, 2021	55-65	<i>(varied by semester)</i> Exams/quizzes, essays, experiential activities with reflective essays, class discussion (formal and informal contributions) annotated bibliography, group presentations
PSY 6330	Fall 2016	10	Thought papers, essay exams, class discussion & facilitation
PSY 6612	Spr: 2018 to Present	4-6	Exams, mock clinical assessments (interview, cognitive and personality testing) and full-length clinical reports, clinical interpretive assignments, class discussion, individual supervision
PSY 6613 & PSY 6614	Fall & Spr: 2016-2017 to Present	3-8	Video of clinical interviews and testing, class discussion, individual and group supervision, clinical documentation and assessment reports, psychometrics presentation, clinical case presentation

Over the past several years I have had the pleasure of working with Drs. Suchy and Euler to integrate and streamline our 2-year graduate clinical assessment training curriculum, including making revisions to course syllabi and assignments to meet new curriculum requirements of the American Psychological Association in preparation for our program's accreditation self-study and site visit. Within the last 2 years, the COVID pandemic has further complicated administration of the clinical assessment training curriculum (PSY 6611, 6612, 6613 & 6614). Although the department found someone to supervise the practicum during my maternity leave in Fall 2020, I spent many hours during my unpaid leave meeting with fellow clinical faculty and colleagues at the University Counseling Center to coordinate transitions to online training experiences, consulting with the substitute practicum supervisor, obtaining continuing education in telehealth service provision, coordinating with publishers of psychological tests to ensure trainees had the necessary resources to learn to administer psychological tests and provide telehealth assessments at the University Counseling Center.

Finally, I have had the privilege of serving as the CSBS representative on the University Teaching Committee since Fall 2019. While this service role is not part of my teaching role at the University, it has had a strong influence on my teaching approaches and goals. It has been a tremendously humbling and inspiring experience to review portfolios of some of the most distinguished, innovative and dedicated educators at our institution. Learning about the incredible accomplishments of our faculty, discussing their pedagogical approaches, and seeing the impacts of their work has strongly influenced my reflection on my own teaching practices and goals and has motivated me to explore alternative learning opportunities in my own courses.

Teaching Philosophy

Teaching is a privilege, and I value and enjoy opportunities to share my curiosity about the topics I teach, explore new ideas in my field, and learn from the diverse experiences and perspectives of my students. I find fulfillment in witnessing students engage with their natural curiosity to formulate questions, gain new insights and develop skills to support their unique academic and professional goals. My primary teaching aim is to guide students in this process of exploration and growth in the context of clinical psychology. Within this aim, my objectives are to promote critical thinking and strong oral and written communication skills, encourage self-directed learning, and enhance students' understanding of important concepts in clinical psychology (including professional ethics, individual and cultural diversity, psychopathology and diagnostic classification, and tools and techniques of clinical research and practice) to help prepare students for their diverse career paths. To achieve these objectives, I strive to cultivate the qualities I value in educators I have encountered throughout my life. These include working to create a welcoming and supportive learning environment, sharing curiosity and enthusiasm for course content, connecting concepts to real-world experiences, demonstrating transparency and intentionality in teaching, providing specific constructive feedback and encouragement, and flexibly adapting to learners' diverse needs.

At the University of Utah, I have been fortunate to teach students from a range of academic levels and disciplines, including clinical psychology graduate students and undergraduates of all levels from diverse majors across the humanities and social and health sciences. At the undergraduate level I teach Science and Practice of Clinical Psychology (PSY 3320). This course is intended to provide students with a broad overview of current professional issues and controversies in the field, the role of clinical research, important concepts and techniques in the practice of clinical psychology, and common clinical psychology specialties. Given the breadth of content in this course, it is impossible to cover any specific topic in depth, so I have designed assignments that provide students opportunities to delve into specific topics of interest to them. For example, students complete activities outside of class that relate to important concepts in clinical psychology and write a reflective essay relating their experience to course concepts. Students can select from a menu of activities that cover a variety of topics (e.g., diverse cultural views of mental health, mental health advocacy, therapeutic modalities) and offer a variety of modalities (e.g., community events, directed readings, video demonstration of psychotherapy techniques) to suit unique student interests, schedules and learning preferences. This assignment, in particular, meets course objectives of developing critical thinking and communication skills in a way that is consistent with my teaching values, including allowing students to follow their curiosity, adapting to diverse learning needs, connecting concepts to real-world experiences. In addition, to address my aim to cultivate a welcoming and supportive learning environment, I have been incorporating inclusive teaching practices, such as including supplemental readings that address important aspects of individual and cultural diversity in clinical psychology and/or are authored by individuals from diverse cultural backgrounds. I look forward to expanding these practices in the future.

The graduate courses I teach focus on developing trainees' foundational knowledge and clinical competencies in psychological assessment. Clinical training often requires a level of feedback and instruction that is more personal in nature as supervisors must often address specific personal attributes such as body language, interpersonal skills, affective and emotional responses, which can be particularly anxiety-provoking for trainees who are not used to this type of feedback in an academic context. Therefore, I take care to attend to cultivating a learning environment that is safe and encouraging in an attempt to minimize possible feelings of defensiveness and maximize potential for learning from difficult feedback. I find that transparency, intentionality and flexibility in adapting to students' needs are especially important in working toward this goal. In this vein, I explicitly acknowledge to students that mistakes are a natural part of clinical training, share my value of a growth mindset, validate the anxiety and discomfort inherent in learning-by-doing, and provide scaffolding (encouraging words, clinical interview templates, sample reports, outlines and checklists for various clinical procedures) to help students adequately prepare for new experiences.

Because my primary teaching aim is to serve as a guide in students' educational journey, it is not sufficient to focus on my teaching goals or intentions and the means by which I implement them. I view teaching as a service to students and that service is only as good as its impact on their

academic and professional development. Therefore, I frequently invite feedback from students about their perceptions of my teaching and clinical supervision, course assignments and procedures, and course content as it relates to their wider academic and professional aspirations. When possible, I use this feedback to immediately modify course requirements and procedures. For example, I recently received feedback that students desired more structure for managing their time in completing a group project requirement. I was grateful for this insight and was able to implement intermediate deadlines to support students in progressing through the assignment. I am also mindful to maintain an open mind when receiving feedback from students. Like any human, I am vulnerable to defensiveness or feeling a need to justify my teaching practices, so I work to monitor those feelings and envision the situation from a student perspective. Finally, one of my favorite aspects of teaching is the opportunity for continued learning and growth. I enjoy learning from my students at all levels and value the diverse perspectives they offer in the classroom, which challenge me to keep broadening my horizons. As time permits, I also explore ways to expand my collection of teaching tools and strategies through workshops offered by the University's Center for Teaching and Learning Excellence and through other published resources, such as the literature on training in clinical psychology. As I continue in my teaching career I look forward to expanding my use of inclusive teaching practices, exploring new methods and technologies for enhancing the educational and professional development value of my courses, and incorporating community engaged learning practices to provide students with real-world skills while also serving our local community.