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Teaching Philosophy

I believe that effective teaching includes several key components: clear presentation of new ideas and information, placement of these ideas in the context of existing knowledge, and application of integrated ideas to questions relevant to students. As I know from my research and clinical work, relationships are vital for individuals to thrive, and I find learning to be no exception. I believe that for the successful implementation of a solid teaching philosophy, students must first and foremost have a good working relationship with their instructor and peers. In order to establish the sort of relationship that facilitates learning, I work diligently to create a safe environment with acceptance of differences and openness to dialogue. I do this by encouraging and reinforcing students' participation both within and outside the classroom, creating small groups in which students can interact more comfortably in the context of large classes, and taking extra time to support students in overcoming the barriers to learning that sometimes arise (e.g., inviting transfer students/freshmen to meet with me 1-on-1 in the beginning of the semester, facilitating access to resources for students who are struggling). I also regularly collect data to evaluate my teaching. In my Abnormal Psychology class, I seek anonymous feedback from students on a regular basis and collect pilot data from students when I am considering implementing major changes to the course.

Teaching, Mentoring, & Advising Experience

Since I began my current Assistant Professor position, I have taught a large undergraduate Abnormal Psychology course and a small Introduction to Clinical Science graduate course. In previous Clinical and Research Assistant Professor positions (2012-2020), I taught the Cognitive Behavioral Therapy (CBT) year-long graduate practicum sequence and the Couple Therapy Practicum, and coordinated PhD student traineeships in the community.

In addition to my classroom teaching, I have mentored a number of undergraduate/post-baccalaureate Research Assistants (RAs) and Teaching Assistants (TAs). I invite exceptional RAs to take on leadership roles in my lab over time, including supervision of others, project coordination, and design of independent projects. I have mentored a number of students in presenting their findings at professional conferences and have involved several students as authors on publications. For example, my Spring 2019 UROP student published a paper in a special issue of *the Behavior Therapist*, a peer-reviewed journal published by the Association for Behavioral and Cognitive Therapies (Aguirre et al., 2020). I have utilized undergraduate TAs since I taught Abnormal Psychology for the second time in Spring 2013, and encourage exceptional students who take my class to apply for these positions. For me, the most valuable aspect of mentoring is observing the development and success of my mentees. A number of the undergraduate/post-baccalaureate students I have supervised in research or teaching at the University of Utah have gone on to PhD (n = 4), Master's, and professional programs.

I previously mentored several students from my CBT class in the publication of case study manuscripts in peer-reviewed journals (Kaufman & Baucom, 2014; Perry, Chaplo, & Baucom, 2017). I am thrilled to now be in a position to serve as a research co-mentor to 2nd year PhD student Manuel Gutierrez Chavez, and as the primary research mentor to 1st year PhD students Brynn Meulenberg and Madelyn Whitaker.