

## Teaching Statement

Since tenure, my teaching has become increasingly informed by my program of research focused on individual differences in stress risk and resilience. At the graduate level, my teaching has been entwined with my role as Director of Graduate Studies, with an increasing focus on professional development among the graduate students.

### Undergraduate Teaching

In teaching undergraduate courses, my goals are to increase knowledge in the substantive area of focus (e.g., stress science), to inform students regarding the research method(s) relevant to the substantive area (i.e., to emphasize that psychology is a science), and to improve critical thinking skills. A central focus of my undergraduate teaching in recent years has been the development of an online experiential course on clinical stress science (PSY 3330: Stress Management). In my previous teaching of the Survey of Clinical Psychology course, a frequent comment from students was that they would like to get more exposure to actual assessment and intervention techniques. To that end, I received an Innovative Teaching Award and a University Teaching Committee grant to develop an interactive online Stress Management course. The course includes a web-based, psycho-educational component that enables students to learn about a central area of clinical science research and intervention, while adopting stress coping skills that have the potential to carry over into other areas of academic performance. The course is innovative in using a *tailored* approach—including individual difference assessments, providing specific feedback to students, and then outlining individually-tailored suggestions for behavior change. Students “interpret” their own assessments and complete a write-up of their stress profile, allowing for level-appropriate exposure to standard research assessment instruments and methods used in clinical science. The course structure is informed by my theoretical model of individual differences in stress regulation (see Research Statement). The students engage in empirically-based assessments, including 14 days of ecological momentary assessment of sleep, stress processes, and cognition. In collaboration with my neuropsychology colleague, Yana Suchy, we have integrated objective cognitive testing (online Stroop task), giving students direct experience with standard cognitive and laboratory stress assessment. Corresponding didactic materials review the relevant research literature upon which the tailored approach is based. In addition, students who plan to enter helping professions in the future, gain direct knowledge of stress management strategies that will be relevant to a variety of career paths.

### Graduate Teaching

As Director of Graduate Studies, my principle teaching/administrative responsibility is to foster successful professional development among the graduate students. This occurs in a structured way in the First Year Practicum (PSY 6000; 6100). This is a year-long course focused on facilitating the successful transition to graduate school. Over the past 6 years, I have developed content for this course to cover all aspects of early professional development. In particular, additional content on writing (in general), as well as grant writing and preparation of graduate fellowships (e.g., NSF, NIH-NRSA) is now a central focus. To that end, I orient students to NSF and NIH grant/fellowship applications and schedule panel discussions with more senior students who have successfully obtained federal graduate fellowships. I have also integrated instruction/discussion of self-care and stress management. Additional topics include introduction to teaching, including arranging for students to guest lecture for an undergraduate course and assigning them to write an initial draft of a teaching philosophy statement, as well as effective oral research presentation (with in-class practice). Research ethics/plagiarism, manuscript review for journals, and mentoring are also covered.

My other regular graduate course has been Foundations of Clinical Health Psychology II (PSY 6960). This is the second semester in a year-long sequence focused on scientific knowledge of the biopsychosocial aspects of health and disease. The second-semester course focuses on techniques and competencies that are central to Clinical Health Psychology research, assessment, and intervention, using comprehensive stress management as an organizational framework. The course also introduces students to clinical and professional issues in the delivery of psychosocial services in medical settings and to medical patients. Prompted by feedback from students that they get little training in professional development related to academic medical center career options, I have sought to address this directly in the structure of the course. A primary approach is to invite clinical health psychology colleagues from our medical center to class. I interview them about their training and career path, as well as the nature of their current positions and their approach to assessment and behavioral intervention in the medical center department in which they work.