

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, coordinated PhD student traineeships in the community, and taught Abnormal Psychology.

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 current honor's thesis and UROP student will be joining my team at the Association for Behavioral and Cognitive Therapies convention in Fall 2023 to present her thesis as a first-author poster. Given her extensive work on a pilot project and related manuscripts, my Spring/Summer 2021 UROP student was a co-author on two manuscripts published in 2022 (Baucom et al., 2022a; 2022b). Finally, one of my Spring 2020 UROP students was 1st author (and another UROP student a co-author) of a paper in *the Behavior Therapist*, a peer-reviewed journal published by the Association for Behavioral and Cognitive Therapies (Aguirre et al., 2020) and a co-author on a book chapter. I also encourage my students to seek recognition and additional support for their work. My Spring 2023 UROP student received a sizable scholarship from CSBS, my Spring 2022 UROP student received the 2022 CSBS Outstanding Undergraduate Researcher Award, and my former lab manager (who was previously a UROP student is now a PhD student) was admitted into the Yale Psychology Department's 2021-2022 "Sneak Peek" program designed to provide students from underrepresented backgrounds with one-on-one guidance in the PhD application process. 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 = 7), Master's, and professional programs.

I previously mentored several PhD 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 mentor PhD students on research projects, presentations, and manuscripts. I serve as a research co-mentor to 4th year PhD student Manuel Gutierrez Chavez, and as a primary mentor to 3rd year PhD students Brynn Meulenberg and Madelyn Whitaker, and 2nd year PhD student Brooke Franklin. Similar to my approach with undergraduate/postbaccalaureate RAs, I regularly extend invitations to my PhD students to join manuscripts and present their work.