

## **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, 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 teaching, 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 also taught the Cognitive Behavioral Therapy (CBT) year-long graduate practicum sequence and the Couple Therapy Practicum.

In addition to this classroom teaching, I have mentored a number of undergraduate, post-baccalaureate, and graduate students. I currently serve as a research co-mentor to 5<sup>th</sup> year (in 2024-2025) PhD student Manuel Gutierrez Chavez. Additionally, I serve as a primary research mentor to 4<sup>th</sup> year PhD students Brynn Meulenberg and Madelyn Whitaker, and to 3<sup>rd</sup> year PhD student Brooke Franklin. For me, the most valuable aspect of mentoring is observing the development and success of my mentees. I invite graduate students and exceptional undergraduate/post-bacc RAs to take on leadership roles in my lab, including supervision of others, project coordination, and design of independent projects. As the lists of Publications and Conference Presentations on my CV illustrate, I have mentored a number of students in presenting and publishing study findings. My graduate students (years 2-4 in the PhD program) have all given at least one first-author presentation at a professional conference and have submitted (or are preparing for submission) first-author manuscripts for peer-review using our team's data. I have been able to support all four of my graduate students for 1-3 years as Graduate RAs (GRAs) on our team's projects, where I can help them develop many of the skills that are required for clinical science jobs but often not formally taught (e.g., project and data management, budgeting).

In addition to providing opportunities and guidance to support students' development, I also encourage my students to seek recognition and support for their work, and provide both resources and close mentorship on their applications and proposals. My students have submitted fellowship applications, funds for independent projects (e.g., graduate student pilot and Undergraduate Research Opportunities Program [UROP] grants), travel funds for conference attendance, and other recognitions and awards. My graduate students have been quite successful in receiving pilot funds for their independent research, 100% of the UROPs my undergraduate students have submitted (n=9) were selected for funding, and two of my undergraduate students have received the College of Social & Behavioral Science's Outstanding Undergraduate Researcher Award (Haley Parsons, 2024; Emmanuel Jesus Diaz, 2022). A number of the undergraduate/post-bacc 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.