I am passionate about graduate and undergraduate teaching and bring this enthusiasm to my work with students in classroom settings as well as in consultation and small group settings. My position in the department is one that balances (a) quantitative instruction and consultation with (b) basic and applied clinical research on couples. My current teaching and plans for future developments reflect this dual role, and my expertise in both applied statistics and couple therapy. My current teaching involves graduate and undergraduate statistics courses (Quantitative Methods I, Multilevel Modeling, and Advanced Methodological and Statistical Issues in Dyadic Research) as well as statistical consultation on masters and dissertation theses, conference submissions, journal manuscripts, and grant submissions. My plans for future development include developing our on-going graduate-level training in couple therapy into a formal course. I have been deeply honored to be recognized for my teaching during my time at USC by receiving the Mellon Mentoring Award and being nominated for the Parent’s Association Teaching Award and to have received continued recognition of my teaching at the University of Utah by being selected as a finalist for the University Superior Teaching Award in 2014 and being nominated for an Early Career Teaching Award this year. I outline my teaching philosophy as well as recent innovations and plans for future curriculum development in both statistics and couple therapy below.

**Teaching philosophy**

My approach to teaching is rooted in the belief that learning is the product of a dynamic, transactional process between teacher and student that works best when it involves bi-directional feedback and ongoing adaptation. In my experience, learning is maximized when students are engaged in a collaborative enterprise with professors and classmates, are challenged to think deeply about how to apply acquired knowledge to answer questions and solve problems, and are encouraged to participate actively in learning both inside and outside of the classroom. One way that I pursue these goals in my graduate teaching is to balance and sequence skills and knowledge acquisition in the classroom with direct application to students’ on-going research through course assignments. I encourage students to use course assignments as a way to examine the statistical aspects of their research thoroughly and to get a “pre-review” of the statistical elements of that work. It has been very gratifying to hear from students that this approach has been helpful in developing concrete work products from course assignments. In my two years teaching the Multilevel Modeling course, two students adapted their final course assignment into a conference poster (one of which won an award), one student adapted his final course assignment into a manuscript that is currently under review, and another has an in-press, first-authored, introductory chapter on Multilevel Modeling. I think balancing the acquisition of theoretical and conceptual statistical knowledge and analytic skills with real world application is not only helpful for meeting the competing needs of graduate students but also a means for increasing the retention of knowledge and skills obtained through coursework.

I apply a similar philosophy to my mentorship of graduate and undergraduate students. I strive to provide students with a well-balanced set of instructional and applied opportunities for intellectual and professional development that are tailored to their individual needs and career aspirations. For my graduate students, this includes mentorship and guidance in research and teaching and as well as supervision of clinical work with couples. My approach to mentoring in each of these domains is to provide graduated opportunities that are appropriate for their level of training and experience and that prepare them for more advanced opportunities. For example, I mentor my graduate students in submitting an application for an NSF Graduate Research Fellowship, submitting multiple conference abstracts, holding a leadership position in the major study being conducted in my lab, leading a smaller, independent research project in my lab, beginning preparation of a manuscript, and preparing their masters proposal during their first year. This collection of experiences is intended to help them jumpstart
their research careers by focusing their efforts on concrete products that are intended for beginning graduate students while also providing them with opportunities to develop the wide range of research skills that they will need to conduct their masters theses and dissertations as well as a foundation upon which to build the additional skills that they will need to run their own research programs. My approach to mentoring undergraduate students is similar in supporting highly motivated students in their pursuit of higher education. I seek to help students foster their intrinsic motivation and passion for learning about psychology by recruiting talented students to be research assistants on my research projects. In the future, I plan to encourage particularly talented undergraduates interested in a research career to conduct an honors thesis in my lab and will offer to serve as their mentor on the project. I mentored 6 honors thesis students while at USC and helped these students win 10 internal fellowships and 2 internal grants to further fund undergraduate work. I have recently begun implementing a similar model in my mentorship of undergraduate students at the U of Utah by serving as a mentor for a UROP funded independent project this past academic year. Finally, I was pleased to serve as a research mentor for two Korean high school students who visited the U of Utah this past summer as part of the Global Internship Program. Similar to my mentorship of graduate and undergraduate students, I strove to help these students gain basic research skills and writing experience intended to help them be prepared for pursuing a collegiate degree in the Social Sciences.

**Recent teaching innovations**

I have created new opportunities for students to receive additional statistics education and to receive training in couple therapy within the past academic year. The opportunity for additional statistics education is a new course, Advanced Methodological and Statistical Issues in Dyadic Research (PSY 6895). This course is a project-based seminar that focuses on the intersection of dyadic statistical techniques and substantive research questions about romantic relationships. The seminar style organization of the course allows me to focus instruction on advanced statistical techniques that are most relevant to the students own research interests. For example, this year’s statistical curriculum is focused on how to adapt methods of intensive dyadic data analysis to small sample sizes and single case designs. Next year’s curriculum will focus on applied Machine Learning methods for big (dyadic) data; I was recently contacted by IBM about a program that gives students access to IBM’s Watson and will use this opportunity to provide students with a unique opportunity to gain experience using Machine Learning methods with existing data sets. I have been conducting this course informally over the past two years and will offer it formally for the first time this semester (Spring, 2016). I am conducting training in couple therapy in collaboration with Dr. Katie Baucom; we are providing students with training in Integrative Behavioral Couple Therapy through a combination of didactic instruction, weekly supervision, and feedback on case reports. Students see couples referred from community partners for a range of presenting problems as well as from referrals from Madsen Health Center for couples where one or both partners meets criteria for Metabolic Syndrome. Dr. Baucom and I began offering this training in IBCT last year in the Fall of 2014.

**Plans for developments in teaching**

My plans for future developments in teaching are to formalize the training in IBCT by developing it into a course. Dr. Katie Baucom and I plan to develop our IBCT training into a two course series, a didactic semester-long pre-practicum and a year-long clinical practicum. I plan to teach the pre-practicum course and am tentatively scheduled to offer the course for the first time in Spring, 2017.