I am passionate about graduate and undergraduate teaching and training and bring this enthusiasm to my work with students in the classroom as well as in supervision, 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 and (c) University-wide clinical training through BHIDC. My teaching record reflect this combination of roles, and my expertise in applied statistics, couple therapy, and empirically-supported psychotherapies more broadly. My classroom teaching has involved undergraduate and graduate statistics courses (Quantitative Methods I, Multilevel Modeling I, Multilevel Modeling II, Introduction to Statistical Collaboration and Consultation, and Advanced Methodological and Statistical Issues in Dyadic Research) as well as graduate level clinical courses (Introduction to Clinical Science, Couple Therapy Practicum). As part of my formal quantitative role in the department, I have provided statistical consultation on close to 50 total master theses and dissertations combined as well as numerous conference submissions, journal manuscripts, and grant submissions. Additionally, I have served as a clinical supervisor for 27 UU graduate students and as a primary or secondary research mentor for 7 postdoctoral scholars and 6 junior faculty in addition to my own 10 graduate students.

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. For example, multiple students in my Multilevel Modeling course have adapted their final course assignment into a conference poster, first or co-authored manuscript, and draft of a Masters or dissertation proposal. 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, postdoctoral scholars, and junior faculty and my clinical supervision of trainees. I strive to provide students with a well-balanced set of instructional and applied opportunities for intellectual and professional development tailored to their individual needs and career aspirations. My approach to mentoring 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 extramural fellowship, submitting multiple conference abstracts, holding a leadership position in a study being conducted in my lab or supported by BHIDC, beginning preparation of a first authored 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 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. My approach to clinical supervision is similar in helping trainees develop a solid foundation of knowledge and skills that they can use as a basis for pursuing specialized training in their particular area of interest. As is true of my approach to classroom teaching, I focus on helping students develop a conceptual framework for understanding complex clinical presentations that they can use to select interventions and to guide treatment planning. I have found that students develop not only clinical skills but also confidence in their clinical skills faster when they understand why they are doing what they're doing, how to know if their interventions are working, and how to make decisions when sitting with a client in the room.