

## FIX TEACHING STATEMENT

In addition to my research portfolio, I remain engaged in teaching and strongly engaged in mentorship. I have found psychology students (and more recently public health students) to be full of curiosity and unique ideas to strengthen their research and clinical work; promote social justice efforts; and work with individuals, communities, and organizations. Thus, I aim to not only impart raw knowledge on students but to also help students refine and direct their work toward meaningful and actionable thought, dialogue, practice, and research. I integrate all aspects of my professional identity into my teaching, including my roles as a researcher, clinician, and advocate. Incorporating multiple aspects of my professional experiences into the classroom setting allows me to bring course material to life in a way that resonates with students. My signature pedagogy includes the creation of an engaging and challenging environment for my students to learn principles of psychology and public health while simultaneously developing critical thinking, writing, and public speaking skills.

Prior to joining the Johns Hopkins-Bloomberg School of Public Health (JH-BSPH), I taught undergraduate and graduate courses (and developed one undergraduate course; the Psychology of Violent and Sexual Offending) in psychology and received strong evaluations (e.g., 5.6/6.0). I have taught a number of classes in the field of psychology to date: Introduction to Psychology, Abnormal Psychology, and served as a Graduate Teaching Assistant for a graduate course twice (Assessment of Cognitive Abilities & Achievement). At JH-BSPH, I co-teach a summer institute course on Public Health Approaches to Childhood Violence Exposure, and recently began teaching a core course, Etiology of Mental Disorders. My prior courses have ranged in size from 6 students in a graduate-level course to between 20 and 120 students in undergraduate-level courses. Accordingly, I have utilized a wide array of techniques to facilitate learning in each unique environment, from the use of a discussions and lectures to the use of a Personal Response System. I also have experience supervising five teaching assistants for three different undergraduate psychology courses and two teaching assistants for one graduate-level public health course.

I am a graduate of the Preparing Future Faculty program, a nationally-recognized movement to prepare individuals for academic careers. Through my experience in this program, I received instruction in the latest research on teaching and learning and have participated in a mentorship experience that has given me exposure to the many roles and duties of a university faculty member. As an instructor in the field of public mental health, I believe active learning should be a large part of any course. In-class activities and class discussions are ways in which I actively engage students in learning. One particularly effective in-class activity I conducted asked students to apply the information they had learned throughout the semester to debate use of registration and notification practices for individuals who have a convicted sexual offense. The activities I use to supplement my teaching often require students to gain experience relevant to research skills development, and to apply the psychological concepts about which they are learning in a unique manner.

I champion and provide materials that illustrate a variety of diverse thoughts,

experiences, and knowledge, as this helps individuals and cohorts of students expand and grow through seeing issues, problems, and solutions from multiple perspectives. This approach is also helpful in promoting multicultural competence. As someone who is constantly learning about diversity and challenging my own perspective from my positions of privilege and oppression, I am invested in encouraging (but not pressuring) my students to do the same. I believe in practicing *strategic sharing* and promoting the same in my students. In this vein, I promote self-examination and openly discussing issues like anti-Black racism. Additionally, I pull from the literature and talk about how different aspects of an individual's social identity—and their intersectional social identifiers—may impact their experiences, performance on a psychological assessment, or mental health diagnoses. I allow students to either independently process information or talk about their reactions through structured activities, presentations, and small and large group discussions.

I restate important information to facilitate retention but am sure to make as much of the material understandable and relatable for my students as I can. To do this effectively, I use real-life examples that are relevant to my students, and integrate experiential educational opportunities when possible. Students have said that such techniques have empowered them to consider how what they learn in class can benefit them in their careers and in their personal lives. One example of this would be my walking students through a relaxation exercise to show them first-hand how our breathing and our physiological arousal are linked.

Mentoring is one of my favorite aspects of working in academic environments. While at JH-BSPH, I have had the honor of mentoring many inspiring students. I am currently mentoring three doctoral students (Flath, Lhaksampa, Lakshman). And I have multiple MPH and MHS master's students each year, one Honors student, and three Ferguson RISE Fellows (a summer public health research institute for promising doctoral students who identify as members of historically oppressed ethnoracial communities). I am also on three dissertation committees. Five of my students have earned awards or grants to fund their work under my mentorship. In addition to mentoring these students, I have been an Interdisciplinary Association for Population Health Science Mentor for one doctoral student, and a mentor for a masters student through the American Psychology-Law Society. Finally, I was recently invited to serve as a mentor for Esperanza United and am still working with my Latina Leadership Fellow.

In my mentoring relationships, I work to meet my students where they are. That being said, I do have an approach that represents my mentoring style. I tend to set up regular meetings with my students and work to meet their needs depending on their personal situations and life goals. I also pride myself in working on integrating anti-racism science into my research work. For example, in my lab, I lead conversations about working as a White person in predominantly Black spaces. I also recently completed a participatory research project in collaboration with two of my student research assistants that involved collecting data from Black women interested in pursuing graduate degrees (primarily in psychology) about their experiences, needs, and recommendations when working with White mentors in particular.

Moving forward, I hope to use my expertise to teach courses relevant to Racism, Health,

and Social Justice. And, as you may have gathered from reading about my mentoring interests, I very much look forward to taking on new doctoral students and supporting their career trajectories. My experiences to date have strengthened my desire to remain in academia and have better prepared me for a career including teaching and mentorship alongside my research and advocacy work.