

Educational Teaching Philosophy

As an Assistant Professor of Psychology, I ground my teaching philosophy in both the academic study and the applied practice of psychology. Holding a PhD, licensure as a Licensed Professional Counselor Supervisor (LPC-S) and Licensed Alcohol and Drug Counselor/Mental Health Supervisor (LADC/MH-S), and certification as a K-12 school counselor, I bring a practitioner-scholar perspective to the classroom. These credentials inform my commitment to preparing students not only for intellectual growth but also for professional practice across clinical, school, and community contexts.

I believe effective learning in psychology occurs when students are actively engaged, motivated, and empowered to take ownership of their experiences. Each student enters with unique strengths and perspectives, and it is my responsibility to nurture and harness those qualities. I see myself as a facilitator and guide, supporting students as they navigate complex concepts, while encouraging critical thinking, creativity, and reflection.

My goal as an educator is to inspire curiosity, foster analytical and ethical reasoning, and equip students with the skills necessary for success in psychology and related fields. To achieve this, I employ a variety of teaching strategies—interactive lectures, group discussions, applied case studies, and technology-enhanced tools—that address diverse learning styles. This approach ensures that all students, whether in undergraduate or graduate courses, can meaningfully engage with the material and connect theory to practice.

Creating an inclusive and supportive learning environment is central to my teaching. I emphasize respect, empathy, and open communication, where every student's perspective is valued. I encourage active participation and collaborative learning, so that students feel safe exploring ideas and are confident in applying their knowledge.

Assessment is multifaceted and designed to promote growth. I utilize exams, projects, presentations, and case-based assignments, providing feedback that highlights strengths while offering clear, constructive steps for improvement. My intention is that students view assessment not as an endpoint, but as part of an ongoing developmental process.

Beyond the classroom, I view myself as both professor and mentor. I provide academic and professional guidance, support students in field experiences and practica, and serve on graduate committees. My licensure and certification allow me to connect academic study with professional realities, modeling ethical practice and preparing students for diverse career pathways.

Finally, ethics and community engagement are at the heart of my philosophy. I model fairness, integrity, and respect for diversity, and I expect students to embody these values. I encourage involvement in professional organizations, conferences, and community partnerships, creating opportunities for students to bridge classroom learning with real-world application.

In summary, my teaching philosophy centers on passion, professionalism, and empowerment. By blending scholarship, clinical expertise, and mentorship, I strive to create a transformative educational experience that prepares students for lifelong learning, ethical practice, and leadership within the field of psychology.