Teaching and Mentoring Statement
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I have been recognized for excellence in teaching and mentoring throughout my career. For example*,* at HSPH, I developed and taught "Developmental Epidemiology of Adult Psychiatric Disorders" was the introductory course in the Psychiatric Epidemiology and Biostatistics Training Program and a required course for students and post-doctoral fellows supported by the training grant as well as psychiatric epidemiology concentrators The course enrolled 15-25 students from widely varying backgrounds and has was consistently well-received, obtaining a mean overall student rating of 4.4 (out of 5.0). This course repeatedly received a citation from the Dean's office for excellence in teaching.

As the instructor of the introductory psychiatric epidemiology course, the majority of my students are terminal degree masters students or medical studies in one-year masters programs. For most of these students, this will be their only course on psychiatric disorders. With this context in mind, I have three main objectives for my students: 1) to foster an understanding of the lived-experience and public health burden of mental disorders; 2) to enable them to be educated consumers of the science of translational psychiatric epidemiology; and 3) to develop fundamental skills applicable to a career in public health.

I use a variety of pedagogical methods in my course to meet these learning objectives. First, I aim to enable students to be active participants in their learning. In order to do this, I engage students through use of web-technology. Each week two students post-questions related to the class topic and readings and all students are required to participate in the web discussion throughout the week as part of their class participation grade. Students often take this opportunity to post recent news items related to mental health or controversial studies. I find this gives students who are more reserved the opportunity to participate in a way that is more comfortable for them and maintains class engagement outside of the few hours each week students spend in the classroom. I also have students critique and grade each other's work for all assignments.

Second, in order to facilitate a personal connection to the material, I require that students read a first-person account of someone with a mental disorder, write a brief reaction paper, and share their reaction paper in the class. To complement their reading, I also have several persons who are living with a mental disorder come and speak about their experience in class. I offer this in collaboration with the National Alliance for the Mentally Ill's (NAMI) program 'In Our Own Voice,' that trains consumers with severe and persistent psychiatric disorders to speak in the community about their experiences.

Third, I have developed a series of assignments that enables students to develop expertise in a specific disorder while developing critical thinking and other skills necessary for a career in public health. In the first assignment, students complete a methodological exercise using data from the Epidemiological Catchment Area Survey. This exercise is meant to teach very basic epidemiologic methods as well as illustrate some of the key methodological challenges in psychiatric epidemiologic research using real data. Second, students write a short paper on the phenomenology, epidemiology, etiology, and public health impact of a disorder of their choice. Third, students hone their public speaking skills and ability to work in groups by developing a final presentation on a controversy in psychiatric epidemiology. Taken together, these assignments give students breadth in terms of the field of psychiatric epidemiology and depth in understanding of at least one disorder.

I view mental disorders are the major overlooked challenge to population health both in the U.S. and internationally. My hope is that after taking this class my students will bring their newfound appreciation of psychiatric epidemiology to whatever context they choose to engage in professionally.

In recognition of my strengths as a mentor, I was awarded the HSPH Outstanding Post-doctoral Mentor Award. I have mentored eleven post-doctoral fellows, all have moved on to academic tenure-track positions at institutions including: Harvard Medical School, the University of Washington, University of Massachusetts Amherst and Virginia Commonwealth University. I currently mentor three post-doctoral fellows. I have graduated six doctoral students and served on numerous other committees. I have also served as academic advisor to one MSc and eight MPH students who have completed their degrees. I currently advise two doctoral students and four MPH students.

In Department of Epidemiology, I have served as leader of the Psychiatric-Neurological Epidemiology Cluster since my arrival at Columbia from Harvard in 2011. The Department of Epidemiology is divided into 6 clusters or divisions. The Psychiatric-Neurological Epidemiology Cluster is an intellectual community of faculty and students in the Department of epidemiology who share an interest in understanding the causes, origins, progression, and consequences of psychiatric and neurological disorders. Approximately 30 faculty, 20 doctoral students and 12 post-doctoral fellows are affiliated with the Psychiatric-Neurological Epidemiology Cluster as well as three T32 training grants. Clusters serve as intellectual, academic and administrative home for affiliated faculty and trainees. As Cluster leader, my role is to create this home and this role involves a myriad of responsibilities from supervising grants administrators to planning departmental seminars to establishing training certification for MPH students. Cluster leaders also serve on the Chair's Leadership Group whose role is to provide feedback to the Chair on major departmental initiatives. As cluster leader, I have undertaken a number of initiatives in relation to pedagogy. I established a Population Mental Health concentration certificate for MPH students interested in focusing on psychiatric epidemiology. The goal of this certificate is to increase expertise in mental disorders among public health professionals. Students who complete this certificate will be prepared to articulate the U.S. and international public health impact of mental disorders and obtain critical skills that will enable them to conduct important work, in both research and practice, aimed at understanding the causes and consequences of mental disorders as well as reducing their public health burden. In addition, I currently serve on the steering committee for the Psychiatric Epidemiology Training (PET) Program and work closely with the leadership of the program to implement training for the fellows. AS cluster leader, I have organized several full-day Columbia University Epidemiology Scientific Symposia (CUESS) including 'The Mind-Brain Intersection: Population Science Over the Life Course' and 'Global Sexualized Violence: From Epidemiology to Action.' I also host monthly seminars for the cluster with outside speakers who meet with faculty and students during their visit. Recently, I have established monthly lunches for MPH students with faculty in order to increase their sense of community and engagement in issues related to population mental health.