

## **Teaching Philosophy**

I am fortunate that my graduate teaching efforts have been recognized. In 2004, The University of North Texas Graduate School named me the Toulouse Scholar for outstanding teaching and scholarly achievement. My teaching philosophy embraces three core values: (a) commitment to excellence and originality, (b) a true integration of science and practice, and (c) respect for the individuals and their diversity. I will provide a brief summary about each of these values as it relates to scholarship.

### **Commitment to Excellence and Originality**

I continue to challenge myself and my students to perform at the highest level academically. While fostering a spirit of support for the research team, department, and UNT community, our shared goal is to promote excellence on a national level. This teaching philosophy is best captured by the phrase *primus inter pares* or to be first among our peers. As one objective benchmark, I want each student's research to be published in competitive, peer-reviewed journals.

I also stress originality rather than popular trends in seeking to advance psychological knowledge. Originality is sometimes observed in highly innovative methods that rigorously test competing hypotheses. Alternatively, it can reflect painstaking efforts to question deeply held, often implicit assumptions. In one line of our research, we frequently found issues of culture and language are simply overlooked or indiscriminately lumped into a composite category.

### **Integration of Science and Practice**

Clinical psychology is often viewed in the United States as a scientist-practitioner model, yet these two foundations for scientific knowledge and professional practice are often taught and considered separately. Our efforts are integrative. How can our empirical research inform psychological assessment? Complementarily, how can clinical needs of patients inform the direction and development of research methods?

The team's integration goes beyond psychology per se and addresses legal issues facing the criminal justice system. Based on conservative estimates, 300,000 to 400,000 defendants suffer from some incapacities, when they waive their Miranda rights and confess. The team has tackled how such criminal suspects can be identified and evaluated by bringing together legal scholars and psychological researchers.

### **Respect for Individuals and their Diversity**

Doctoral students on my research team are clearly unified by their interests in forensic research and practice. Beyond their abilities and passion for research, each member brings their own unique characteristics, strengths and weaknesses to the table. As an integral part of the professional development, each person must learn how they can contribute meaningfully to the team effort, which is incredibly important to their academic and professional success.

In our increasingly global community, our research program continues to be informed by cultural and transnational concerns. From our perspective, psychological knowledge can only be understood in relationship to diversity. It embodies and respects heterogeneity across persons, cultures and even ideas.

## **Prospective Students**

Doctoral students typically apply to work with Dr. Rogers for one of the two reasons outlined below:

### **Clinical Forensic Psychology**

A small number of doctoral students in clinical psychology work closely with Dr. Rogers and other graduate faculty in developing expertise in forensic psychology. These students through coursework, practica, and forensic research develop knowledge and experience with forensic psychology, especially as applied to criminal populations. Students have been successful in achieving top internships and the premier postdoctoral fellowships in forensic psychology. To be highly competitive, they are typically involved in more than 3 publications.

### **Academic Career**

Dr. Rogers is especially interested in working with one or two students during any five year period with aspirations for a tenure-track career. The goal is strong and coherent research program. In stressing scholarship, the authorship of eight or more refereed articles in respected journals is needed to become competitive for academic positions.