

Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

Current:

Teaching on MSc Psychology modules:

5th semester: Clinical Psychology (lectures)

6th semester: Psychiatry (lectures, module leader)

7th semester: Adult psychiatry (lectures, seminars, module leader)

8th semester: Adult psychiatry (lectures, seminars, module leader)

9th semester: Adult psychiatry (module leader)

9th semester: Advanced research methods (lectures)

10th semester: Master's dissertations (supervision)

Previously:

Activity: Lectures

Term: Bachelor

Topic: Clinical Psychology

Department: Psychology, Department of Communication and Psychology, Aalborg University

Activity: Lectures

Term: Bachelor

Topic: Psychiatry

Department: Psychology, Department of Communication and Psychology, Aalborg University

Activity: Lectures

Term: Master

Topic: Psychology

Department: Institute of Medicine, The Faculty of Medicine, Aarhus University.

Activity: Lectures

Term: Master

Topic: Psychology

Department: Institute of Medicine, The Faculty of Medicine, Aarhus University.

Supervision: PHD students

Topic: Psychiatry

Department: Department of Clinical Medicine, Aalborg University

Activity: Lectures

Term: Bachelor

Topic: Caseday

Department: Psychology, Department of Communication and Psychology, Aalborg University

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

From 2020 - : Co-head of Programme in Adult psychiatry (Clinical Psychology, Psychotherapy and Psychiatry, CPPP)

From 2023 - : Head of research group in Clinical and Health Psychology (Section for Cognition- Development and Clinical Psychology)

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

2015 - Adjunktpædagogikum, Learning Lab, Aalborg University.

Introduction to Problem Based Learning (PBL)

Problem Based learning beyond projects

Small change project

Student Diversity

Principles for good assessment

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

From 2016 - : Peer supervision

From 2014 - : Experience as a mentor/other competence development of peers in Unit for Eating Disorders

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

Courses I developed in cooperation with colleagues:

Adult Psychiatry (sub-program on the C-PPP) on the 7th, 8th and 9th semester/MSc psychology

6. Teaching awards you may have received or been nominated for.

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

Teaching principles

My primary teaching goal is to contribute to the best possible education of future psychologists and MDs at AAU. With best possible education of future psychologists/MDs, I mean psychologists/MDs who are capable of functioning (well) as clinical psychologists/MDs when graduated from university. I think it is important that the master students have the best possible and updated knowledge as well as knowledge on how to collect the necessary information. In addition, I believe it is important that the students during their education are trained to take a reflective perspective, e.g. in relation to the assessment and understanding of patients' symptoms and diseases. The PBL model at AAU is a gift to the future psychologists/MDs as they during their training learn to work problem based. A university education is primarily theoretical and includes – in general - relatively little clinical information and patient contact. This can be regarded as a strength as the students obtain the theoretical knowledge necessary for their future clinical function. However, the theoretical textbook knowledge is often simplified and it may have difficulty in describing the complexity of the clinical reality. In addition, the more "textural" quality of for example the described symptoms is hard to communicate by text. By including case material in the lectures, students can gain a greater insight in the complexity of (as an example) mental disorders and how symptoms can be displayed and how different elements of a disorder should be included and reflected on, e.g. in relation to co-morbid (i.e. multiple concurrent disorders). At the same time, cases provide a more nuanced insight into the work as a psychologist. I included case material in my teaching on depression in an auditorium lecture (A). Here, as a part of the course, the textbook literature described the symptoms of depression, including inhibition (i.e. stalled movement patterns). By including clinical case material, it was possible to share the quality of inhibition including a description of the impaired movement patterns and stalled facial expressions. The quality of this would be difficult to communicate to the students without case involvement. Thus, through the inclusion of clinical case material it is my intention that my lectures help the students develop professional skills and to prepare the students for a life as psychologists (or MDs) after graduation. Besides including clinical knowledge, another goal to me is to promote student education through research-based teaching. Thus, knowledge on terms as gold standard assessment and evidence-based treatment are significant considerations when teaching students in my discipline. During my teaching, I have become aware of the importance of basing the planning and execution of my teaching on the students' assumptions and expectations. Like this, I try to be aware of whether they receive and understand the teaching. When lecturing, I have also been aware of how the lecture fits into the context of the lecture series and how the curriculum defines the purpose of the lecture.

8. Any other information or comments.