

## Teaching portfolio

**1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.**

Master's program at Psychology, Department of Communication and Psychology, Aalborg University:

- 2023-present: Psychological Practice and Counseling Skills, a 30-hour course, including lectures, in-vivo demonstrations, facilitating group work, and feedback to students on roleplay. Role: Course manager, lecturer and class teacher, including syllabus and examination.
- 2020-present: Deliberate practice training of general psychotherapeutic skills, a 30-hour course in Clinical Psychology, including lectures, in-vivo demonstrations, facilitating group work, and feedback to students on roleplay and their answers to therapy videos. Role: Course manager, lecturer and class teacher, including syllabus and examination.
- 2019-present: The University Clinic; a training clinic for psychology students treating their first patients in psychodynamic psychotherapy. Role: Leader, Clinical supervisor, and class teacher.
- 2019-present: Clinical Psychiatry, Psychology and Psychotherapy; Advanced Applied Psychology I and II. Role: Lecturer and class teacher.
- 2019-present: Psychiatry, Psychology and Psychotherapy; Theory, practice, and scientific method, Role: Lecturer and class teacher and supervisor of students' empirical projects, mainly based on University Clinic data.
- 2019-present: Master's thesis. Role: Supervision of master's theses, mainly based on University Clinic data.
- 2011-2019: Lecturer and class teacher in several classes on clinical psychology, including personality disorders, attachment theory. Supervisor of Master's theses and Bachelor's theses at Department of Psychology, Aarhus University.

Selected supervision of clinical work at universities and outside universities:

- 2019-present: The University Clinic. Role: Video-based case supervisor of novice therapist within a psychodynamic approach.
- 2010-present: Psychiatric hospitals in the North Denmark and Central Denmark Region and Institute for Group Analyses in Aarhus. Role: Individual and group supervisor of difficult clinical cases.

**2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.**

Study/programme administration and management:

- 2019-present: Leader and course manager for the University Clinic, a training clinic for psychology students treating their first patients.
- 2023-present: Course manager for Psychological Practice and Counseling Skills, a 30-hour course, including lectures, in-vivo demonstrations, facilitating group work, and feedback to students on roleplay.
- 2020-present: Co-manager with Professor Stig Poulsen, Department of Psychology, University of Copenhagen, of the 30-hour clinical course Deliberate practice training of general psychotherapeutic skills.
- 2014-present: Coordinator of Operationalized Psychodynamic Diagnoses (OPD) in Denmark

**3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc**

Selected teaching courses and workshops:

- 2020: Teaching at a Problem Based Learning (PBL) university
- 2020: Planning and implementation of group instruction
- 2020: The use of IT and media for learning and teaching
- 2020: The PBL Group - Collaboration, Process and Supervision
- 2020: Planning, development and quality assurance of study programmes
- 2020: Research integration
- 2020: Enable your students' creativity during your teaching
- 2020: Lecturing in English
- 2015: Supervision course (Supervisionskursus)

•2014: Operationalized Psychodynamic Diagnosis (OPD), training of OPD trainer

**4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.**

Clinical and other qualifications:

- 2017: Certified specialist in supervision, the Danish Psychological Association
- 2014: Certified trainer in Operationalized Psychodynamic Diagnosis (OPD)
- 2012: Certified specialist in psychotherapy, the Danish Psychological Association
- 2009: Certified group analytic psychotherapist, Institute for Group Analysis, Aarhus
- 2007: Authorized psychologist, the Danish Supervisory Board of Psychological Practice
- 2005-present: Paper presentations and in several conferences on clinical psychology

**5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.**

Please see point 2 above.

**6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.**

In 2022, nominated to the teacher of the year by the students at Department of Communication and Psychology, Aalborg University

**7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)**

My teaching is informed by the principles of Problem Based Learning (PBL) and the concept of “dannelse” (from German: Bildung), which has had a profound influence on Psychology at AAU (Brinkman, 2017; Tanggaard, 2017). Klafi (2011) described “dannelse” as a dialectic process between subject and object. Here the subject opens and enriches the object, and the object opens and enriches the subject. Gustavsson (1998) also emphasizes the duality of formation between subject and object, between the known and the unknown, where “dannelse” metaphorically can be described as a journey to the foreign and unknown to return enriched home with an expanded, deeper understanding of oneself and the world. Therefore, the “dannelse” of the students always takes place based on the student’s prerequisites and preconceptions in relation to the traditions, knowledge, and values of the University and the teacher or supervisor representing these. Bjerre’s (2016) concept of “reflective practice theory” describes how integrating theory, research, and practice can occur in three phases. In the first reflection preparation phase, the student must develop theory, research, and method concepts. It provides the students with an abstract conceptual apparatus, knowledge about knowledge and its creation, enabling them to think critically and from alternative perspectives. This phase is the focus on the bachelor’s program in Psychology and the 7th semester. In the second experience-reflecting phase, the purpose is to applicate knowledge, skills, and competencies in a bodily embedded practice, considering the professional and ethical standards of the profession. This phase starts in the 7th semester with role play and reaches its peak during the internship in the 8th semester. In the third synthesis-reflecting phase, the goal is for the student to create synthesis-forming understandings, which make use of research, theoretical knowledge, and practice-based insights. This phase begins in the 8th semester but will not be the primary focus before the 9th and 10th semesters, where students work scientifically with empirical data in research projects. These three phases create the conditions for the student to begin to make independent clinical, ethical assessments during the exercise of practical skills and competencies with critical use of evidence-based knowledge. Watkins (2019) emphasizes that the development from student to a psychotherapist is characterized by transformative learning, involving a fundamental change in which the student’s previous insights and preconceptions are replaced by new ones, including the ability to think independently and make judgments. My background as a clinical psychologist gives me unique knowledge and the possibility to represent the clinical profession and draw on my own experiences and patient cases. However, if the student’s anxiety becomes too high, it may hinder learning and development. In this vulnerable phase, it is crucial that the teacher and supervisor show sensitivity, patience, and understanding of the student’s difficult situation. The supervisor must be responsive to any ruptures in the supervision alliance and take responsibility for their share in the rupture. Moreover, the supervisor’s input should be presented as hypotheses or perspectives.

## **8. Any other information or comments.**

I will be happy to discuss learning practices and philosophy. You can contact me at [karkov@ikp.aau.dk](mailto:karkov@ikp.aau.dk)