

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.

I have taught since 1986 in various creative, musical contexts, as well as in psychiatric residences etc.

I have taught on the music therapy program since 1997. Since 2012, I have primarily taught therapy subjects on the Music Therapy program's training therapy track. I have taught in Danish.

Bachelor:

1.-3. semester 'Group training therapy' (team teaching, exercise- and process-oriented)

Candidate:

8th sem. 'Intertherapy' (a specific form of onsite supervision of students working in Music therapy with each other)

8/10 sem. 'Guided Imagery & Music (GIM), level 1' (team teaching, theory, practice- and process-oriented)

Supervising master's theses

EVU/ Further education 'Music, Psychology & Health' (MPS):

Group training therapy

Clinical Group Music Therapy Skills

Receptive Music Therapy

Music & Identity

PhD:

Co-supervisor

Chair of 1 phd. committee

Censor duties:

Before employment at AAU, I was a member of the censor corps associated with the Music Therapy programme.

Externally:

Censor on Music Therapy training in Spain for their final practical exam.

Censor at private psychotherapy education (Integrative psychotherapy, Vedfelt Institute) (Master theses)

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.

Since 2011 coordinator of the continuing education program 'Music, Psychology and Health' - continuing education in music therapy subjects. (Former name: PROMUSA).

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

Adjunkt pædagogikum as assistant professor at Aalborg University 2011-2013

Regular team meetings (6-8 per year) with a focus on educational challenges and themes

Participates in teaching events at AAU

Continuing education related to my teaching:

Continuing education in Mentalization-based group therapy (10 course days) (2014)

Continuing education with Susan Hart & Marianne Bentzen in Neuroaffective psychotherapy, (12 course days) (2015)

Continuing education GIM III (Guided Imagery & Music) a total of 8 seminars, 25 course days, 100 sessions under supervision (2017-2019)

Supervision:

Mentalization-based supervision in relation to the group training therapy by psychiatrist/supervisor Torben Heinskou, a total of approx. 70 hours

Since 2020 continuous psychodynamically oriented supervision in relation to group training therapy by psychologist PhD Ole Roxo Østergaard.

Peer supervision:

Upgraded in 2015 supervision of music therapy students (mentor: Inge N. Pedersen)

Upgraded 2016 KGMF (mentor: Bolette Beck)
Upgraded 2017 Music & Identity (mentor: Lars Ole Bonde)

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.

Scientific article on PBL:

Lindvang, C. & Beck, B. D. (2015). Problem-based learning as a shared musical journey - group dynamics, communication and creativity. *Journal of Problem Based Learning in Higher Education*. 3, 1 (Special issue on PBL and creative processes), pp. 1-19.

Editor:

Lindvang, C. & Beck, B. D. (Eds.) (2017). Musik, krop og følelser: Neuroaffektive processer i musikterapi [Music, body and emotions: Neuroaffective processes in music therapy]. Frydenlund Academic. 386 p.

Pedersen, I. N., Lindvang, C. & Beck, B. D. (Eds) (2022). Resonant Learning in Music Therapy: A Training Model to Tune the Therapist. Jessica Kingsley Publishers. 220 p.

Conference participation including presentation from year 2000:

2000: "Contact and communication in music therapeutic processes with people suffering from schizophrenia". First Danish Music Therapy Conference. (+member of organizing committee).

2001: "End of a music therapy process". European Music Therapy Conference i Napoli, Italy

2002: "The dreaming therapist". World Congress of Music Therapy in Oxford, England

2004: "Many faces of musictherapy - organisational aspects of implementing musictherapy in a psychiatric hospital. European Musictherapy Conference in Jyväskylä, Finland

2004: "The music perspective in every relation". Conference for Psychiatric nurses, Denmark

2007: "The need for autonomy and the Nature of Doing – about men in music therapy". European Music therapy Conference in Eindhoven, Holland

2009: "Music Therapy and Cybernetic Psychology – interpretation of self-experiential training in a new light". Nordic Music therapy Conference in Aalborg, Denmark

2010: "Research into self-experiential learning and the development of clinical competencies". European Music Therapy Congress in Cadiz, Spain

2012: "A field of resonant learning – a study about music therapy students' self-experiential learning processes and about professional music therapists' evaluation of their own clinical competencies". Keynote at Summer School in Vitoria, Spain

2012: "Sounding the self. Body and voice work as self-experiential training in music therapy" (Research-based Workshop in collaboration with Sanne Storm). Nordic Music Therapy Conference in Jyväskylä, Finland

2013: "Working with dreams in music therapy" (Workshop). The 9th European Music Therapy Congress in Oslo, Norway

2014: xxx Nordic Conference on Mentalization, Copenhagen, Denmark

2015: "Mentalizing in group music therapy - playing with reality". Nordic Music Therapy Conference, Oslo, Norway

2016: "Music as a mean to development of metalizing competencies". Nordic Conference on Mentalization, Stockholm, Sverige

2019: "Resonant Research - understanding resonance as an approach to music therapy research". European music therapy conference, Aalborg, DK (+ member of organizing comm.)

2020: "I wish myself into the twilight - A case story in GIM about aging and grief". GIM (EAMI) conference, online

2022: "What can GIM therapists learn from hypnotherapists about directive and suggestive interventions?" (in collaboration with Anne Godal & Hanne Mette Ochsner Ridder), GIM (EAMI) conference, Fredericia, DK

2022: "GIM (guided imagery and music) and MI (music and imagery) in music therapy training groups". Nordic Music Therapy Conference, Helsinki, Finland

Other relevant competences:

Seven years of advanced training in Integrated Psychotherapy and Cybernetic Psychology at Vedfelt Institute, Denmark (from 2004-2011; more than 600 hours of psychotherapy training).

Approved member of the Danish association for Psychotherapists

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.

Ongoing participation in the design of study plans and module descriptions in the Music Therapy program.

Member of the 'aftagerpanel' for the Music Therapy program and the 2-year continuing education Music, Psychology and Health.

Continuous processing, coordination and dissemination in relation to semester evaluations on the continuing education program.

Published a research-based textbook on therapist training and learning processes in music therapy education: 'Resonant learning in music therapy - a training model to tune the therapist' in collaboration with colleagues Bolette Beck and Inge Nygaard Pedersen (2022).

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

Type your answer here...

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...