

Teaching Portfolio

1. FORMAL PEDAGOGICAL TRAINING

I have attended a pedagogical training course during my master's (1994-1996) at Aarhus University, as I worked as a student advisor / assistant to help junior students understand the core curriculum.

2. ADMINISTRATIVE TASKS RELATED TO EDUCATION

For the course Theory and Research (as described under point 3 below) I was the coordinator of the course, and also developed the contents of the course, the course material, the exam, and the reader. The course contents, the reader, and the exam are revised every year to accommodate the latest research results and state-of-the-art.

I have also set up the course below together with colleagues and provided some of the lectures:

Course on the patient perspective in patients with an Implantable Cardioverter Defibrillator

Venue: (i) Department of Medical Psychology and Neuropsychology, Tilburg University, The Netherlands; (ii) Department and Cardiology, Odense University Hospital, Denmark; (iii) Department of Cardiology, Aarhus University Hospital (Skejby), Denmark.

Aim: To provide health care professionals insight into the psychological consequences of living with a cardiovascular implantable electronic device, such as an ICD and CRT-D, the consequences of stress and distress for the cardiovascular system, which may explain the link between psychological factors and tachyarrhythmias and mortality, respectively. Lectures are provided on these topics and on tips how to deal with patients' emotional distress in clinical practice. In the second half of the course, participants are divided into groups to practice their clinical skills on each other based on cases (one in the role of the patient and the other in the role of the health care professional) with the rest of the group serving as observers and providing feedback at the end of the session. The course ends with an overall evaluation.

Level: Health care professionals (e.g., cardiologists, nurses, and technicians) involved in the clinical management and care of ICD and CRT-D patients.

Form: Lectures and group work of 4-5 participants (one day course).

Exam:None.

Frequency: One time event; has taught it once at each location as listed above. 2010: Tilburg University and Odense University Hospital; 2011: Aarhus University Hospital (Skejby).

Role: Course coordinator and lecturer. I developed the contents of the course, together with a research psychologist and a clinical psychologist.

In addition, I have been invited by the device companies and the pharmaceutical industry (e.g. Medtronic, St. Jude Medical, Cameron Health (now Boston Scientific Inc), Astra-Zeneca, and Servier.) to give talks for health care professionals as part of their further education. These talks have primarily focused on the interaction of Heart and Mind and medical / device treatment for determining outcomes in patients with cardiovascular disease and tips how to manage these issues in clinical practice.

3. EXPERIENCE WITH TEACHING, EXAMINATION AND SUPERVISION

I have taught the following courses:

(i) Diagnostic skills

Venue: Department of Medical Psychology and Neuropsychology, Tilburg University, The Netherlands.

Aim: To gain insight into the diagnostic process by means of becoming proficient in the diagnostic classification systems and nomenclature within the fields of clinical and medical psychology and acquire knowledge of the most frequently used diagnostic tests and equivalent instruments; to obtain elementary diagnostic skills with respect to gathering information about the patient's history and symptoms, identifying and defining the patient's problem and administering the appropriate tests while also taking into account differential diagnostics and aspects such as gender and ethnicity.

Level:Master's.

Form: 14 lectures (2 x 45 minutes).

Exam: Written, open questions.

Role: Lecturer. Providing lectures on the following topics: (1) Psychological assessment in somatic patients; (2) Depression in heart patients: Assessment, prevalence, determinants, and consequences; (3) Assessment of post-traumatic stress disorder; (4) Post-traumatic stress disorder in heart patients: Assessment, prevalence, determinants, and consequences.

Frequency: Once a year – I taught this course in the period from 2003-2005.

(ii) Clinical skills

Venue: Department of Medical Psychology and Neuropsychology, Tilburg University, The Netherlands.

Aim: To prepare students for practicing clinical psychology, which requires the ability to analyze, identify and treat the problem helping clients/patients in the right direction. For this reason, the course consists of the following modules: (a) Self-insight into own functioning as a psychologist and as a human being, with self-insight being equivalent to wisdom and how to handle one's own emotions when relating to others; (b) Problem clarification using students' own personal psychological difficulties to comprehend and appreciate how it is to experience problems and how to deal with them; (c) Handling interventional strategies with particular emphasis on an eclectic approach, including behavioral, cognitive, system therapeutic and interpersonal/dynamic perspectives. For this end, students need to write an autobiography which will be evaluated with the lecturer of the course during an intake (on individual basis) to assess expectations and motivation for working with human beings. During group meetings, the emphasis of the course is on experience-oriented training, such "what do I feel, what do I think, what do I want?", and "how do I relate to others?" relating to the topics of introspection and interaction. The course provides students the opportunity both to take the client and the therapist role.

Level: Bachelor's.

Form: In groups of 5-7 students.

Exam: End report (max. 2 A4s) and a written exam.

Role: Lecturer.

Frequency: Once a year - taught in the period from 2005-2006.

(iii) Research skills

Venue: Department of Medical Psychology and Neuropsychology, Tilburg University, The Netherlands.

Aim: Getting acquainted with designing, carrying out and reporting on an empirical research project; learning how to collect data and analyze them using SPSS; learning to apply APA conventions and rules in writing a scientific report. One single meeting is scheduled halfway September to provide practical information regarding the arrangements of the course. Students in groups of four are appointed to a particular topic and to a staff member, who guides the students in working through the complete empirical cycle of a research project. Apart from this assistance, the students have to carry out the research largely on their own, from searching literature and formulating hypotheses to analyzing the data and ultimately presenting the results. The course has a Blackboard Learning Systems site, and there more information is given, especially concerning the deadlines that have to be met with regard to enrollment in the course and part performances of the project.

Level: Bachelor's.

Form: In groups of 4 students.

Exam: Students (in groups) have to produce a scientific poster, give an oral presentation and write a report about the research activities that they carried out. The report should follow the APA conventions and be no longer than about 15 pages. A final grade for the course (the same grade for each member of a group) is given when all of the requirements of the course have been met.

Frequency: Once a year – I taught this course in the period from 2004-2006.

Role: Lecturer.

(iv) Data collection

Venue: Department of Medical Psychology and Neuropsychology, Tilburg University, The Netherlands.

Aim: To teach students to think critically about self-report measures and to enable them to develop such measures. Based on a group format, students will choose a psychological construct for which they want to develop a questionnaire. Subsequently, they will formulate items that they believe tap into this construct, choose a response scale and labels, collect data by asking respondents to complete the questionnaire, determine which statistical analyses to use for determining the psychometric properties of the scale (e.g., factor analysis, Cronbach's alpha, etc.). In the end report, students are expected to list their suggestions as to how to improve the questionnaire based on their results.

Level: Bachelor's.

Form: Lectures and group work

Exam: None. Pass or fail.

Frequency: Once a year – I taught this course in the period from 2004-2005.

Role: Lecturer.

(v) Introduction to clinical health psychology

Venue: Department of Medical Psychology and Neuropsychology, Tilburg University, The Netherlands.

Aim: Development of an understanding and appreciation of the complex relations between on the one hand physical and mental well-being and, on the other hand, a range of biological, psychological, and social factors that play a role in well-being; gaining knowledge and insight regarding psychological processes that are involved in these associations; gaining knowledge of psychological methods that can be applied in prevention of disease and in helping patients to cope with illness; learning to reflect critically on the presented material and to consider alternative viewpoints; a first introduction in applying the acquired knowledge in a practical exercise.

Level: Bachelor's.

Form: Lectures.

Exam: Multiple choice and assignments.

Frequency: Once a year – taught in the period from 2004-2005.

Role: Lecturer.

(vi) Individual research skills

Venue: Department of Medical Psychology and Neuropsychology, Tilburg University, The Netherlands.

Aim: To teach students about the various phases of the research process in order to enable them to write a scientific article. Students will learn to think about the research method(s) to use, the way of collecting data, how to analyze the data and write the results up for publication. Given that researchers not only have to be proficient in writing scientific articles but also in presenting their results to an audience, students are required to present their research at various stages (i.e., three phases).

Level: Master's.

Form: Lectures, assignments and presentations.

Exam: None. The end grade consists of a mean of the three different phases; for each phase a minimum of a 6 has to be given in order to pass the course.

Frequency: Once a year – taught in the period from 2003-2006.

Role: Lecturer.

(vii) Theory and Research

Venue: Department of Medical Psychology and Neuropsychology, Tilburg University, The Netherlands.

Aim: To provide students with knowledge of research (i.e., methodology and epidemiological terminology) and theory, with the theory focusing on the following four areas of medical psychology: (1) Consequences of somatic disease; (2) Risk factors for somatic disease; (3) Psychological interventions to soften the impact of disease; (4) Communication relevant to the medical psychologist/patient. As such, this course provides the building blocks for the psychological lectures in the pathophysiology course and serves as background knowledge for the entire Master's degree, as both theory and research are prerequisites for optimal patient interaction, evaluating the literature critically, and implementing research findings in clinical practice. Hence, topics on theory and research alternate and are intertwined. As an integral part of the course, students may be asked to prepare assignments that may have to be presented during the following lecture.

Level: Master's (first semester) – this course is part of a unique 2-year Master's degree in Medical Psychology; no equivalent degree is available in the Netherlands.

Form: Lectures, assignments and presentations. One of the lectures is given as a webinar rather than a face-to-face lecture with students. The course is given in English.

Exam: 20 multiple choice questions and 3 open questions.

Frequency: Once a year – taught in the period from 2007-2013.

Role: Course coordinator and lecturer. I developed the contents of the course, the course material, the exam, and the reader. The course contents, the reader, and the exam are revised every year to accommodate the latest research results and state-of-the-art.

(viii) Medical psychology 1 (B06)

Venue: Department of Psychology, University of Southern Denmark

Aim: To provide students with an understanding on the epidemiology of the different types of cardiovascular disease, the risk factors for incident disease and the role of psychological factors in the onset and progression of cardiovascular disease.

Frequency: Once a year from 2018 to present

Role: Lecturer. I developed the contents for my lectures.

(ix) Medical psychology 2 (K03)

Venue: Department of Psychology, University of Southern Denmark

Aim: To provide students with knowledge of the clinical and patient side of heart disease, including understanding what heart disease is, which treatment options are available, the impact of a diagnosis (and its treatments) on patients and their families, heart and mind interactions, how to identify vulnerable patients in clinical practice who due to their psychological profile have more impaired quality of life and a poorer prognosis, and intervention strategies (e.g. information, psychological treatment, such as CBT, etc.) and why it is paramount to treat the heart and mind together.

Level: Master's

Frequency: Once a year from 2013 to present

Role: Lecturer. I developed the contents for my lectures.

(x) Supervision of graduate and post-graduate students

In addition to the specific courses above, I have supervised several bachelor and master course students during the writing of their thesis. I have also been the supervisor of 13 PhD students, 2 pre-graduate students and am currently supervising 5 PhD students.

4. METHODS, MATERIALS AND TOOLS

I tend to use a mixture of scientific articles, book chapters, and video material / vodcasts. For the education of patients, I have developed vodcasts to make the material more attractive.

5. EDUCATIONAL DEVELOPMENT AND APPLIED RESEARCH INTO TEACHING AT THE UNIVERSITY

6. REFLECTION ON OWN TEACHING PRACTICE INCLUDING STUDENT EVALUATION

As a lecturer, I strive to engage students actively in the subject matter and challenge their views with particular emphasis on teaching them to take a critical stance to any material presented. In my opinion, prerequisites for the potential of success in terms of fulfilling these goals comprise that a lecturer is proficient in the subject matter, keeps up with the latest developments within the field and incorporates these new findings in the course material and in the teaching, thereby bringing together teaching, theory and research in the lecture room. A further pertinent prerequisite – in my opinion – is enthusiasm for the field when perpetuating knowledge and inspiring learning. Engaging students in this fashion is important not only because they will be the next generation of researchers and lecturers, but also since capabilities learned during their undergraduate or postgraduate degree and their satisfaction with the degree will reflect on the institution where they are taught as an indicator of the institution's performance and quality.

To illustrate my teaching philosophy, I will use the course *Theory and Research* as an example, which is embedded in the 2-year master's degree in Medical Psychology at the Department of Medical and Clinical Psychology, Tilburg University, where I worked for more than 12 years. I have chosen this particular course to illustrate my teaching philosophy for two reasons: (1) I coordinated the course and developed the course contents when the master's degree received accreditation and have as such been involved from the beginning and coordinated/taught the course since 2007 and until December 2013 when I left my position, which also makes it possible to look at the evolution of the course; (2) It is a challenging course to teach due to student attitudes towards the course as embedded within the master's degree which interacts with the format of the course as primarily comprised of lectures. I will clarify this latter point in the following section.

Theory and Research is one of the building blocks of the master's degree in Medical Psychology, as described above, combining both theory and research. Generally, students choosing this master's degree have a primary interest in becoming clinical psychologists providing therapy to patients with a somatic condition rather than in pursuing a research career. Hence, students are not particularly interested in research methodology, which constitutes at least 40% of the course, but more in learning about the somatic condition and psychological diagnostics. As such the course can partly be compared to a statistics/methodology course, which is well known not to be at the forefront of the interest of the majority of psychology students because students tend to find it difficult. In addition, the course only counts for 3 ECTS while in the first semester another course in the master's *Pathology* on disease knowledge about the different somatic conditions (e.g. diabetes, heart diseases, lung diseases etc.) counts for 6 ECTS. Students who have completed their degree have literally told me that for this reason there is a tendency for students to prioritize the *Pathology* course over *Theory and Research*. For these reasons and given that the course is based on a lecture format, the primary challenges for me as a lecturer has been to engage students and make them take an active role in the course by means of interaction and creating a dialogue. In my opinion, it has primarily been a question of working on student expectations and to make them understand that this course is important while at the same time showing enthusiasm for the course to catch their attention and keep them engaged.

After having taught the course for the first time, it was clear that it was paramount to emphasize several times during the course - and not only in the beginning - why theory and research were combined into one course and to mention explicitly that the course comprises a building block for the entire master's degree and thus also forms an important basis both for their future clinical work and their master's thesis. Particularly emphasizing the importance of also research methodology in their future clinical work has been paramount, because students can appreciate that if they cannot read the literature critically and evaluate critically which instruments to use in clinical practice, they are less likely to become good clinicians. For this very reason theory and research are intertwined; when I discuss the consequences of disease onset in terms of psychological morbidity, quality of life and prognosis, and talk about odds ratios and hazard ratios and that students should look at critically e.g. if the literature has adjusted for potential confounders, students learn to appreciate both aspects of the course and why they are intertwined. I have also attempted to introduce different teaching methods to the course, apart from only lectures, in order to enhance the engagement of students. For example, one lecture is given via a webinar from the US, where one of my colleagues was stationed. This teaching method allows for bringing in external experts and also serves to indicate to students that we as a department consider the master's degree one of our core businesses providing students with state-of-the-art teaching methods and the best lecturers in the field.

During the evolution of the course, I have decided to devote one section to student presentations, such that students get a feel for that they are able to master the combination of theory and research and apply what they have learnt during the course. Practically, students are given a choice between identifying their own topic and being allocated a topic (e.g. studying the influence of Type D personality on prognosis in patients with acute coronary syndrome). They then have to put together a power point presentation listing the title, background, objectives, methodology and potential problems/limitations of the study; in essence, this is equivalent to writing a preliminary research protocol which requires students to think critically about the choices that they make with respect to the methodology, how to and who should include patients, and the pros and cons of these choices. During the presentations, students in the audience take on different roles, ranging from chairs to question posers in order to keep them involved and engaged. My experience is that this takes away some of the fear related to a topic that some students may find challenging and difficult but also make them more enthusiastic about the topic and the course. Throughout the course a digital learning system (Blackboard Learning Systems site) is used where the lectures are posted beforehand, such that students can print off the slides prior

to the lectures.

The students' evaluations of my teaching for this course was between a 4.0-4.1 out of 5 with respect to actively trying to engage students in the course and for giving a clear explanation of the course contents.