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1. Formal pedagogical training

My pedagogical training consists of more than 25 years of experience at the University of Southern Denmark (among others), but also from teaching in non academic environments such as in treatment centers, hospitals or municipalities (patients, medical doctors, nursing staff, municipality employees).

2. Administrative tasks related to education

2024- : Member of the Steering group, Department of Psychology
2018-2024: Member of the Academic Council, Faculty of Health Science
2017-2024: Member of the Department Forum (Institutsråd)
2014-2018: Member of the Steering Group, Department of Psychology
2011-2013: Member of the "Studienævnet", Department of Psychology
2004-2011: Member of the Phd School "Humanistic Health Research"
1994-2000: Member of Censorkorps Sports Science
2000-2008: Steering Committee Censorkorps Sports Science
2000-2014: Member of the Censorkorps Medicin
Module administration
2024: Environmental Psychology (B11)
2023: Environmental Psychology (B11)
2022: Environmental Psychology (B11)
2021: Environmental Psychology (B11)
2020: Environmental Psychology (B11)
2020: Applied Psychology-foreigner module (K06), Department of Psychology
2019: Environmental Psychology (B11), Department of Psychology
2019: Applied Psychology (K06y), Department of Psychology
2018: Medical Psychology II (K03), Department of Psychology
2018: Applied Psychology, Existential Psychology (K06), Department of Psychology
2017: Health and Medical Psychology II (K03), Department of Psychology
2016: Health and Medical Psychology II (K03), Department of Psychology
2015: Health and Medical Psychology (K03), Department of Psychology
2014: Health and Medical Psychology(K03), Department of Psychology
2013: Health and Medical Psychology(K03), Department of Psychology
2013: Counselling Psychology (B06), Department of Psychology
2013: Environmental Psychology (B11), Department of Psychology
2012: Counselling Psychology (B06), Department of Psychology
2011: Counselling Psychology (B06), Department of Psychology
2010-1994: Health Psychology and Physical Activity, Department of Sports Science
1998-1994: Sports Psychology, Department of Sports Science

3. Experience with supervision, teaching and examination

3 a) Supervision

Supervision of Ph.d. projects (Main supervisor)

15. 2020-2025: Transgender and aggression
14. 2020-2022: Long-distance walking
13. 2020-2024: Youth stuck between family and life
12. 2018-2021: Project Wildman - Nature as Treatment
11. 2017-2020: Existential communication
10. 2016-2019: FOKUS – shooting sport with ADHD children.
9. 2015-2018: iINCREMENTAL – Increasing internet interventions
8. 2014-2020: Bariatric surgery and body scheme
7. 2013-2016: Exercise as treatment for alcohol dependence

6. 2014-2011: Prevention and treatment of chronic pain in the Sønderborg Community
 5. 2013-2010: Patients' anxiety and concern as predictors for the perceived quality and efficacy of treatment
 4. 2012-2009: Health Understandings and Strategies in Families with Overweight Children
 3. 2012-2008: Hospital Architecture in the Future
 2. 2006-2010: Adherence to Physical Activity
 1. 2008-2010: The Ecology of Talent Development in Sport
- Co-supervisor
2. 2014-2020: Bariatric surgery
 1. 2013-2010: Pain and physical activity
- Supervision of Master theses
- Psychology
43. Arkitekturpsykologi, Natur, 2024
 42. Idræt og trivsel
 41. Religionspsykologi og positivisme, 2024
 40. HIIT og depression, 2024
 39. Arkitekturpsykologi - det terapeutiske rum, 2024
 38. Psychoanalyse og sociale media, 2024
 37. Vandring, 2023
 36. Narrativ medicin, 2023
 35. Fertilitet, 2023
 34. Arkitekturpsykologi_Hording, 2023
 33. Vinterbadning, 2022
 32. Natur som behandling, 2022
 31. Narrativ medicin, 2022
 30. Læge-patient kommunikation, 2022
 29. Depression og fysisk aktivitet, 2021
 28. Walk & talk therapy, 2021
 27. Endokrinologi, 2021
 26. Kunstterapi og hjerneskade, 2020
 25. Religious Psychology, 2020
 24. Aging and bodily problems, 2020
 23. Art therapy 2019
 22. Piger med HPV, Juni 2019
 21. Stress og samfund 2019
 20. Environmental Psychology (Pregraduate) Januar 2019
 19. Alcohol relapse versus near relapse (Pregraduate), 2019
 18. Nature as therapy, 2018
 17. Misundelse 2017
 16. Sorg, 2017
 15. Fysisk aktivitet som behandling, 2017
 14. Social kapital, 2017
 13. Kropsterapi, 2017
 12. Feministisk psykologi, 2017
 11. Naprooms på gymnasier, (prægraduat), 2016
 10. Antroposofisk psykologi, 2016
 9. Motionspige, 2016
 8. Kommunikation, (prægraduat), 2016
 7. Danseterapi, 2016
 6. Physical Activity with 14-18 years in Norway, Psychology, June 2015
 5. Sport as Therapy, Psychology, September 2015
 4. Entertainment Education, Psychology, June 2015
 3. RFT and the therapeutic relationship, Psychology, June 2015
 2. Psychological aspects of Pain, Psychology, June 2015
 1. Psychological aspects of alcohol intake, Psychology, June 2015
- Medicin
2. Physical environment and architectures impact on prevention and treatment of disease, Medicin, June 2010
 1. The role of healing gardens in the prevention and treatment of stress disorders, Medicin, June 2009
- Sports Science
14. The potential of physical activity in the rehabilitation of cancer patients, May 2011
 13. Beneficial effects of exercise and group counseling on anthropometry and VO₂max in overweight women with polycystic ovary syndrome (PCOS), Sports Science, October, 2010
 12. Psychology in groups. A field-study on group processes and psychological aspects of women with polycystic ovary syndrome (PCOS), September 2010
 11. Physical activity and the treatment of cancer – a health-psychological investigation of cancer patients experiences, July 2009
 10. Pain and physical activity – physiological and psychological effects of different trainings methods for patients with chronic back pain, June 2009

9. Music in physical activity. The relation between sports, emotions and music, April 2009

8. Meaningful health – a health psychological analysis of overweight and behavioral change among social deprived people, March, 2009

7. Aesthetics and health – a qualitative investigation of architecture's function for human health, January 2009

6. Coping among elderly Bosnian refugees in Denmark – A qualitative study on refugees' quality of life, Master in Rehabilitation, August 2007

5. Exercise on Prescription – a health psychological analysis of motives and barriers, June 2007

4. The Subject in Health Campaigns – the meaning of the self for adherence, August 2007

3. Enriching movement – a health psychological study, Sports Science, August 2008

2. Change of Lifestyle – possibility or dream? A qualitative analysis of overweight patients from a health psychological view, October, 2005

1. Stress, Asthma and Sport – a bio-psycho-social approach, 2002

3 b) Teaching at PhD, Master-, Bachelor- and Undergraduate level (selection)

2020-2024: K03 Medical Psychology, K06 Applied Psychology, B11 Environmental Psychology

2020: Medical Psychology II (history lecture)(K03), Applied Psychology (K06) (module: existential psychology + foreigner spor), Environmental Psychology (B11)

2019: Medical Psychology I (history lecture)(B06), Applied Psychology (K06) (existential psychology), Environmental Psychology (B11)

2018: Medical Psychology II, Dept. of Psychology (K03)

2017: Medical Psychology II, Dept. of Psychology (K03)

2016: Health Psychology and Medical Psychology II, Dept. of Psychology (K03) 2015 Health Psychology and Medical Psychology (K03)(10hrs)

2015: Applied Psychology (K06)(3 hrs) 2015 Social and Personality Psychology (B04)(6hrs)

2015: Introduction to Psychology (B01)(2 hrs)

2014: Health Psychology and Medical Psychology (K03)(12 hrs)

2013: Counselling Psychology and Qualitative Methods (B06)(3hrs)

2013: Health Psychology and Medical Psychology (K03)(12 hrs)

2012: Environmental Psychology (B11), (45 hrs)

2012: Counselling Psychology and Qualitative Methods (B06)(6 hrs)

2011: Health psychology at Department for Sports Science and Clinical Biomechanics (SDU), MSc students (45 hrs)

2010: Teaching of bachelor students in mental health at SDU (9 hrs)

2009 Health psychology, Sports Science (45 hrs)

2009-2012 Teaching at the ph.d. program of humanistic health research

2008 Health psychology at the University of Southern Denmark, MSc students, 15 ECTS

2007 Teaching Master in rehabilitation students in health psychology, 5 ECTS

2006 Health psychology at the University of Southern Denmark, MSc students, 15 ECTS

2005 Health psychology at the University of Southern Denmark, MSc students, 15 ECTS

2004 Sports Psychology at the Institute of Sports Science, University of Copenhagen, Msc students, 10 ECTS

2003 Health psychology at the University of Hamburg, undergraduate students, 3 ECTS

2002 Body Culture at the University of Southern Denmark, MSc students, 15 ECTS

2002: Teaching of MSc students in Sports psychology, University of Aarhus, 10 ECTS

2001: Health Psychology, University of Southern Denmark, 15 ECTS

2000: Health Psychology, University of Southern Denmark, 15 ECTS

1999: Health Psychology (spring and autumn semester), SDU, 30 ECTS

1998: Health Psychology (spring semester), SDU, 15 ECTS

1997: Sports Psychology for undergraduate students and Health Psychology (spring and autumn semester), BSc and Msc students, SDU, 45 ECTS

1996: Sports Psychology for undergraduate students and Health Psychology (spring and autumn semester), BSc and Msc students, SDU, 45 ECTS

1995: Sports Psychology for undergraduate students and Health Psychology (spring and autumn semester), BSc and Msc students, SDU, 45 ECTS

1994: Sports Psychology for undergraduate students and Health Psychology (spring and autumn semester), for open education [åben uddannelse] and BSc students, SDU, 45 ECTS

3c) Examination (selection)

2024-2011: Examination of Master and Bachelor theses

2018: Medical Psychology II, Dept. of Psychology (K03) 2017: Medical Psychology II, Dept. of Psychology (K03) 2016: Health Psychology and Medical Psychology II, Dept. of Psychology (K03) 2015: Health Psychology and Medical Psychology II, Dept. of Psychology (K03)

2014: Health Psychology and Medical Psychology, Dept. of Psychology (K03)

2013: Counselling Psychology and Qualitative Methods, Dept. of Psychology (B06)

2013: Health Psychology and Medical Psychology, Dept. of Psychology (K03)

2012: Environmental Psychology, Dept. of Psychology (B11)

2012: Counselling Psychology and Qualitative Methods, Dept. of Psychology (B06)

2011-1994: Health psychology, Department of Sports Science

2002-2000: Body Culture, Department of Sports Science

1998-1994: Sports psychology at the University of Southern Denmark, Sports Science

4. Methods, materials and tools

My teaching uses a broad range of methods and activities including: encounter, peer feed back, cases, role play and other group based activities. My main goal is to strive for an applied approach preparing our students to meet patients and other humans in crisis. I encourage the students to active and problem based experiences.

5. Educational development and applied research into teaching at the university

Educational development is a lifelong personal process, involving years of reflections, feed back from the students and own critical thinking. An important consideration when planning a teaching curriculum is to differentiate the didactic approach, for example when using lectures, exercises, - or best - field studies. Lessons have to support independent and creative thinking, and to support involvement and engagement.

In my teaching areas environmental psychology and applied health psychology, the outcome for the students is best, when they are involved in applied processes by combining academic strategies and own experiences in the meeting with each other, their surroundings or other user groups.

6. Reflection on my teaching philosophy

Reflecting on my philosophy of teaching and learning, my idea and wish is:

to provide theoretical knowledge of psychological themes,

to support an atmosphere of creative thinking,

to involve the students (or doctors, nurses etc.) as knowing and experienced individuals,

to enhance the responsibility for their own learning processes.

To accomplish these goals, strategies are applied, based on knowledge of psychological principles and group processes and of course experience. Considering the different knowledge, but also the different involvement of students, it is essential to create a inclusive learning and teaching atmosphere.

I try to support active creativity by starting with person minded tasks (own experiences or observations) and integrate feedback activities. Especially individual feedback is useful to support the comittement to a teaching module.

Starting point for learning are usually own experiences, which can be described, painted or performed in role-playing (for example being a patient, GP or relative). Understanding the challenges of students but also using the constructive diversity of groups helps to design concrete teaching.

I try to combine research-based knowledge with a dialogue with the student's own experience. For example starting by remember a good childhood place, followed by theoretical reading on place attachment followed by a group field experiment in the university.

An important consideration planning a teaching curriculum is to differentiate the approach, for example in lectures, exercises, - or best - field studies. Lessons have to support critical and independent thinking, but also to provide classical theoretical knowledge.

Different aspects can be applied to assess understanding of course content. In health psychology I believe that the outcome for the students is best, when they are involved in the process by combining academic learning and experiences in the meeting with patients or other user groups.

Usually, a multiple choice or traditional written examination is not meaningful in health and environmental psychology.

Instead a preliminary oral presentation of the student's considerations (e.g. poster) might be chosen followed by a written paper on a self-chosen theme from a catalogue of 8-10 possible health or environmental psychological themes (for example place attachment, pain management, or coping strategies).

Following these principles based on knowledge, experience and first and foremost empathy for students, my university teaching may prepare them for meeting other people and especially patients with respect, develop an interest in knowledge and interest in becoming a psychologist .