Maria Louison Vang
Assistant professor
Department of Psychology
National Center of Psychotraumatology

Researcher
Dept. for Occupational and Environmental Medicine
Odense University Hospital

Email: mlvang@health.sdu.dk

1. Formal educational training

2021-2022: Lecturer Training Programme, University of Southern Denmark.
2021 Course:" Roles, supervision, and relations", University of Southern Denmark, Søren Nygaard Drejer
2021 Course: Introduction to teaching and learning at University of Southern Denmark, Vibeke Damlund
2018 Course: Working Collaboratively in Teaching & Learning (T&L), Using Technology to Enhance and Support T&L, Engaging in Professional Communication in Academia, Developing a Critically Reflective Practitioner. Ulster University

2. Administrative tasks relating to education

2.1 Teaching inside university

2022 – Member of board of studies, Dept. of Psychology, SDU.
2022 – Participating in the selection of psychology students through "Kvote 2"
2021 and 2022 - Shared module coordinator on B11: Psychotraumatology (10 ECTS). Blended learning. ITSLearning.
2022 – Module coordinator on B05 methods: Introduction to statistical data-analysis (5 ECTS).
2022 – Module coordinator on B07 methods: Statistical data-analysis (5 ECTS)

2.2 Teaching outside university

2021 - Planning and conducting "Mini psychology school: Psychotraumatology".
A minature series of lectures and curriculum of key theories of psychotraumatology for psychologists and social workers in the Danish Children Centres. The mini psychology school is aimed at delivering a practice oriented introduction to psychological theories of trauma focused on perspectives relevant to working with children. The course is delivered through 4 meetings á 2 hours during 1 year and through a combination of recommended readings, lectures and plenary discussions.

2018-2019 - Planning and conducting themeday on secondary traumatisation and burnout for professionals working with trauma-exposed children.

2018 - Planning and conducting "The Researchers Corner: Burnout and secondary traumatisation"
A miniature series of lectures and curriculum on burnout and secondary traumatisation for psychologists and social workers in the Danish Children Centres. The concept provides an introduction to key theoretical perspectives and empirical findings aimed at practical application of knowledge to everyday work-life. This was achieved through a combination of recommended readings, short plenary presentations and group discussions. The series included 4 meetings á 1 hour and was delivered in 2 Children Centres.

2015 - Planning and conducting introduction to systematic literature searching for psychologists at Dept. for Occupational and Environmental Medicine, OUH.

3. Experience with study programmes, supervision and examination

3.1 Teaching

Research methods and theory of science
2022 – Class (holdundervisning, shared). Introduction to ANOVA (B07, SDU)
2022 – Class (holdundervisning, shared). Introduction to logistic regression (B07, SDU)
2022 – Class (holdundervisning, shared). Introduction to multiple regression (B07, SDU)
2022 – Class (holdundervisning, shared). Concluding statistical analyses (B07, SDU)
2022 – Lecture: Introduction to statistical data-analysis (B05, SDU)
2022 – Lecture: Introduction to statistical data-analysis (B07, SDU)
2020-2022 - Lecture: Introduction to Quantitative methods for psychologists. (B01, SDU)
2018-2022 - Lecture: Introduction to Theory of Science for psychologists I and II (B01, SDU)
2021-2022 - Class (holdundervisning). Presentation of theoretical perspectives. Lecture, online format, case-based learning, peer- and teacher-feedback (B11, SDU).

2021 – Class (holdundervisning, shared). Introduction to SPSS (B05, SDU)
2021 – Class (holdundervisning, shared). Introduction to chi-square and correlation (B05, SDU)
2021 – Class (holdundervisning, shared). Introduction to t-tests (B05, SDU)
2021 – Class (holdundervisning, shared). Concluding statistical analyses (B05, SDU)
2017, 2021, 2022 - Class (holdundervisning): Interview technique (B06, SDU). Case-based teaching.
2021-2022 – Class (holdundervising): Qualitative data-analysis (B06, SDU).
2021 - Class (holdundervisning). Problem-statement. Lecture, online format (B11, SDU)
2021 - Class (holdundervisning). Poster presentation. Lecture, online format (B11, SDU)
2020 - Class (holdundervisning). Introduction to structural equation modelling (National Centre for Psychotraumatology)
2018 - Class (holdundervisning): Mixed methods for psychologists. Case-based teaching. (K03, SDU)
2017 - Lecture: Systematic literature search for psychologists (final year undergraduate, Ulster Unviersity, teaching language: English)

Psychotraumatology
2022 - Class (holdundervisning). Acute interventions after trauma. Lecture (B11, SDU)
2021 - 2022 - Class (holdundervisning). Epidemiology of trauma-exposure and PTSD. Lecture (B11, SDU)
2021 - 2022 - Class (holdunderivsning). Introduction to conceptualisation of trauma and PTSD. Lecture (B11, SDU)
2021 - 2022 - Class (holdundervisning). Risk factors for PTSD. Lecture, (B11, SDU)
2020 - 2022 - Class (holdundervisning). Secondary traumatisation for psychologists. Lecture, (B11, SDU)
2021 - Class (holdundervisning). Introduction to countertransference and PTSD. Lecture, online format (B11, SDU).
2018 - Class (holdundervisning) Secondary traumatisation among psychologists working with survivors of trauma. Lecture and plenary discussion (Specialist education in psychotraumatology, National Centre for Psychotraumatology)

Other topics
2018 - Class (holdundervisning): Existential communication. Case-based teaching (K03, SDU)
2014 - Class (holdundervisning): Selection methods, case-based learning of stress-theories and case-based learning on selection methods for psychology students (B09, SDU)

3.2 Supervision

2022 – Research training assignment (Forskningstræningsopgave, Specialpsykologuddannelsen). Supervision and assessment.
Are borderline personality disorder and complex PTSD distinguishable disorders? A rapid review.
2020-2022 - 4 Master theses, Psychology (SDU)
Do we catch them all? A rapid review of the prevalence of DSM-5 and ICD-11 PTSD
Overgang til moderskabet under COVID-19 pandemien
Prosecutors' experience of negative acts by professional counterparts
Traumatic events of the development of dissociative disorder
2021 - 5 bachelor theses, Psychology (SDU)
Theoretical theses:
The potentials of literature in supporting the integration of grief
Transgender in the health-care system: A post-structural policy analysis
Transgender and trauma: A theoretical analysis of the relationship between
transgender identity and PTSD
Systematic and scoping reviews:
The role of guilt and shame in disclosure among survivors of incest
PTSD following spontaneous abortion
2017 - 2 afsluttende sidefagsopgaver, Psychology (SDU)
2017 - Co-supervision of 1 master thesis (SDU)
2014 - 2016 Peer-supervision of student assistants at the National Centre for Psychotraumatology (introduction to and supervision on data-management)

3.3 Examination

2022 – Master theses (K08)
2022 - Ordinary and re-examination of statistical data-analysis (B07, SDU)
2022 - Ordinary and re-examination of introduction to statistics (B05, SDU)
2021 – Master theses
2021 - Oral examination of bachelor thesis
2020 - 50 written exams, introduction to psychology (B01, SDU)
2017 - 110 written exams, qualitative methods (B06, SDU)

4. Methods, materials and tools

I have experience teaching outside and inside university settings. Teaching professionals outside university, I rely primarily on on-site teaching materials such as power point presentations and handouts including a list of recommended readings. Teaching students inside university, I use a variety of methods, materials, and tools. For lectures, I use power point presentations including discussion breaks for active participation and learning. For class-based teaching, I use power point

presentations, practical exercises (statistical data-analysis), case-based learning (analyzing a case using psychological theories), and matrix-supported group-discussions. Additionally, this is combined with offline activities inspired by blended learning that includes preparing and recording videos for students, instructing students in preparing and recording videos for peer-teaching, Q&A, reflection posts and peer-feedback on selected tasks.

5. Educational development and applied research into teaching at university, including educational awards

2021 - 2022 – Co-development of a 10 ECTS elective course in psychotraumatology.
2020 - 2022 - Development of a new concept for teaching analysis, application and comparison of theoretical perspectives on psychotraumatology using a blended learning approach including student presentations, peer- and supervisor feedback, case-analysis and group and plenary discussions.
2014-2018 – Research on the measurement of academic self-efficacy in higher education (psychology and data science), the importance of non-cognitive abilities for GPA and dropout and validity of the quota 1 and 2 selection systems for accepting students into higher education in psychology.

6. Experience and reflection on teaching and learning in applied and university contexts

Teaching at higher education means preparing students for navigating a super-complex world where there's not only a multitude of facts to consider but also a need for critical reflection on the very frameworks by which we consider the facts available to us. As such, students need both knowledge of facts within the domain of psychology, skills to think and act professionally in a psychological context and competences to apply these skills flexibly under consideration of the context. Hence, when teaching students, I'm concerned not only with teaching them facts about the topic in question but ideally also the conditions of the facts in question and invite the students to reflect on these, starting from the notion that "to state a fact is to argue for the warrant of the theory which necessitates it, and to teach others that it is a facts is to enjoin them to see reality as that theory commands one to see it" (Weimer, 1977, p. 14). This is particularly relevant for a subject matter such as psychology that spans broadly across natural and social sciences and humanities that are by nature concerned with different aspects of reality, and a critical awareness of either perspective's focus and blind spots is paramount to qualifying psychological practice and research.

In my teaching, I prioritize creating an informal and engaging atmosphere, where the purpose of classes and topics are clear to students and where there's room for diversity in our strengths and starting points and therefore also no stupid questions. Supportive and encouraging teaching and supervision is important for student engagement and learning and so this is a particular priority for me.
When teaching both students of psychology, psychologists and other professionals, I aim to adapt my teaching approach to the purpose of the lecture and stage of knowledge of the participants.
For example, most of my dissemination to other professionals have centred on the topics of secondary traumatisation and burnout in order to expand the professionals' ways of thinking about their own experiences in working with survivors of trauma. As the purpose of this teaching is first and foremost to influence the professionals' daily practice, I approach this purpose by giving only a brief overall introduction to the terminology of the field and proceed to phenomenological descriptions of experiences and case-examples that are to be discussed in their own right and in relation to the employees' experiences at the workplace. I introduce theoretical perspectives gradually to more abstractly describe the scientific reflections on the processes at work. Under this purpose, my aim is not to disseminate all the knowledge that I have gathered in the course of three years in 15 minutes, rather, it is to support the maturation of the professionals' thinking about their own experiences by introducing theoretical perspectives that are helpful in organising their thinking about their own experiences in the future by linking them to their experiences in the past and their thoughts about them in the present.
As another example, I have been teaching theory of science for some years to 1st year psychology students (B01). This is a difficult topic for students as it is often the first time that students are required to reflect upon the ontology of the world of study and relatedly, the appropriate ways of deriving knowledge about it. Additionally, the topic is philosophical in nature and often regarded as dry, hard to grasp in itself and in its' relevance and somewhat boring. As I believe that this is largely related to our usual success in everyday life in uncritically relying on our perceptions of the world when navigating it, I begin the lectures either with reflection exercises on why a scientific foundation is relevant to our practice as psychologists or by examples from YouTube on optical illusions designed to show the fallibility of this reliance on our ready perception of the world as a reliable source of knowledge. I take this approach as it introduces a "miniature shock" and wonder on the limits of our own perception that creates the energy and curiosity necessary to engage in a difficult and abstract topic whose relevance is not readily apparent. I use this momentum to introduce the general terminology to organise and describe our basic assumptions of the world (epistemology, ontology), approaches to scientific inquiry (nomological/idiographic, inductive/deductive/abductive) and proceed to introduce three overarching ways of approaching the world of psychology specifically. As with the aim of my teaching of professionals, it is not the purpose for me to spew my accumulated knowledge on the topic at the students. Rather, I am to introduce cardinal theoretical points and terminology that can be used as scaffolding around which the students can organise their own exploration of theory of science in particular and psychology in general in a way that is helpful to further their own accumulation and critical reflection on knowledge.

I find it challenging to adapt teaching to the allotted time as I remain very optimistic about how much material can be covered in the confrontation time available and tend to take parts of my own knowledge for granted. Hence, a focus for my

future development of the courses and classes I'm teaching at university is the refinement of the content to cover the main points of importance and to make better use of asynchronous teaching options to cover basic knowledge-related material to free up space for discussion and student interaction in the sparse f2f confrontation time available to us.
In refining the courses, I'm attentive to student evaluations. Generally, these have been positive on the learning atmosphere, and some have highlighted that the work-load and intensity of my teaching is towards the heavy end although some students find it motivating to be met with high demands on their engagement so long as this is coupled with appropriate feedback and appreciation of their effort. As my development as a teacher in higher education is an ongoing process, I rely on discussions with my colleagues, student feedback and evaluations and further formal education as necessary to become a better educator and learn from my mistakes.