

Silke Behrendt  
Department of Psychology  
InCoRE  
**Email:** sbeherndt@health.sdu.dk  
**Phone:** +4565503943



## 1. Formal pedagogical training

Since 2006, I have taught seminars, training seminars, and lectures in clinical psychology on the bachelor and master level. I have also taught post-graduate courses for PhD-students (at the European Graduate School in Addiction Research) and for psychotherapists in training. Topics of my teaching include an introduction to Clinical Psychology (lecture), introduction to substance use disorders (seminar), introduction to epidemiology in clinical psychology (lecture), E-mental health (lecture), diagnosis and treatment of substance use disorders (lecture), therapeutic skills (training seminar), classificatory diagnostics of mental disorders (seminar), assessment of substance use behavior (seminar), application of the CIDI interview (seminar), and epidemiology of substance use and disorders in adolescence (seminar). I have taught in English, Danish, and German language.

## 2. Administrative tasks related to education

2016/17 In charge of the written exams in the work package "Areas of Application of Clinical Psychology" in the master course "Clinical Psychology and Psychotherapy" at Technical University of Dresden.  
Since 01/2022 Member of the PhD-committee at the faculty of health, SDU.

## 3. Experience with teaching, supervision, and examination

From 02/2022 -

Teaching and supervision of interns in the university clinic at the Institute of Psychology  
Teaching experience: bachelor and master level

2020 -

Lecture and seminar: E-mental health (bachelor level)

2019 -

Lecture: Epidemiology in Clinical Psychology (bachelor level)  
Lecture: Substance use disorders (bachelor level)

2019 -

Training seminar: Therapeutic skills (master level)

2016 - 2017

Lecture: Introduction to Clinical Psychology 2012 - 2013 Lecture (partial): Areas of research and practice in Clinical Psychology

2010 - 2013

Seminar: Introduction to substance use disorders

2006 - 2010

Seminar: Basic skills II: introduction to the classification and diagnostics of mental disorders

2010

Seminar: Adolescent substance use disorders: a workshop seminar for students interested in epidemiological research on substance use disorders in adolescence  
Post-graduate teaching experience

2011 - 2013

Lecturer for post-graduate training for psychotherapists at the post-graduate study programme "Psychological psychotherapy" at Technical University of Dresden. Seminar: Classificatory Diagnostics with the DIA-X/M-CIDI

2014

Lecturer at the European Graduate School in Addiction Research (ESADD). Seminar: Assessment of substance use disorders: classificatory diagnoses, screening, and use pattern assessment

2011

Lecturer at the European Graduate School in Addiction Research (ESADD). Seminar: ICD-10 and DSM-IV classification of substance use disorders

2009

Lecturer at the European Graduate School in Addiction Research (ESADD). Seminar: Incidence and critical transitions of substance use and substance use disorders

Exams

2020 -

Oral exams in K01 – Clinical psychology

Written exams in B07 - Clinical psychology

Oral exams in K08 – Master thesis

2016 – 2017

In charge of the written exams in the work package “Areas of Application of Clinical Psychology” in the master course “Clinical Psychology and Psychotherapy” at Technical University of Dresden

2010 - 2018

Oral examinations, Clinical Psychology (master level)

Supervision

2012 – 2015

PhD thesis: "Substance Use and Substance Use Disorders Associated With Military Deployment to Afghanistan: Who Is at Risk?" (Sebastian Trautmann, PhD)

2006 -

Supervision of 29 bachelor and master theses.

2021 -

Organization of collegial intervention on the topic of academic teaching

#### **4. Methods, materials and tools**

Lecturing (small and large class rooms), group work, group supervision, individual supervision. In addition to more traditional teaching tools such as power point presentations, video clips, Blackboard, group discussions, and hands-on exercises, I have especially used peer-feedback, demonstrations, role play, patient contact, video-based feedback, and Team Based Learning. The rationale for using these and the more traditional methods are to engage students in participating actively in the learning process and to promote professional behavior as well as critical thinking and self-reliance during and after the class.

#### **5. Educational development and applied research into teaching at university**

2011 Project "The integrated study and teaching concept" (Master in Clinical Psychology and Psychotherapy)