

## Teaching CV

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INSIDE

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### 1. Formal pedagogical courses and training

Courses

2019

- Lecture training programme
- Use student response systems in your teaching - an online course
- Collaborative learning
- Unlimited: bias aware teaching and learning
- Questioning
- Teaching portfolio

2017

- Supervision - Roles and relations
- PhD supervision process, methods and tools
- Use of video in teaching
- University pedagogical introductory course for new and/or external lecturers

### 2. Administrative tasks related to education

2019 Module coordinator for K03 Medical Psychology

### 3. Teaching, supervision and examination

#### 3.1 Teaching

2019

- Lectures in Developmental Psychology B03
- Lectures in Medical Psychology K03

2018

- Lectures in Developmental Psychology B03
- Exercises in Mixed methods, Medical Psychology K03

2017

- Clinical lecture on B07
- Lectures in Developmental Psychology B03
- Classroom lecture in eHealth seminar B10
- Exercises in Mixed methods, Health and Medical Psychology K03

#### 3.2 Supervision

PHD-level

2019

- Co-supervisor for PhD fellow Julie Christiansen "Hvorfor gør ensomhed os syge? En prospektiv undersøgelse af de mekanismer, der har betydning for, at ensomhed forringer helbredet"
- Co-supervisor for PhD fellow Lotte Helmark "Screening patients with ischemic heart disease for anxiety and depression – Implications from a patient perspective"

2018

- Co-supervisor for PhD fellow Barbara van Veen "Patient-reported and clinical outcomes in patients with an implantable cardioverter defibrillator (Longitudinal data from the MIDAS and DEFIB-WOMEN studies)"
- Co-supervisor for PhD fellow Julie Christiansen "Hvorfor gør ensomhed os syge? En prospektiv undersøgelse af de mekanismer, der har betydning for, at ensomhed forringer helbredet"

2017

- Co-supervisor for PhD fellow Barbara van Veen "Patient-reported and clinical outcomes in patients with an implantable cardioverter defibrillator (Longitudinal data from the MIDAS and DEFIB-WOMEN studies)"
- Co-supervisor for PhD fellow Julie Christiansen "Hvorfor gør ensomhed os syge? En prospektiv undersøgelse af de mekanismer, der har betydning for, at ensomhed forringer helbredet"

2015-2016

- Supervision of PhD fellow Karen Lee, Department of Psychiatry, Mount Sinai Hospital, Toronto, Canada

Master-level

2019

Supervision of four Master Theses:

- Psykosocial belastning hos børn og unge med brystkræftede mødre. Et systematisk review
- Når livet sættes på standby - Unge kvinders fortællinger om et liv med kræft
- Den Empatiske Psykolog: Et Systematisk Review
- Reconsidering the Level of Empathy Among Medical Students: An Updated Systematic Review

2018

Supervision of three Master theses:

- Barndomstraumer og empati - Set i et tilknytningsteoretisk perspektiv
- Emotionelle reaktioner og mestring af disse, når diagnosen brystkræft stilles på baggrund af en screening - en kvalitativ interviewundersøgelse
- Fremtiden for personlighedsforstyrrelser. En undersøgelse af dimensionale diagnosemetoder og deres betydning for forebyggelse af personlighedsforstyrrelser

2017

Supervision of three Master theses:

- "Unge behov for støtte og inddragelse, når mor har brystkræft"
- "Projektering, etablering og evaluering af Netværk for Unge - en erfaringsudvekslingsgruppe for unge med brystkræftede mødre"
- "Sammenhæng mellem ADHD og tilknytning - et teoretisk speciale"

### 3.3 Examination

2019

- 44 written exams i Medical Psychology
- 4 Master theses (2 oral exams)

2018

- 30 written exams in Developmental psychology
- 3 Master theses (2 oral exams)

2017

- 30 written exams in Developmental psychology
- 3 Master theses (2 oral exams)

## 4. Methods, materials and tools

Lectures (large groups), group work and group and individual supervision.

My teaching is centered around student activation why I have implemented experience-based learning in some of my lectures. The experience-based learning provides opportunities for the students to experience the curriculum either through exercises or through e.g. case studies, reflect on these experiences and thereby provide greater potential for deeper level learning. To give an example in teaching the students about the effect of crises on development in the course developmental psychology I organized the teaching as follow. The students had a three-hour lecture. In the first hour the student watched a clinical case with a person in crises and they were told that they should identify the relevant developmental theories for the case. In the second hour the students reflected on the case first on their own and then they had time to discuss the theories they had identified in groups and talk about how the theories applied to the case. Afterwards they shared their perspectives in plenum. In the last hour I gave a lecture on crisis theory and the students had to continue their work in the groups and try to apply the theory to the case.

The tools I use is e.g. Powerpoint, PollEverywhere, Catch box and videos.

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

2019: Revision of the module Medical Psychology (K03).