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Health Psy



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## 1. Formal pedagogical training

My more or less formal pedagogical training consists of more than 20 years of experience at the University of Southern Denmark (among others), but also from teaching in non academic environments such as hospitals or municipalities (medical doctors, nursing staff, municipality employees).

## 2. Administrative tasks related to education

2018-: Member of the Academic Council, Faculty of Health Science  
2017-: Member of the Department Forum (Institutsråd)  
2015-: Member of the Strategy group, Department of Psychology  
2014-2018: Member of the Steering Group, Department of Psychology  
2011-2013: Member of the "Studienævnet", Department of Psychology  
2004-2011: Member of the Steering Committee of the Phd School  
"Humanistic Health Research"  
1994-: Member of Censorkorps Sports Science  
2000-2008: Steering Committee Censorkorps Sports Science  
2000-2014: Member of the Censorkorps Medicin

### Module administration

2019: Environmental Psychology (B11), Department of Psychology  
2019: Applied Psychology (K06), Department of Psychology  
2018: Medical Psychology II (K03), Department of Psychology  
2018: Applied Psychology, Existential Psychology (K06), Department of Psychology  
2017: 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

2020-2023: Phd stud. cand.psych. Anne Katrine Hartmann Poulsen: Youth stuck between family and life (start 1.2.2020)  
2018-2021: Phd stud. Simon Høegmark: Nature as Treatment (start 1.6.2016)  
2017-2020: Phd stud. cand.psych. Aida Hougaard Andersen: Existential communication in rheumatic arthritis, Multiple Sclerosis and chronic pain (Start 1.6.2017)  
2016-2019: PhD stud., Annegrete Månsson: FOKUS – shooting sport with ADHD children. (start 1.1.2016)  
2015-2018: PhD student, cand.psych. Kim Mathiasen: iINCREMENTAL – Increasing access to evidence based psychotherapy to improve mental health through the use of internet interventions (start 1.6.2015)  
2014-2020: PhD student, MD, Lotte Poulsen: "Bariatric surgery and body scheme", main supervisor MD, ph.d. Jens Ahm  
2013-2016: PhD student, cand.pub.health, Sengül Sari: "Exercise as treatment for alcohol dependence", co-supervisor Randi Bilberg  
2014-2011: PhD student, cand.scient., Lotte Nygaard Andersen: "Prevention and treatment of chronic pain in the

Sønderborg Community”, main supervisor: prof. Karen Søgaard, (5.11.2014)  
 2013-2010: PhD, cand.san. Randi Bilberg: “Patients’ anxiety and concern as predictors for the perceived quality and efficacy of treatment”, co-supervisor prof. Søren Overgaard, Odense University Hospital (29.11.2013)  
 2012-2009: PhD, cand.mag. Pernille Andreassen: “Health Understandings and Strategies in Families with Overweight Children”, co-supervisor asc. Prof. Lone Grøn (19.12.2012)  
 2012-2008: PhD, cand.san. Jeanet Lemche: “Hospital Architecture in the Future – an innovative, phenomenological, industrial project”(10.10.2012)  
 2010-2006: PhD, cand.scient. Thomas Bredahl: “Adherence to Physical Activity – psychological aspects in Prescribed Exercise and Motivational Counselling”, defence: (24.6.2010)  
 2010-2008: PhD, cand.psych. Kristoffer Henriksen: “The Ecology of Talent Development in Sport: A multiple Case Study of Successful Athletic Talent Development Environments in Scandinavia”, co-supervisor prof. Natalia Stambulova (20.5.2010)

#### Supervision of Master theses

##### Psychology

- 22. Piger med HPV, Tobias Opsal, Juni 2019 •21. Stress og samfund, Isabella Varnild & Pernille Abildgaard Lorentzen; •20. Environmental Psychology (Pregraduate) Marie Zerafine, Januar 2019
- 19. Alcohol relapse versus near relapse (Pregraduate), Martin Mau, Januar 2018•18. Nature as therapy, Line Steinkraus, 2018•17. Misundelse, Kenni Beltoft 2017•16. Sorg, Karen Thaulow, Katharina Korn, Julie Degas, 2017•15. Fysisk aktivitet som behandling, Julie Poulsen, 2017•14. Social kapital, Tine Taulbjerg, 2017•13. Kropsterapi, Mie Tastesen, 2017•12. Feministisk psykologi, Synnøve Brøgger 2017•11. Taprooms på gymnasier, Sidsel Grove (prægraduat), 2016•10. Antroposofisk psykologi, Hanne Groth, 2016•9. Motionspiger, Julie Demos, 2016•8. Kommunikation, Maria Vang (prægraduat), 2016•7. Danseterapi, Karin Gait, 2016•6. Physical Activity with 14-18 years in Norway, Psychology, Karina Kulbek; June 2015•5. Sport as Therapy, Psychology, Julie Derosa Frederiksen, September 2015
- 4. Entertainment Education, Psychology, Camilla Hjordt, June 2015
- 3. RFT and the therapeutic relationship, Psychology, Kenneth Henriksen, June 2015
- 2. Psychological aspects of Pain, Psychology, Manja Nielsen & Thomas Lund, June 2015
- 1. Psychological aspects of alcohol intake, Psychology, Elisabeth Everest, June 2015

##### Medicin

- 2. Physical environment and architectures impact on prevention and treatment of disease, Medicin, Stine Estrup Damby & Louise Andersen, June 2010
- 1. The role of healing gardens in the prevention and treatment of stress disorders, Medicin, Matilda Krysander & Ida Stuart-Beck, June 2009

##### Sports Science

- 13. The potential of physical activity in the rehabilitation of cancer patients, Trine Ulf Mortensen & Karen Dalgaard Pedersen, May 2011
  - 12. Beneficial effects of exercise and group counseling on anthropometry and VO2max in overweight women with polycystic ovary syndrome (PCOS), Sports Science, Camilla Birkebæk, October, 2010
  - 11. Psychology in groups. A field-study on group processes and psychological aspects of women with polycystic ovary syndrome (PCOS), Anne-Sofie Kjærgaard & Line Sten Thomson, September 2010
  - 10. Physical activity and the treatment of cancer – a health-psychological investigation of cancer patients experiences, Henriette Jensen, July 2009
  - 9. Pain and physical activity – physiological and psychological effects of different trainings methods for patients with chronic back pain, Liselotte Bæk Nielsen, June 2009
  - Music in physical activity. The relation between sports, emotions and music, Niels Skovmand, April 2009
  - 8. Meaningful health – a health psychological analysis of overweight and behavioral change among cial deprived people, Line Tornhøj Lektonen, March, 2009
  - 7. Aesthetics and health – a qualitative investigation of architectures function for human health, SLise Zacho, January 2009
  - 6. Coping among elderly Bosnian refugees in Denmark – A qualitative study on refugees’ quality of life, Master in Rehabilitation, Kirsten Brun, August 2007
  - 5. Exercise on Prescription – a health psychological analysis of motives and barriers, Kristine Wagner: June 2007•4. The Subject in Health Campaigns – the meaning of the self for adherence, Maja Damgaard Knudsen, August 2007
  - 3. Enriching movement – a health psychological study, Sports Science, Birgitte Tidemand-Peterson & Thilde Bo Schmidt, August 2008
  - 2. Change of Lifestyle – possibility or dream? A qualitative analysis of overweight patients from a health psychological view, Oktober, 2005
  - 1. Stress, Asthma and Sport – a bio-psycho-social approach, Sports Science, Birgitte Bredahl & Thomas Gjelstrup, 2002
- Supervision of Bachelor Theses• 4. Landskab og Identitet, Lilian Schütt, 2019• 3. Gang og Depression, Mikkel Jacobsen & Kirstine Wehner, 2019• 2. Adfærdsdesign, Helene Hupfeld, Sebastian Bieslund & Nicolas Koster, 2019• 1. Gang i naturen, Simon Maach & Jeppe Lange, 2019

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

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)2015Health Psychology and Medical Psychology (K03)(10hrs)  
 2015: Applied Psychology (K06)(3 hrs)2015Social 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)  
 2009Health psychology, Sports Science (45 hrs)  
 2009-2012Teaching at the ph.d. program of humanistic health research  
 2008Health psychology at the University of Southern Denmark, MSc students, 15 ECTS  
 2007Teaching Master in rehabilitation students in health psychology, 5 ECTS  
 2006Health psychology at the University of Southern Denmark, MSc students, 15 ECTS  
 2005Health psychology at the University of Southern Denmark, MSc students, 15 ECTS  
 2004Sports Psychology at the Institute of Sports Science, University of Copenhagen, Msc students, 10 ECTS  
 2003Health psychology at the University of Hamburg, undergraduate students, 3 ECTS  
 2002Body 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, 45ECTS  
 1996: Sports Psychology for undergraduate students and Health Psychology (spring and autumn semester), BSc and Msc students, SDU, 45ECTS  
 1995: Sports Psychology for undergraduate students and Health Psychology (spring and autumn semester), BSc and Msc students, SDU, 45ECTS  
 1994: Sports Psychology for undergraduate students and Health Psychology (spring and autumn semester), for open education [åben uddannelse] and BSc students, SDU, 45ECTS

### 3c) Examination (selection)

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 proces. It involving years of reflections, continous feed back from the students and critical thinking. 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, and to show strategies for personal involvement and engagement.

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.

## 6. Reflection on my teaching philosophy

Reflecting on my philosophy regarding teaching and learning, my mission is:

- to provide professional knowledge of psychological issues,
- to involve the students (or doctors, nurses etc.) as knowing and experienced resources,
- to enhance the responsibility for their own learning process, and
- to provide the possibility for lifelong learning.

To accomplish this, the following strategies are applied, based on essential psychological principles and group processes. Considering the different knowledge of students or other target groups it is essential to implement appropriate strategies. In the university environment for example undergraduate and postgraduate students have different theoretical backgrounds. I try to integrate feedback activities, such as comments or questions that can help to determine the individual levels and learning progress. Especially individual and group feedback is useful to tailor the intellectual process. Contributions from different learning theories are used to explain human behavior, especially change of behaviour. Cognitive-behavioral learning is used as an example showing how to implement motivation or avoid fear. I also like to include role-playing (for example being a patient, GP or relative), constructive controversies (role play), and interactive lectures. Understanding both the learning style of individual learners and the diversity of groups helps to design instructions and concrete strategies. My teaching uses research-based knowledge and combines this in a lively dialogue with the student's own experience and group tasks. This strategy helps to establish a respect for different perspectives. 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, and to show strategies for personal involvement and engagement.

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 examinations seem not meaningful in health and medical psychology. Instead a preliminary oral presentation of the student's considerations might be chosen and a 20 pages submitted written paper on a self-chosen theme from a catalogue of 8-10 possible health psychological themes (for example eating disorders, pain management, coping strategies). I encourage the students to include qualitative interviews as part of their paper.

Following these principles based on knowledge and with empathy for students, our university teaching may prepare them for meeting other people and especially patients with respect, knowledge and interest.