

CURRICULUM VITAE

Regula Neuenschwander

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EDUCATION

DEGREES

- 2012 Doctor of Philosophy in Developmental Psychology, University of Bern, Switzerland
Dissertation: *The development of children's self-regulation around transition to school: Effects of early academic contexts and prediction of adaptation to school*
- 2008 Licentiate (equivalent to a Master's degree) in Developmental Psychology, Developmental Psychopathology, and Forensics, University of Bern, Switzerland

PPROFESSIONAL TRAINING

- 2013 Causal Inference: Methods for Program Evaluation and Policy Research (J. Hill, instructor, New York University, USA)
- 2013 Multi-level Modeling: Nested Data with STATA (M. Scott, instructor, New York University, USA)
- 2009 Structural Equation Modeling with AMOS (U. Orth, instructor, University of Bern, Switzerland)
- 2009-12 Teaching in Higher Education (Hochschuldidaktik, University of Bern, Switzerland)

ACADEMIC POSITIONS

- 2017- Lecturer, Department of Psychology, University of Bern, Switzerland
- 2016-17 Postdoctoral Research Fellow, Prof. Dr. Tim Oberlander, University of British Columbia, Vancouver, Canada
- 2012-15 Postdoctoral Researcher (Visiting Scholar), Prof. Dr. Clancy Blair, New York University, USA
- 2012 Lecturer, Prof. Dr. Marlise Küng, University of Applied Sciences (Pädagogische Hochschule, Fachhochschule Nordwestschweiz), Switzerland
- 2008-12 Research Assistant, Prof. Dr. Claudia Roebbers, University of Bern, Switzerland
- 2006-08 Teaching Assistant, Prof. Dr. Margit Oswald, University of Bern, Switzerland

GRANTS

- 2017 *Child and adolescent placebo studies: Neurobiological underpinnings – Genetic variants and executive functions*
BCCHR Clinical & Translational Research Seed Grant (CAD \$5,000)
Role: PI

- 2016 *Developmental origins of stress and self-regulation and implications for interventions to improve childhood behavior*
Brain Canada and NeuroDevNet, Developmental Neurosciences Research Training Awards (CAD \$100,000)
Role: PI
- 2014 *Challenges to children's self-regulation*
Swiss National Science Foundation, Research Fellowship "Advanced Postdoc. Mobility" (US \$103,800)
Role: PI
- 2012 *Self-regulation in children*
Swiss National Science Foundation, Research Fellowship for Prospective Researchers (US \$61,800)
Role: PI

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES

Weik, E., **Neuenschwander, R.**, Jensen, K., & Oberlander, T. F., Tipper, C. (2021). Placebo and nocebo effects in youth: Subjective thermal discomfort can be modulated by a conditioning paradigm utilizing mental states of low and high self-efficacy. *British Journal of Pain*.

Neuenschwander⁺, R., Weik⁺, E., Tipper, C. M., Jensen, K., & Oberlander, T. F. (2020). Conditioned placebo- and nocebo-like effects in adolescents: The role of conscious awareness, sensory discrimination, and executive function. *Frontiers in Psychiatry*, *11*, 586455.

Neuenschwander, R., Hookenson, K., Brain, U., Grunau, R., Devlin, A., Weinberg, J., Diamond, A., & Oberlander, T. (2018). Children's stress regulation mediates the association between prenatal maternal mood and child executive functions for boys, but not girls. *Development and Psychopathology*, *30*, 953-969.

Neuenschwander, R., Friedman-Krauss, A., Raver, C., & Blair, C. (2017). Teacher stress predicts child executive function: Moderation by poverty level of school. *Early Education and Development*, *28*, 880-900.

Neuenschwander, R., & Blair, C. (2017). Zooming in on children's behavior during delay of gratification: Disentangling impulsogenic and volitional processes underlying self-regulation. *Journal of Experimental Child Psychology*, *154*, 46-63.

Neuenschwander, R., Roebbers, C. M., & Blair, C. (2014). Being optimally aroused matters: Effects of a weak stress manipulation on children's executive functions are moderated by temperament and age. *Journal of Educational and Developmental Psychology*, *4*, 194-208.

Roebbers, C. M., Röthlisberger, M., **Neuenschwander, R.**, Cimeli, P., Michel, E., & Jäger, K. (2014). The relation between cognitive and motor performance and their relevance for children's transition to school: A latent variable approach. *Human Movement Science*, *33*, 284-297.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebbers, C. M. (2013). Personality factors in elementary school children: Contributions to academic performance over and above executive functions? *Learning and Individual Differences*, *25*, 118-125.

Röthlisberger, M., **Neuenschwander, R.**, Cimeli, P., & Roebbers, C. M. (2013). Executive functions in 5- to 8-year-olds: Developmental changes and relationship to academic achievement. *Journal of Educational and Developmental Psychology*, *3*, 153-167.

Cimeli, P., Röthlisberger, M., **Neuenschwander, R.**, & Roebbers, C. M. (2013). Stellt ein niedriges Selbstkonzept einen Risikofaktor für Anpassungsprobleme nach dem Schuleintritt dar? [Is a low self-concept a risk factor for children's poor adjustment in elementary school?]. *Kindheit und Entwicklung*, 22, 105-112.

Cimeli, P., **Neuenschwander, R.**, Röthlisberger, M., & Roebbers, C. M. (2013). Das Selbstkonzept von Kindern in der Schuleingangsphase: Ausprägung und Struktur sowie Zusammenhänge mit frühen kognitiven Leistungsindikatoren [Self-concept of children at school entry: Mean level, structure, and relations to indicators of early cognitive achievement]. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 45, 1-13.

Michel, E., Cimeli, P., Röthlisberger, M., **Neuenschwander, R.**, & Roebbers, C. M. (2013). Entwicklung von Handkoordination, exekutiven Funktionen und Schulleistungen bei Kindern mit Auffälligkeiten in der Handgeschicklichkeit [Development of manual dexterity, executive functions and scholastic achievement in children at risk for developmental coordination disorders]. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 45, 191-206.

Neuenschwander, R., Röthlisberger, M., Cimeli, P., & Roebbers, C. M. (2012). How do different aspects of self-regulation predict successful adaptation to school? *Journal of Experimental Child Psychology*, 113, 353-371.

Roebbers, C. M., Cimeli, P., Röthlisberger, M., & **Neuenschwander, R.** (2012). Executive functioning, metacognition, and self-perceived competence in elementary school children: An explorative study on their interrelations and their role for school achievement. *Metacognition and Learning*, 7, 151-173.

Röthlisberger, M., **Neuenschwander, R.**, Cimeli, P., Michel, E., & Roebbers, C. M. (2012). Improving executive functions in 5- and 6-year-olds: Evaluation of a small group intervention in prekindergarten and kindergarten children. *Infant and Child Development*, 21, 411-429.

Roebbers, C. M., Röthlisberger, M., Cimeli, P., Michel, E., & **Neuenschwander, R.** (2012). School enrolment and executive functioning: A longitudinal perspective on developmental changes, the influence of learning context, and the prediction of pre-academic skills. *European Journal of Developmental Psychology*, 8, 526-540.

Michel, E., Röthlisberger, M., **Neuenschwander, R.**, & Roebbers, C. M. (2011). Development of cognitive skills in children with motor coordination impairments at 12 month follow-up. *Child Neuropsychology*, 17, 151-172.

Neuenschwander, R., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2011). Unterschiede in ausgewählten Bereichen der Schulfähigkeit: Ein Vergleich von Kindergarten und einem neuen Schuleingangsmodell in der Schweiz [Differences in various domains of school readiness as a function of preschool context: A comparison of Kindergarten and a new frame of flexible school enrolment in Switzerland]. *Psychologie in Erziehung und Unterricht*, 58, 30-40.

Röthlisberger, M., **Neuenschwander, R.**, Michel, E., & Roebbers, C. M. (2010). Exekutive Funktionen: Zugrundeliegende kognitive Prozesse und deren Korrelate bei Kindern im späten Vorschulalter [Executive function and their correlates in late preschool children]. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 42, 99-110.

⁺ shared first authorship

PEER-REVIEWED CONFERENCE PROCEEDINGS

Neuenschwander, R., & Blair, C. (2017). Exploring the emotional memory bias in children: The role of adrenergic activation. *Psychoneuroendocrinology*, 83, 30.

Neuenschwander, R., Cimeli, P., Röthlisberger, M. & Roebbers, C. M. (2010). The role of executive functions for reading and writing in 2nd grade children. *Front. Neurosci. Conference Abstract: EARLI SIG22 - Neuroscience and Education*. doi: 10.3389/conf.fnins.2010.11.00024

Cimeli, P., **Neuenschwander, R.**, Röthlisberger, M., & Roebbers, C. M. (2010). Executive functions and the early acquisition of mathematical skills. *Front. Neurosci. Conference Abstract: EARLI SIG22 - Neuroscience and Education*. doi: 10.3389/conf.fnins.2010.11.00008

CHAPTERS

Neuenschwander, R., & Oberlander, T. F. (2017). Developmental origins of self-regulation: Prenatal maternal stress and psychobiological development during childhood. In K. Deater-Deckard & R. K. Panneton (Eds.), *Parental stress and early child development: Adaptive and maladaptive outcomes* (pp. 127-156).

POPULAR SCIENCE PUBLICATIONS (NON-PEER-REVIEWED)

Neuenschwander, R. (2019). In die Wiege gelegt: Ist die Fähigkeit, sich auf etwas zu konzentrieren, angeboren oder muss sie bewusst gefördert werden? [Born with: Is the ability to concentrate innate or does it need to be nurtured?]. *4bis8 – Fachzeitschrift für Kindergarten und Unterstufe*, 8, 28-29.

Roebbers, C. M., Röthlisberger, M., **Neuenschwander, R.**, & Cimeli, P. (2014). *Nele und Noa im Regenwald: Berner Material zur Förderung exekutiver Funktionen [Nele and Noa in the rain forest: Bernese protocols to enhance child executive function]*. München: Ernst Reinhardt Verlag.

IN PREPARATION

von Gunten, F., & **Neuenschwander, R.** (in preparation). Self-compassion in children and adolescents: A systematic review of empirical studies through a developmental lens.

Neuenschwander, R., & Priboi, C. (in preparation). Development of children's introspective capacities underlying mindfulness: Implications for contemplative practice in children.

Neuenschwander, R., & Buholzer, A. (in preparation). Everyday pain in children: Qualitative analyses of parental coping strategies, emotions and needs in response to physical and social pain.

CONFERENCE PRESENTATIONS (SELECTED)

Edgington, B., Weik, E., **Neuenschwander, R.**, Oberlander, T., F. & Tipper, C. (2020, April). *Does body awareness mediate the relationship between anxiety and nocebo?* Poster presented at the Psychology Undergraduate Research Conference, UBC, Vancouver, BC, Canada.

Neuenschwander, R., Buholzer, A., Weik, E., & Oberlander, T. F. (2019, July). *Investigating parents' approaches of how to shape their children's mind: A pilot study on harnessing placebo effects in day-to-day life*. Poster presented at the Society for Interdisciplinary Placebo Studies (SIPS) Conference, Leiden, Netherlands.

Neuenschwander, R., Weik, E., Tipper, C., Jensen, K., & Oberlander, T. F. (2019, June). *Placebo effects in children: Sensory perception, executive function, and potential applications in the clinical setting*. Paper presented at the International Symposium on Pediatric Pain (ISPP), Basel, Switzerland.

Neuenschwander, R., Hupfeld, J., & von Gunten, F. (2019, March). *Self-compassion in children and adolescents: A systematic review of empirical studies*. Poster presented at the SRCD Biennial Meeting, Baltimore, USA.

Neuenschwander, R. (Discussant) (2018, June). *Teachers' social-emotional and relational competencies in teacher-students interactions* (Chairs: J. Spilt & H. Koomen). Symposium at the EARLI SIG 11: Teaching and Teacher Education, Kristiansand, Norway.

Neuenschwander, R. (2018, June). *Development of mindful awareness of breathing and thinking in young children: Underlying cognitive processes of children's meta-awareness*. Paper presented at the Annual Meeting of the JPS, Amsterdam, Netherlands.

Weik, E., **Neuenschwander, R.,** Tipper, C., J., Jensen, K., & Oberlander, T. F. (2018, May). *Internal states of low self-efficacy can induce learned nocebo effects on thermal sensation in youth*. Poster presented at the Annual Canadian Neuroscience Meeting, Vancouver, BC, Canada.

Neuenschwander, R., & Blair, C. (2017, August). *Exploring the emotional memory bias in children: The role of adrenergic activation*. Poster presented at the Annual Meeting of the International Society of Psychoneuroendocrinology (ISPNE), Zurich, Switzerland.

Neuenschwander, R., Hookenson, K., Brain, U., Grunau, R. E., Devlin, A., Weinberg, J., Diamond, A., & Oberlander, T. F. (2017, April). *Does children's stress regulation mediate the association between prenatal stress and child executive function?* Paper presented at the SRCD Biennial Meeting, Austin, USA.

Neuenschwander, R., Weik, E., Tipper, C., Koechlin, H., Kossowsky, J., Jensen, K., & Oberlander, T. F. (2017, April). *Classical conditioning of thermal perception in youth: The role of awareness, attention bias to threat, and executive function*. Poster presented at the Society for Interdisciplinary Placebo Studies (SIPS) Conference, Leiden, Netherlands.

★ one of 5 best posters

Neuenschwander, R., Hookenson, K., Brain, U., Grunau, R. E., Devlin, A., Weinberg, J., & Oberlander, T. F., (2016, November). *Prenatal stress exposure predicts 6-year-olds' stress regulation: Disentangling maternal depression and exposure to antidepressants*. Paper presented at the Annual Meeting of the International Society of Developmental Psychobiology (ISDP), San Diego, USA.

Chau, C., **Neuenschwander, R.,** Brain, U., Devlin, A., Diamond, A., Grunau, R. E., & Oberlander, T. F. (2016, May). *Prenatal serotonin reuptake inhibitor antidepressant exposure and COMT genotype shapes relationships between maternal mood and executive function at 6 years of age*. Paper presented at the Annual Meeting of the Pediatric Academic Societies (PAS), Baltimore, USA.

Neuenschwander, R., Friedman-Krauss, A., Raver, C., & Blair, C. (2015, September). *Teacher stress predicts children's executive function: Moderation by poverty level of school*. Paper presented at the ECDP, Braga, Portugal.

Neuenschwander, R. & Blair, C. (2015, June). *Stress effects on children's emotional memory: Does high arousal enhance memory of negative stimuli in 6- to 8-year-olds?* Poster presented at the Mind and Life Summer Research Institute, Garrison, USA.

Neuenschwander, R., Eberhart, J., Wang, S., & Blair, C. (2015, March). *A Stress manipulation suited for field studies: Reactivity on multiple stress indices and behavioral coping strategies*. Paper presented at the SRCD Biennial Meeting, Philadelphia, USA.

Neuenschwander, R. & Klemfuss, J. (2015, March). Experimental methods for studying stress in children: What have we learned, where are we going? Symposium organized at the SRCD Biennial Meeting, Philadelphia, USA.

Neuenschwander, R., Eberhart, J., Wang, S., Santa Cruz Leyton, C., & Blair, C. (2015, March). *Zooming in on children's behavior during delay of gratification: What do difficulties in delay tell us?* Poster presented at the SRCD Biennial Meeting, Philadelphia, USA.

Neuenschwander, R., Eberhart, J., & Blair, C. (2014, October). *Challenging children's self-regulation: Does stress influence children's performance on executive function tasks?* Poster presented at the Internationale Konferenz der exekutiven Funktionen, Stuttgart, Germany.

Neuenschwander, R., Loher, S., Roebbers, C. M., & Blair, C. (2013, November). *Individual and developmental differences in affective decision making: Evidence from a simplified and "hotter" version of the Iowa Gambling Task*. Poster presented at the 8th Biennial Meeting of the SSHD, Ft. Lauderdale, USA.

Kolly, A. *, **Neuenschwander, R.**, Roebbers, C. M., & Blair, C. (2013, September). *Being optimally aroused matters: Effects of a stress manipulation on children's executive functions*. Poster presented at the ECDP, Lausanne, Switzerland.

Neuenschwander, R., Röthlisberger, M., & Cimeli, P. (2012, June). *The role of executive functions and negative emotionality in children's adaptation to school*. Poster presented at the 42nd Annual Meeting of the JPS, Toronto, Canada.

Neuenschwander, R., Röthlisberger, M., Cimeli, P., & Roebbers, C. M. (2011, September). *Exploring the relationship between executive functions, temperament, and academic achievement in young school children*. Paper presented at the ICOM5, York, Great Britain.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebbers, C. M. (2011, April). *Big Five personality factors, temperament, executive functions and early academic performance*. Poster presented at the SRCD Biennial Meeting, Montreal, Canada.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebbers, C. M. (2011, April). *The relationship of executive functions, effortful control, and motivation with math and reading/writing achievement in 5 to 8 year olds*. Paper presented at the SRCD Biennial Meeting, Montreal, Canada.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2010, September). *Längsschnittstudie zur Entwicklung von Arbeitsgedächtnisfunktionen im Alter von 5-8 Jahren [Development of working memory functions in 5- to 8-year-old children: A longitudinal study]*. Paper presented at the 47th Congress of the German Psychological Society, Bremen, Germany.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebbers, C. M. (2010, June). *The role of executive functions for reading and writing in 2nd grade children*. Poster presented at the EARLI SIG22 Meeting "Educational Neuroscience: Is it a field?", Zurich, Switzerland.

Neuenschwander, R., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2009, September). *Selbstregulation bei 6- und 7 jährigen Kindern: Differentielle Zusammenhänge zwischen Exekutiven Funktionen und Temperamentsdimensionen [Selfregulation among 6- and 7-year-olds: Correlations between executive functions and dimensions of temperament]*. Poster

presented at the 19th Meeting of the Professional Group of Developmental Psychology, Hildesheim, Germany.

Neuenschwander, R., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2009, April). *Influence of socioeconomic status on executive functions among kindergarten children*. Poster presented at the SRCD Biennial Meeting, Denver, USA.

*Co-authored with master student trainee

INVITED TALKS

Neuenschwander, R. (2019, October). *Developmental origins of self-regulation: Prenatal maternal stress and psychobiological development during childhood*. Paper presented at the Research Seminar in Health Sciences, Department of Health Sciences and Medicine, University Lucerne, Switzerland.

Neuenschwander, R. (2018, February). *Harnessing parents' knowledge of how to shape their children's mind: Healing social and physical pain*. Paper presented at the Pediatric Placebo Meeting (CIHR Planning Meeting), Boston, MA, USA.

Neuenschwander, R. (2017, March). *Prenatal maternal mood and children's self-regulation: Does children's stress regulation mediate the association between prenatal stress and child executive function?* Paper presented at the TGIF BC Children's Hospital Research Seminar Series, Vancouver, BC, Canada.

Neuenschwander, R. (2015, November). *Zooming in on children's behavior during delay of gratification*. Paper presented at the NYU Neuroscience and Education Laboratory Undergraduate Seminar, New York, USA.

Neuenschwander, R., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2009, March). *Ist die Basisstufe eine sinnvolle Alternative zum Kindergarten? [A new frame of flexible school enrolment in Switzerland - A reasonable alternative to kindergarten?]*. Paper presented at the 175th Anniversary of the University Bern, Bern, Switzerland.

AWARDS

2017	SIPS Conference Leiden, one of 5 best posters
2016	<i>Self-regulation in chronic pain in children and youth: Harnessing the placebo effect for therapeutic benefit</i> Jacobs Foundation, Marbach Castle Residence Program 2016
2016	ISDP Travel Award
2015	Mind and Life Summer Research Institute Fellowship
2009	SRCD Travel Award

PROFESSIONAL ACTIVITIES

AD HOC REVIEWING

Journals

PLOS ONE | Frontiers in Psychology, section Developmental Psychology; section Child and Adolescent Psychiatry | Biological Psychology | Development and Psychopathology | Child Development | Early Childhood Research Quarterly | British Journal of Educational Psychology | School Psychology | Experimental Child Psychology | Psychological Research | Family Psychology | Learning and Individual Differences | Cognition | Research in Childhood Education

Conferences

- Society for Research in Child Development, Biennial Meeting 2017 – Accepted invitation to review
- NeuroDevNet, Brain Development Conference, Annual Meeting 2016 – Accepted invitation to review

Grants

- Deutsche Forschungsgemeinschaft (DFG)
- Swiss National Science Foundation (SNSF)
- National Institute of Education Singapore (NIE)
- Research Foundation – Flanders (FWO)

PROFESSIONAL AFFILIATIONS

- Society for Research in Child Development (SRCD)
- Kids Brain Health/ Brain Canada (Training Fellow)
- Society for Interdisciplinary Placebo Studies (SIPS)
- German Psychological Society (DGPs) (Section Developmental Psychology)
- Swiss Society for Early Childhood Research
- Mind and Life Europe (MLE)

BOARDS AND COMMITTEES (ACADEMIC SELF-ADMINISTRATION)

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|----------------|---|
| 2021 – present | Representative of mid-level faculty (höherer Mittelbau) in faculty meetings (Fakultäts- und Dekanatskonferenz), Faculty of Human Sciences, University of Bern |
| 2018 – 2019 | Member, Committee for Best Practice Paper for Promoting Young Researchers, Faculty of Human Sciences, University of Bern |
| 2017 – present | Member and coordinator, Committee on Gender Equality, Faculty of Human Sciences, University of Bern |

OUTREACH EDUCATIONAL ACTIVITIES & KNOWLEDGE TRANSLATION

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|-------|---|
| 2019- | Co-Organizer Conference “ <i>Mindfulness in School and Education 2021</i> ”, Zurich, Switzerland |
| 2019 | Talk for teachers and professionals in education: “ <i>Wirksamkeit von achtsamkeitsbasierten Trainings in Schulen [Effectiveness of mindfulness-based interventions in educational contexts]</i> “, Netzwerk Achtsamkeit in Schule und Bildung, PH Zürich, Switzerland. |
| 2018 | Workshop for primary school teachers: “ <i>Die Bedeutung von Exekutiven Funktionen im Klassenzimmer [Executive Function in a classroom context]</i> “, Bergdietikon, Switzerland. |
| 2018 | Talk for teachers and professionals in education: “ <i>Die Bedeutung von Lehrperson-Kind Beziehung und Qualität im Klassenzimmer für die Selbstregulation des Kindes [The importance of teacher-child relationship and classroom quality for children’s self-regulation]</i> “, Schulpsychologie Kongress, Schweizerische Vereinigung für Kinder und Jugendpsychologie (SKJP), Biel, Switzerland. |

- 2018 Interview “*Featured Trainee*” in Kids Brain Health Network Trainee Newsletter (October edition).
- 2017 Research Profiles: “*Can stress affect a child’s development?*” Brain Canada Annual Report 2016.
- 2015 Talk for high school students and teachers: “*Developmental psychology: A brief introduction from a self-regulatory perspective*”, Fox Lane High School Science Symposium, Bedford, NY, USA.

VOLUNTEER WORK

2019-2020 Expert “Schweizer Jugend forscht (SJf)”

TEACHING

Master’s Studies Level (Seminars, University of Bern)

- Development of self-regulation: At the intersection of emotion and cognition (spring 2020; spring 2021, course instructor, University of Bern)
- Adolescence: Vulnerabilities and opportunities of the teenage brain (fall 2019; fall 2020; fall 2021, course instructor, University of Bern)
- Placebo effects in children and youth (spring 2018; spring 2019; spring 2020; spring 2021, course instructor)
- Psychobiological development: Executive function/ Child development and stress (fall 2017; fall 2018; fall 2019; fall 2020; fall 2021, course instructor)
- Children’s development from birth to age 3 (spring 2010; spring 2011, course instructor)

Bachelor’s Studies Level (Proseminars and lectures, University of Bern and University of Applied Science, Solothurn and Basel)

- Introduction into developmental psychology (spring 2019, lecturer, University of Bern)
- Development of aggression: Prevention and intervention (spring 2018; spring 2020; spring 2021, course instructor, University of Bern)
- Infancy: Children’s development from birth to age 3 (fall 2017; fall 2018; fall 2019; fall 2020; fall 2021, course instructor, University of Bern)
- Introduction into developmental psychology (spring 2012, course instructor, University of Applied Science, Solothurn and Basel)
- Children’s social development (spring 2009, course instructor, University of Bern)

STUDENTS ADVISED

- *Master’s Thesis (NYU, in collaboration with Ludwig Maximilian University, Munich, Germany)*
Janina Eberhart (2014)
- *Master’s Thesis (University of Bern, Switzerland; 19 students in total)*
J. Oberholzer (2021) | J. Bründler (2021) | A. Buholzer (2021) | R. Maissen (2020) | P. Comunetti (2019) | G. Elmiger (2019) | P. Racic (2019) | D. Nerouz (2013) | A. Storz (2013) | A. Kolly (2013) | S. Fluri (2011) | C. Steiner (2011) | E. Meier (2010) | C. Fuchs (2009) | A. Lampart (2009) | B. Bill-Schatzmann (2009) | P. Cimeli (2009, co-supervisor: M. Röthlisberger) | G. Müller (2009, co-supervisor: M. Röthlisberger) | K. Schmid-Bürgi (2009, co-supervisor: M. Röthlisberger)
- *Bachelor’s Thesis (University of Bern, Switzerland; 25 students in total)*
2017-2018; 2018-2019; 2019-2020; 2020-2021 (Mindfulness and child development)
2021-2022 (Emotion regulation in children and adolescents)