

# TEACHING CV

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<b>1. List of courses taught</b>	<b>2</b>
<b>Level: PhD degree program</b>	<b>2</b>
<b>Level: Master's and Master of Advance Studies Program</b>	<b>2</b>
<b>Level: Bachelor's Study Program</b>	<b>2</b>
<b>Executive Education</b>	<b>3</b>
<b>Executive Education in Healthcare</b>	<b>3</b>
<b>2. SUPERVISION OF BACHELOR'S AND MASTER'S THESES (MAIN SUPERVISOR)</b>	<b>4</b>
<b>3. SUPERVISION OF PHD STUDENTS</b>	<b>5</b>
<b>4. TEACHING AND PEDAGOGICAL TRAINING</b>	<b>6</b>

## 1. LIST OF COURSES TAUGHT

### Level: PhD degree program

Title (ECTS)	Count	Year	Language	Institution	Class size	Role	Teaching form
Spring School Workshop: Open and Ethical Science (4h) <sup>1</sup>	1x	2024	ENG	MSCA Doctoral Networks (EU) <sup>1</sup>	12	Course coordinator, class teacher	Classroom teaching
Winter School Workshop: Methods for Capturing Team Constructs (4h) <sup>1</sup>	1x	2023	ENG	MSCA Doctoral Networks (EU) <sup>1</sup>	12	Course coordinator, class teacher	Classroom teaching
Methodological Fit in Management Research (2 ECTS)	7x	2015- 2021	ENG	ETH Zurich	8-14	Course coordinator, class teacher	Classroom teaching

<sup>1</sup> Part of the *Tools4Teams*, Horizon Europe, MSCA Doctoral Networks

### Level: Master's and Master of Advance Studies Program

Title (ECTS)	Count	Year	Language	Institution	Class size	Role	Teaching form
The Art of Collaboration: Using Scientific Evidence to Build Effective Teams (3 ECTS)	2x	2024, 2025	GER	University of Zurich	23/27	Course coordinator, class teacher	Classroom teaching
Burnout and Work Engagement: Causes, Symptoms, and Interventions (3 ECTS)	2x	2023, 2024	GER	University of Zurich	23/24	Course coordinator, class teacher	Classroom teaching
Leading Teams 101 (3 ECTS)	1x	2023	GER	University of Zurich	19	Course coordinator, class teacher	Classroom teaching
Psychological Aspects of Risk Management and Technology (3 ECTS)	6x	2015-2018, 2020, 2021	ENG	ETH Zurich	26-38	Course coordinator, lecturer	Lecture
Human Resource Management: Leading Teams (3 ECTS)	5x	2015-2017, 2020, 2021	ENG	ETH Zurich	47-52	Teaching assistant, guest lecturer <sup>2</sup>	Lecture
Human Resource Management: Work Process Design (3 ECTS)	2x	2015,2016	ENG	ETH Zurich	47, 49	Teaching assistant <sup>3</sup>	Lecture

<sup>2</sup> Supervised 4-5 student semester projects focused on analyzing a company's performance management system; guest lecture about performance management and work motivation.

<sup>3</sup> Supervised 4-5 semester projects focused on analyzing task environments and work processes within companies.

### Level: Bachelor's Study Program

Title (ECTS)	Count	Year	Language	Institution	Class size	Role	Teaching form
Experimental methods (Tutorial for the lecture; 2 ECTS)	1x	2010	GER	University of Bern	34	Tutor	Classroom teaching

## Executive Education

Title (ECTS)	Count	Year	Language	Institution	Class size	Role	Teaching form
Crisis Competencies (2 days) <sup>4</sup>	1x	2025	GER	University of Zurich	39	Course developer and instructor	Executive workshop (lecture, simulations, guided reflection)
Conflict Management (1 day) <sup>5</sup>	1x	2024	GER	University of Zurich	6	Course developer and instructor	Executive workshop (lecture, simulations, guided reflection)

<sup>4</sup> Part of the [CAS in General Management, CAS in Leadership, DAS in Corporate Management](#) from the Executive Education of the Faculty of Business, Economics and Informatics at University of Zurich

<sup>5</sup> Part of the [Leadership Program for UZH Professors](#)

## Executive Education for Healthcare Professionals

My research with healthcare teams has given me opportunities to design and contribute to various continuous professional education programs for healthcare professionals. These courses allowed me to apply my research directly to practical settings. The courses combine lectures about team dynamics and human factors with hands-on experiential learning. Participants engage in simulation training exercises and lead debriefing sessions, all under the guidance of an expert team.

Title	Count	Year	Language	Locations	Class size	Audience
<b>Train the Trainer Course: In Situ Paediatric Team Training</b> (3 days)	12x	2016-2024	GER	University Hospital Münster, Germany, Medical University Graz, Austria, Medical University Vienna, Austria, LMU Munich, Germany, University Hospital Tübingen, Germany	18-25	Healthcare professionals (e.g., nurses, physicians)
<b>Advanced Debriefing Techniques for medical debriefings</b> (3 days) <sup>3</sup>	3x	2019-2024	GER	University Hospital Münster, Germany, Regional Hospital Winterthur, Switzerland	16, 22	Healthcare professionals (e.g., nurses, physicians)
<b>Teamwork, Human Factors and Interprofessional Communication</b> (1 day) <sup>3</sup>	3x	2017-2019	FR	University of Liège, Belgium	22	Healthcare professionals, part of the certificate for medical simulation from ULiège
<b>Patient Safety</b> (1 day) <sup>3</sup>	2x	2018, 2019	GER	Swiss Institute for Emergency Medicine	24	Paramedics, part of vocational training

<sup>3</sup>Main course developer and coordinator

## 2. SUPERVISION OF BACHELOR'S AND MASTER'S THESES (MAIN SUPERVISOR)

Institution	Thesis	Number of theses supervised	Period in which theses were supervised
University of Fribourg	Bachelor Thesis	7	2012-2013
University of Applied Sciences, Olten <sup>3</sup>	Bachelor Thesis	5	2014-2017
	Master Thesis	1	2016
ETH Zurich	Master Thesis	10	2016-2022
University of Zurich	Bachelor Thesis	4	2023
	Master Thesis	11	2016-ongoing

<sup>3</sup> External main supervisor without official appointment from the University of Applied Sciences

**Total bachelor's thesis: 16 | Total Master's thesis: 22**

## 3. SUPERVISION OF PHD STUDENTS

PhD supervisor	Linda Baulecke, University of Zurich (2023-present) Arndt Pool, University of Zurich (2023-present)
PhD co-supervisor	Marija Topalovic, University of Copenhagen (2024-present) Sophie Kerstan, ETH Zurich (2020-2025) Stephanie Walter, ETH Zurich (2016-2022) Surabhi Pasarakonda, ETH Zurich (2015-2020) Manuel Stühlinger, ETH Zurich (2014-2020)
PhD committee member	Natalie Sanford, Kings College London, 2024 Stephanie Walter, ETH Zurich, 2022 Surabhi Pasarakonda, ETH Zurich, 2020

In my current role at the University of Zurich, I am the main supervisor for two PhD students. My experience extends back to my time at ETH Zurich, where I co-supervised four PhD students. Due to the institutional policy at ETH Zurich, only full professors are officially listed as PhD supervisors, so I was designated as a co-supervisor.

My responsibilities as a PhD supervisor and co-supervisor include/included the following:

- *Research Guidance:* Conducting weekly or bi-weekly meetings to provide direct support and guidance in developing research projects; includes mentorship in areas such as hypothesis development, study design, data analysis and interpretation, and manuscript preparation.
- *Professional Development:* Supporting the professional growth of my students by fostering critical thinking and problem-solving skills, and by helping them enhance their presentation and writing abilities.
- *Networking:* Actively connecting my students with my academic network to broaden their professional contacts and encourage international collaborations.
- *Personal Development:* Conducting regular performance reviews, usually three times annually.

#### 4. TEACHING AND PEDAGOGICAL TRAINING

- 04/2025      **Certificate, UZH Leadership Program for Professors – including the following modules:**
- Professional Leadership in Academia (2 days)**
- Explored effective strategies for leading diverse academic teams
  - Developed skills in strategic planning and vision-setting within an academic team
  - Acquired knowledge in mentorship best practices for junior faculty and researcher development
- Onboarding and Personnel Selection (1 day)**
- Gained insights into effective team integration and talent assessment strategies to select PhD students
- Financial Management (1 day)**
- Gained practical insights into the financial management of a Swiss university, including budgeting, third-party funding, and key administrative processes
- Managing Teamwork Effectively (1 day)**
- Deepened expertise in managing diverse teams, fostering psychological safety, and constructively navigating team dynamics and conflict.
- Lateral Leadership (1 day)**
- Gained practical insights into leading without formal authority by learning to influence peers, build commitment, and navigate power dynamics effectively in academic settings.
- Fundamentals of Staff Appraisal (1 day)**
- Learned key principles and best practices for evaluating employee performance, delivering feedback, and conducting development-oriented appraisal conversations.
- 11/2016      **Teaching in higher education (Certificate of Advance Studies, 15 ECTS), University of Fribourg**
- Learned designing and planning diverse teaching activities, tailoring them to various learning environments, and tools to meet specific learning objectives in my field (e.g., teaching portfolio, pedagogical scenario)
  - Mastered diverse teaching methods to enhance student engagement and learning
  - Cultivated reflective teaching practices for continuous professional and instructional improvement
  - Gained insight into various assessment techniques
  - Thesis Title: *What makes a Debriefing Effective?*
- 10/2014      **Medical simulation instructor course: pediatric emergencies (3 days), PAEDSIM e.V., Department of Emergency Medicine and Medicine Management, Munich, Germany**
- Acquired skills in facilitating team debriefings using constructive feedback and reflective learning
  - Gained expertise in designing realistic medical simulations for medical team training
  - Developed insights into the psychological aspects of simulation-based learning, including managing stress and fostering resilience among healthcare professionals