



Curriculum Vitae

Personal Data

Name	Löffler-Stastka, Henriette	
Address	A-1090 Vienna, Porzellangasse 60/1/18	
Telephone	0043-1-40400-30700	Mobil: 0664-4506402
E-Mail	henriette.loeffler-stastka@meduniwien.ac.at	
Nationality	Austria	
Date of Birth	11.03.1971	

Career History

10/1/2019	Dean for Postgraduate Education and Training, Medical University Vienna
03/01/2018	Head of the Counseling Program
04/01/2016	Deputy Dean for Postgraduate Education and Training, Medical University Vienna; Head of the MBA-Program, MedUni Vienna
03/01/2013	Head of the Advanced Postgraduate Program of Psychotherapy Research, Training therapist (PoP/WPV/IPA)
05/31/2012	Associate Professor at the Department of Psychoanalysis and Psychotherapy, Medical University Vienna
06/29/2010	Venia docendi (Psychoanalysis, Psychotherapy) – Medical University Vienna, TFP-Therapist
2011-2014	Head of Curricular development BA Health sciences and MA Humanmedizin at Karl Landsteiner Private University/Krems
10/23/2008	Specialist for Psychiatry and Psychotherapeutic Medicine
2007-2011	Deputy Head of the Department of Psychosomatics in Gynaecology (CL)
12/15/2002	Specialist for Psychiatry
Since 12/2000	University assistant at the Department of Psychoanalysis and Psychotherapy
From 1998 to 2002	Training as psychiatrist at the Psychiatric Hospital Gugging/Donauklinikum
1997 – 1998	at the Neurological Department St. Pölten and at the Dept. of Psychoanalysis and Psychotherapy
1996 – 1997	Intern at the Hospital Krems
1995 – 1996	Department of psychosomatics in gynaecology (consultation and counseling training course), Turnus Hospital Krems Center for Pharmacopsychiatry and Sleep research (Prof. Saletu) EEG- and EEG-mapping-training course

Profession

Profession	Psychiatrist and Psychotherapist (Psychoanalysis, WPV/IPA)
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Business/current	Curricular development and research
Occupational Affiliation	Medical University Vienna, A-1090 Vienna, Waehringer Guertel 18-20
Sectors of expertise	Psychiatry, Psychotherapy, Training Psychotherapist (Psychoanalytic oriented Psychotherapy), TFP-Therapist, Research, Humanities, Curricula-Coordination and Program-Development

Education

12/21/1995	Graduation from Medical University
from 1989 to 1995	Medical studies at the University of Vienna
06/15/1989	Graduation from high school in Krems (Piaristen)
Qualification acquired	Association Professor, Priv. Doz., Dr. med.univ.
Qualification retrieved at	University Vienna, Medical Faculty; Medical University Vienna
Language	English, German

Career-related Activities

Training as psychotherapist:	
since 2002	Member of the research committee of the International Psychoanalytic Association (IPA)
1996 – 2008	Training as psychoanalyst at the Viennese Psychoanalytic Society (WPV)
1993 – 1996	Propedeutics for psychotherapy (HOPP)
Additional scientific trainings:	
2002	Research Training at the University College, London

Official capacities Associate Professor, Curricula Coordination, Head of the Section Psychotherapy OGPP, Dean of Postgraduate Programs MedUni Vienna

Clinical research activities

Clinical Activity	Psychiatrist, Psychotherapist, Trainingtherapist
Research and studies abroad	Research training UCL 2002 London
Head of funded research projects	Microexpressions and affectperception in crisis intervention, Anamnesekompetenz, Multicenter Study Dismantling Psychotherapy Process (PQS), Psychoanalysis Process Study, TEMPT Tools for the evaluation of the micro process
Local, national and international Cooperations (max. 5 starting with recent projects in Research and Teaching in Area)	Cost TREATME CA 16102 (Management Committee) Country Coordinator Austria - Society for Psychotherapy Research (SPR) SPR multisite longitudinal study (Interest Section on Therapist Training and Development – Head Austria) Curricular development for BA Health Sciences, MA Humanmedizin (Bologna-conform) and Accreditation of Karl Landsteiner Private University /NOE Multicenterstudy Psychotherapy Process-Outcome: Kassel, Munich, Berlin TU Vienna – Assessment- and evaluation-tools development for therapy and learning processes

Memberships

since 1997	ARGE Neuropsychopharmacology and Biological Psychiatry / OGNP
since 2001	AG "Outpatient Psychotherapy" of the OGPP
since 2002	Member of the Research Committee of the International Psychoanalytic Association
since 2003	Head of the Section "Psychotherapy" of the OGPP
since 2008	Vienna Psychoanalytic Association
since 3/31/2015	Member of the Society for the Advancement of Psychotherapy and Affiliated Member of American Psychological Association Division 29

Additional Data Since 2013 Head of the Advanced Postgraduate Program of Psychotherapy Research
<http://www.meduniwien.ac.at/hp/ulg-psychotherapieforschung/>
and current research group
http://www.meduniwien.ac.at/homepage/index.php?id=688&res=henriette_loeffler-stastka
Since 2016 Deputy Dean Postgraduate Programs MedUni Vienna and Head of HealthCare Management (MBA) Program
<https://www.meduniwien.ac.at/hp/postgraduate/>
<https://www.meduniwien.ac.at/hp/ulg-hcm/>
Since 2018 Head of the ULG Counseling
<https://www.meduniwien.ac.at/hp/postgraduate/universitaetslehrgaenge/master-studien-msc-mph/professionelle-interaktion-und-counseling/>
Seit 2019 Dean Postgraduate Programs MedUni Vienna
<https://www.meduniwien.ac.at/hp/postgraduate/allgemeine-informationen/team/>

Publications

<https://orcid.org/0000-0001-8785-0435>

Selected peer reviewed Manuscripts (Original research) in the last 5 years

	Pastner, B., Schechtner, C., Billeth, S., Preusche, I., Alexopoulos, J., & Löffler-Stastka, H. (2014). Development of Therapeutic Attitudes: Teaching and Learning in Psychotherapy. <i>Procedia - Social and Behavioral Sciences</i> , 116, 1170-1175. doi: https://doi.org/10.1016/j.sbspro.2014.01.364
	Pastner B, Alexopoulos J, Rohm C, Preusche I, Loeffler-Stastka H (2014). Development of therapeutic attitudes: Attitudes of trainees in training. <i>European Journal of Educational Sciences</i> , 110-123.
	Löffler-Stastka H, Parth K, Lodermeier F, Grassl R, Karwautz A (2014). Bindung und Beziehung – eine Analyse aktueller psychoanalytischer Forschungsansätze. <i>Psychotherapie Forum</i> , 19, 68-74. DOI: 10.1007/s00729-014-0016-1
	Parth K, Hrusto-Lemes A, Löffler-Stastka H (2014). Clinical Reasoning Processes and Authentic Clinical Care for Traumatized Patients. <i>Journal of Traumatic Stress Disorders & Treatment</i> , 3, 4. DOI: 10.4172/2324-8947.1000130
	Parth K, Hrusto-Lemes A, Pastner B, Löffler-Stastka H (2015). Different types of traumatization - Inner pressure, affect regulation, interpersonal and social consequences - Implications of Psychoanalytic Theory on the understanding of Individual, Social and Cultural Phenomena. In: <i>Psychoanalytic Theory:</i>

Perspectives, Techniques and Social Implications. Nova Science Publishers Inc., New York., 2014, pp.71-109.
Turk BR, Krexner R, Otto F, Wrba T, Löffler-Stastka H (2015). Not the ghost in the machine: transforming patient data into e-learning cases within a case-based blended learning framework for medical education. <i>Procedia - Social and Behavioral Sciences</i> , 186, 713-725. https://doi.org/10.1016/j.sbspro.2015.04.106
Hau C, Huber D, Klug G, Benecke C, Löffler-Stastka G (2015). Vergleich therapeutenspezifischer Wirkfaktoren im psychoanalytischen, psychoanalytisch orientierten und kognitiv-verhaltenstherapeutischen Therapieprozess der Depression. <i>Psychotherapie Forum</i> , 20, 38-46. DOI 10.1007/s00729-015-0030-y
Grassl R, Lodermeier F, Karwautz A, Löffler-Stastka H (2015). Diagnostische und therapeutische Möglichkeiten bei PatientInnen mit einer Persönlichkeitsstörung unter Beachtung des Bindungsverhaltens. <i>Psychotherapie Forum</i> , 20, 29-37. DOI: 10.1007/s00729-015-0034-7
Seitz T, Löffler-Stastka H (2015). "Do our medical students even want e-learning? A user rated evaluation of case based e-learning in undergraduate medical education at the medical university of Vienna." <i>Advances in Social Sciences Research Journal</i> , 2(3), 156-161. DOI:10.14738/assrj.23.1003
Parth K, Loeffler-Stastka H (2015). Psychoanalytic Core Competence. <i>Frontiers in Psychology - Psychoanalysis and Neuropsychology</i> , 27 March 2015 http://dx.doi.org/10.3389/fpsyg.2015.00356
Turk, BR, Gschwandtner, ME, Mauerhofer, M, Löffler-Stastka, H (2015). "Can we clinically recognize a Vascular depression? The role of personality in an expanded threshold model", <i>Medicine®</i> , 94(18), p.e743.
Wadowski, P. P., Steinlechner, B., Schiferer, A., & Loeffler-Stastka, H. (2015). From clinical reasoning to effective clinical decision making-new training methods. <i>Front Psychol</i> , 6, 473. doi: 10.3389/fpsyg.2015.00473
Zimmermann, J., Löffler-Stastka, H., Huber, D., Klug, G., Alhabbo, S., Bock, A., & Benecke, C. (2015). Is it all about the higher dose? Why psychoanalytic psychotherapy is an effective treatment for major depression. <i>Clinical Psychology & Psychotherapy</i> , 22, 469–487. doi: 10.1002/cpp.1917
Stastka, K., Rosar, A., Grassl, R., Rohm, C., Löffler-Stastka, H. (2015). Psychosomatic patients in integrated care - which treatment mediators do we have to focus? <i>Psychother Psychosom</i> 2015; 84:68. DOI: 10.1159/000438780.
Stastka, K., Schiffinger, M., Löffler-Stastka, H. (2015). Therapy and cost effectiveness of an 8-week psychosomatic treatment integrated in psychiatric regional mandatory supply within a 1-years-follow up. <i>Psychother Psychosom</i> 2015; 84:68. DOI: 10.1159/000438780.
Datz, F., Parth, K., Rohm, C., Madanoglu, S., Seidman, C., Löffler-Stastka, H. (2016). Dimensions of activity in countertransference and therapist reactions: Therapist reactions during sessions with depressed patients. [Reaktionsformen der Beziehungsgestaltung in der Behandlung depressiver Patienten - Gegenübertragung und therapeutische Aktivität]. <i>Zeitschrift für Psychosomatische Medizin und Psychotherapie</i> , 62, 322–335. (ISSN online: 2196-8349.)

Parth, K., Rosar, A., Stastka, K., Storck, T., Löffler-Stastka, H. (2016) Psychosomatic Patients in Integrated Care - Which treatment mediators do we have to focus on? <i>Bulletin of the Menninger Clinic</i> , 80[4], 326-347. (doi: 10.1521/bumc.2016.80.4.326).
Knaus, S., Grassl, R., Seidman, C., Seitz, T., Karwautz, A., Löffler-Stastka, H. (2016) Psychiatrists' emotional reactions - useful for precise diagnosis in adolescence? <i>Bulletin of the Menninger Clinic</i> , 80 [4], 316-325. (doi: 10.1521/bumc.2016.80.4.316) .
Seitz, T., Turk, B. R., Seidman, C., Löffler-Stastka, H. (2016). An Examination of Communication Skills Curricula across Two European Medical Universities. <i>Frontiers in Communication</i> 1:11. doi: 10.3389/fcomm.2016.00011
Chéron, M., Ademi, M., Kraft, F., Löffler-Stastka, H. (2016). Case-based learning and multiple choice questioning methods favored by students. <i>BMC Medical Education</i> 16:41. (DOI 10.1186/s12909-016-0564-x.)
Drdla, S., Löffler-Stastka, H. (2016). Influence of conversation technique seminars on the doctoral therapeutic attitude in doctor-patient-communication. [Einfluss des Gesprächsführungsunterrichtes auf die ärztlich-therapeutische Haltung in der ÄrztIn-PatientIn-Kommunikation]. <i>Wiener Klinische Wochenschrift</i> , 128(15), 555-559. DOI: 10.1007/s00508-016-1023-8.
Seitz, T., Löffler-Stastka, H. (2016). "Diagnostically Fit for the Future? The Students' Perspective." Elsevier Procedia - Social and Behavioral Sciences, 228, 541–546. 2nd International Conference on Higher Education Advances, HEAd'16, 21-23 June 2016, València, Spain. DOI:10.1016/j.sbspro.2016.07.083
Löffler-Stastka, H., Seitz, T., Billeth, S., Pastner, B., Preusche, I., & Seidman, C. (2016). Significance of gender in the attitude towards doctor-patient communication in medical students and physicians. <i>Wien Klin Wochenschr</i> , 128(17-18), 663-668. doi: 10.1007/s00508-016-1054-1
Seitz, T., Gruber, B., Preusche, I., & Löffler-Stastka, H. (2017). [What causes the decrease in empathy among medical students during their university training?]. <i>Z Psychosom Med Psychother</i> , 63(1), 20-39. doi: 10.1186/s12909-017-0907-2
Löffler-Stastka, H., Datz, F., Parth, K., Preusche, I., Bukowski, X., & Seidman, C. (2017). Empathy in Psychoanalysis and Medical Education - what can we learn from each other? <i>BMC Med Educ</i> , 17(1), 74. doi: 10.1186/s12909-017-0922-3
Lütgendorf-Caucig, C., Kaiser, P. A., Machacek, A., Waldstein, C., Pötter, R., & Löffler-Stastka, H. (2017). Vienna Summer School on Oncology: how to teach clinical decision making in a multidisciplinary environment. <i>BMC Medical Education</i> 17(1), 100. doi: 10.1186/s12909-017-0922-3
T Seitz, BR Turk, H Löffler-Stastka (2017). Can we still stop the migration of physicians from Austria? <i>Wiener Klinische Wochenschrift</i> 129, 65-69
Ludwig, B., Turk, B., Seitz, T., Klaus, I., & Löffler-Stastka, H. (2018). The search for attitude-a hidden curriculum assessment from a central European perspective. <i>Wiener Klinische Wochenschrift</i> , doi: 10.1007/s00508-018-1312-5
Himmelbauer, M., Seitz, T., Seidman, C., Löffler-Stastka, H. (2018). Standardized Patients in Psychiatry – the best way to learn clinical skills? <i>BMC Medical Education</i> , DOI : 10.1186/s12909-018-1184-4
Seitz, T., Längle, A. S., Seidman, C., Löffler-Stastka, H. (2018). Does medical students' personality have an impact on their intention to show empathic behavior? <i>Archives of Women's Mental Health</i> , DOI: 10.1007/s00737-018-0837-y

Seitz, T., Stastka, K., Schiffinger, M., Turk, B. R., Löffler-Stastka, H. (2018). Interprofessional care improves health-related well-being and reduces medical costs for chronic pain patients. Bulletin of the Menninger clinic, in press.
Löffler-Stastka, H., Sell, C., Zimmermann, J., Huber, D., Klug, G. (2019). Is Countertransference a Valid Source of Clinical Information? Investigating Emotional Responses to Audiotaped Psychotherapy Sessions. Bulletin of the Menninger Clinic, 83, DOI: 10.1521/bumc_2019_83_02
Tamara Seitz, Barbara Raschauer, Angelika S. Längle, Henriette Löffler-Stastka (2019). Competency in medical history taking – the training physicians' view. Wiener Klinische Wochenschrift, 131, 17–22. https://doi.org/10.1007/s00508-018-1431-z .
Tretter, F., Löffler-Stastka, H. (2019). Medical knowledge integration and “Systems Medicine”: Needs, ambitions, limitations and options. Medical Hypotheses, 133, 109386. https://doi.org/10.1016/j.mehy.2019.109386

Journals	IF Amount: 156,935
	H-Index: 13
	RG-Score: 34,14
Books	H. Löffler-Stastka, S. Doering (Hg.). Psychische Funktionen in Gesundheit und Krankheit. Ärztliche Gesprächsführung. Materialien für das Studium der Humanmedizin MCW Block 20. Ärztliche Gesprächsführung. 12. aktualisierte Auflage, Wien: Facultas Universitätsverlag, 2015.

The 10 most important publications of the career to date	Löffler-Stastka H, Voracek M, Leithner K, Fischer-Kern M, Presslich E, Kunz C, Meißel T. (2003). Predicting psychotherapy utilization for patients with borderline personality disorder. <i>Psychotherapy Research</i> , 13(2), 255-64.
	Löffler-Stastka H, Rössler-Schüle H, Skale E. (2008). Therapie-Abbruch-Prädiktoren in psychoanalytischen Behandlungen von Persönlichkeitsstörungen. <i>Zeitschrift für Psychosomatische Medizin und Psychotherapie</i> 54, 63-76.
	Löffler-Stastka H, Blüml V, Bös C. (2010). Exploration of personality factors and their impact on therapy utilization: the externalizing mode of functioning. <i>Psychotherapy Research</i> , 20, 295-308. (DOI: 10.1080/10503300903436710)
	Löffler-Stastka H, Blüml V, Ponocny-Seliger E, Hodal M, Jandl-Jäger E, Springer-Kremser M. (2010). Einstellungen von Medizinstudenten zu Psychotherapie: Veränderungen nach Unterricht über Psychische Funktionen in Gesundheit und Krankheit. <i>Psychotherapie Psychosomatik Medizinische Psychologie</i> 60, 118-125.
	Löffler-Stastka H, Fink B, Franz J, Lenz G, Matuszak-Luss K, Sachs G, Tölk A, Wagner E, Aigner M. (2011). Basiscurriculum in psychotherapeutischer Medizin: Psychotherapeutische Ausbildung in der Psychiatrie – ein Beginn. <i>Psychiatrie und Psychotherapie</i> 7, 20-26.
	Chéron, M., Ademi, M., Kraft, F., Löffler-Stastka, H. (2016). Case-based learning and multiple choice questioning methods favored by students. <i>BMC Medical Education</i> 16:41. (DOI 10.1186/s12909-016-0564-x.)
	Seitz, T., Gruber, B., Preusche, I., & Löffler-Stastka, H. (2017). [What causes the decrease in empathy among medical students during their university training?]. <i>Z Psychosom Med Psychother</i> , 63(1), 20-39. doi: 10.1186/s12909-017-0907-2
	Henriette Löffler-Stastka, Omar Gelo, Ingrid Pleschberger, Armin Hartmann, David E. Orlinsky, Michael Helge Rønnestad und Ulrike Willutzki (2019). Psychotherapie-Berufsausbildung in Österreich: Basis- und soziodemografische Hintergrunddaten aus einer SPRISTAD-Pilotstudie (Society of Psychotherapy Research Interest Section on Therapist Training and Development) [Psychotherapy training in Austria. Baseline and sociodemographic background data from a SPRISTAD (Society of Psychotherapy Research Interest Section on Therapist Training and Development) – Pilotstudy]. <i>Zeitschrift für Psychosomatische Medizin und Psychotherapie</i> (in Druck)
	H. Löffler-Stastka, S. Kasper (2019): Depressive Erkrankungen. Verlauf und Prognose. In: Nowotny, Monika; Kern, Daniela; Breyer, Elisabeth; Bengough, Theresa; Griebler, Robert (Hg.): <i>Depressionsbericht Österreich. Eine interdisziplinäre und multiperspektivische Bestandsaufnahme</i> . Bundesministerium für Arbeit, Soziales, Gesundheit und Konsumentenschutz. Wien, 2019.
Löffler-Stastka H. (2018). Psychische Folgen von Extremwetterereignissen. In: Haas, Moshammer, Striessnig, et al. (Hg.) <i>Austrian Panel on Climate Change (APCC). Österreichischer Special Report Gesundheit, Demographie und Klimawandel</i> , 2018	

