

## Teaching Portfolio

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Formal educational training

2024 Completion of the Lecturer Training Programme (10 ECTS)

2019 PhD course: Effective presentation of medical results (1.9 ECTS)

2019 Teaching course in Patient Communication (master level)

2018 Teaching course in Patient Communication – The medical interview (Bachelor level)

Administrative tasks relating to education

In 2023, I have been part of a group, DFSK, who plan and carry out educational activities for cancer nurses with a research backgrounds. We plan two meetings each year.

In 2023, I became co-facilitator and teacher on module B7 Bachelor's degree in medicine, SDU

"Scientific method III: the patient perspective."

From 2022, I have been Moderator on 'Sygeplejesymposium' OUH, which takes place once a year

In September 2022, I planned and taught a Melanomforum for nurses with a special interest in malignant melanoma. The subject were Shared Decision-making and Patient-reported Outcomes.

Teaching, supervision and examination

PhD level

I am currently co-supervisor on the PhD-project ICI-Info: Immunotherapy and Tailored Education for Patients with Cancer and Their Caregivers: An innovative multi-methods study. I have just accepted to become supervisor for another PhD-student (planned start ultimo 2024) within Patient and Humanities.

Masters level

In 2023, I was co-supervisor on a master thesis (medical student)

Similarly, since 2022, I have been main supervisor and examiner on five master theses in clinical nursing (ongoing and completed).

In 2022, I was supervisor on "projektorienteret forløb" for two students (clinical nursing)

During the last six years, I have been supervisor and examiner on the module

"Rehabilitation and Palliative Care (master in clinical nursing). Supervision has been carried out in the form of peer supervision (to be continued).

Since 2019 I have taught the module "Patient-reported Outcomes" at master level in Clinical Nursing (to be continued)

In 2019 was principal supervisor and examiner on a master thesis (Science in Health Service).

In 2019, I taught "Patient Communication" (medical students)

Bachelor/diplomae level

Since 2023 I have been a teacher and examiner on the module "Scientific method III: the patient perspective." (B7) Bachelor's degree in medicine, SDU. In connection to this module, I have also practiced peer supervision (to be continued)

From 2020 until 2022, I taught nurses in quantitative studies at the annual postgraduate course for cancer nurses with interest in research and development at the Department of Oncology, OUH

In 2020, I taught "Patient Communication" (bachelor of medicine), SDU.

In 2019, I was supervisor and examiner on two thesis in Diplomae in Cancer Nursing, Metropol Copenhagen.

Non-academic teaching

In 2022, I established a group course for cancer survivors (8-10 participants) about living well with late effects at the department of Oncology at Odense University Hospital. The course has the form of a workshop that includes teaching, psycho-education and facilitation of peer-to-peer communication

From 2015-2016, I facilitated several workshops, including an educational part, on late effects for cancer patients at the Knowledge Center for rehabilitation and palliative care (REHPA). 8-10 cancer patients attended each course.

For six years, I taught physicians and nurses in protocol-related subjects and Good Clinical Practice on an on-going basis (2009-2015).

Further educational activities (selected national and international oral presentations)

•Online webinar: "Sygepleje update – Immunterapi - sådan støtter sygeplejersken bedst patienten" 12MAR2024

•Nurse seminar Patient Involvement in the Cancer trajectory, Reykjavík, Island 05MAY2023

•The European Cancer Rehabilitation and Survivorship Symposium Real-life Experiences from a Late-effects Clinic in Denmark, Copenhagen, 26SEP2022

•ISOQOL 26 annual Conference Patient Reported Outcomes in the management of side effects in melanoma patients receiving immunotherapy – a randomized controlled trial, San Diego, USA 22OCT2019

•Nursing Research Days PROMelanoma - melanoma patients' reporting of adverse events to immunotherapy, OUH 19MAR2019

•Danske Kræftforskningsdage (DCCC): PROMelanoma- melanompatienters egenrapportering af bivirkninger til immunterapi, Odense 30AUG2018

Teaching skills and philosophy

I have a broad experience in teaching at patient level as well as in various academic settings, and I enjoy teaching immensely. I teach small groups, carrying out workshops, and conduct lectures, and the different forms of teaching lie well with me. Thus, I am use to various teaching methods, including teaching, supervising and lecturing online (synchronous

teaching) which can be challenging as the students/colleagues may experience feelings of isolation and consequently become less motivated and distracted by other things. Factors that may be enhanced by technical issues. I always make a point of including the patients/colleagues/students as much as possible when I teach no matter the size of the group, because it is my belief that this is most fruitful for all parts. Furthermore, I believe that it is an advantage to have a solid research background within the topics that I teach. This enables me to deliver my messages in a convincing and interesting way. I also try to include examples from clinical practice in my teaching. For example, when I teach "PRO-data" or Patient Perspectives, I try to include the students' experiences within the field as well as my own to increase engagement and optimize the learning experience with a keen eye on the learning goal of the particular course.

#### Teaching methods

Through participation in the Lecturer Training Programme (Universitetspædagogikum) in 2023-2024, I improved my pedagogical and teaching competencies. I have acquired new competencies such as Poll Everywhere that I am working to incorporate on my teaching, so that the students become more engaged. In my development project, I worked with supervision in groups, as this was one of the areas that I found extremely challenging. Accordingly, I worked out a detailed plan for my peer supervision focusing on the three categories of feedback Feed up, Feedback and Feed forward. I use Feed up to reconcile my expectations with the students' regarding learning goals and the specific criteria for the essay they work on. I give Feedback (and make sure that the other students in the group do the same) to ensure that the students know how they are doing in terms of writing the essay and are aware of their progress. Finally, I use Feed forward to focus on the next step and how to make improvements to ensure that the students know what to do next. Implementing a new strategy for peer supervision has resulted in a positive change in the way in which it is conducted and my students are much more engaged in and committed to the process.

Being part of the Lecturer Programme has made me reflect on my teaching and supervision skills. I will strive to continue to evolve as a teacher and supervisor, engaging students as much as possible in my teaching and have a continued focus on using the new innovative ways of teaching that I have acquired during the Lecturer Programme. There are still areas that I would like to improve. I have, for example, taken a course in team-based learning, a teaching method that I find very interesting and useful as it combines individual knowledge and testing with group collaboration. I believe this pedagogical strategy increases active learning and teamwork.