

Undervisningsportefolio

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1. Formal pedagogical education

EDUCATION

- 2022- The Lecturer Training Programme
2021 Research management course, The Capital Region of Denmark/Mobilize
Summer School for Doctoral Studies, The European Academy of Nursing Science (EANS)

PÆDAGOGISKE KURSER OG WORKSHOPS

- 2020 Peer Review course, Publons Academy Practical
2020 Introduction on Clinical Supervision for Nurses, Cancer Nursing Education, University College Copenhagen
2017 How to do a scientific oral presentation, University of Southern Denmark
2017 Getting started on your teaching - Introduction to teaching and learning, University of Southern Denmark

2. Administrative educational tasks

- 2022 - Boardmember, Dansk Forskningsnetværk for Sygeplejersker i Kræftfeltet (DFSK)
2020 Representative for postdocs, The development and research forum for masters' and higher educations, Zealand University Hospital
2017 - 2019 SDU Mentor for Master's students at the Faculty of Health Sciences

3. Experience with teaching, supervision and examination

PRÆGRADUAT UNDERVISNING

- 2021 Defining Nursing Capacity workshop, Department of Plastic and Breast Surgery, Zealand University Hospital (2*6 hours)
2021 How do we stimulate research? ", Department of Medicine, Zealand University Hospital
2021 "Visions of Nursing", Nursing education, Department of Plastic and Breast Surgery, Zealand University Hospital (2 * 3 hours)
2021 "Application of PROMs in clinical practice", Managers and scholars in the Department of Neurology, Zealand University Hospital (1 * 3 hours)
2020 - Implementation of BREAST-Q, Education Program, Department of Plastic- and Breast Surgery, Zealand University Hospital (Lead)
2018 Parts of Module Theory 2A, "Cancers, care and treatment" at the Cancer Nursing Program. Teaching on Patient-Reported Outcomes (PRO), Metropol (2 * 6 hours)
2016-2019 Internal education program on Patient reported outcome measures (PROMs), Nurses and physicians, Department of Haematology/Zealand University Hospital (800 hours)
2017 Nursing Symposium, Department of Hematology, Zealand University Hospital (2*1 hour)

POSTGRADUATE

- 2021 Use of PRO data in clinical practice (MVU-Webinar), Zealand University Hospital (4*2 hours)
2021 "The Health Professional Researcher", National Interpretive Description Network (2*2 hours)
2017 Teaching Postdocs at Zealand University Hospital on Patient-Reported Outcomes (PRO) (2 * 2 hours)

POSTGRADUAT VEJLEDNING

- 2022
2020 Specialist in Cancer Nursing, Louise Villemoes (Main Clinical Supervisor)

PHD-VEJLEDNING

4. Methods, materials and tools

PUBLISHED TEXTBOOKS / CONTRIBUTIONS TO TEXTBOOKS / PEDAGOGICAL RESEARCH

2021

Chapter 5: Den sundhedsprofessionelle forsker, Hansen, S. T. & Jensen, A. L., 25 maj 2021, Interpretive Description: En anvendelsesorienteret forskningsmetodologi. Handberg, C. & Lunde Jensen, A. (red.). Aarhus University Press, s. 87-104

5. Uddannelsesudvikling og universitetspædagogisk (følge)forskning, herunder pædagogiske priser

6. Reflections on own pedagogical practice and future development

Jeg bekender mig som underviser og vejleder til Syddansk Universitets vision om, at det gennemgående princip for uddannelse er aktiv undervisning og læring. Studerende, undervisere og ledelse deler ansvaret for at implementere dette princip. De studerende er sammen med undervisere og medstuderende på SDU en del af et forpligtende læringsfællesskab præget af gensidig respekt, åbenhed og engagement. Mine undervisningsformer fokuserer på sammenhæng mellem de forskellige læringsaktiviteter og af de studerende forventes aktiv involvering i klassen, i deres selvstændige studier og i samarbejde med andre elever. Studerende forpligter sig til en fuldtidsindsats og udvikler løbende deres evne til at arbejde selvstændig og tage ansvar for egen faglig udvikling. De er proaktive, udforskende og klar til at lære. Som underviser på SDU har jeg ansvaret for at planlægge og gennemføre undervisnings- og læringsaktiviteter, der understøtter studerendes aktive læring i og uden for klassen og giver de studerende mulighed for at tage del i akademisk praksis. Jeg mener det er min opgave som underviser at støtte, vejlede og udfordre studerende i et læringsfællesskab præget af gensidig respekt, åbenhed og engagement.

Min undervisningsfilosofi afspejler et gensidigt læringsforhold og jeg bekender mig til devisen "All teach, all learn".
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