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#### Teaching portfolio

1. Formal educational training
    - a. Vejledning - roller og relationer IoB, SDU 2022
    - b. Designing and updating courses, SDU 2017
    - c. Designing blended learning, SDU 2017
    - d. Teaching online, SDU 2014
    - e. Case-based teaching, SDU.
  2. Administrative tasks relating to education
    - a. Course leader and lecturer on the postgraduate education in musculoskeletal ultrasound for chiropractors 2011-2023
    - b. Member of the PhD committee at Health faculty, SDU 2019-2021
    - c. Course leader for diagnostic imaging 1 & 2 (16 ECTS) at Clinical biomechanics 2017 - 2019
    - d. Conducting MMI (multiple mini interviews) SDU 2018 - 2019
  3. Experience of study programmes, supervision and examinations
    - a. 806 reported hours of teaching during the PhD programme 2017-2021 (studiestartsopgave, billeddiagnostik undervisning, udarbejde eksamensopgaver og afholdelse af eksamen)
    - b. External lecturer at IoB, SDU teaching diagnostic imaging 2005-2017
    - c. Supervision and teaching of chiropractor students in the clinical training programme at Spine Center Syddanmark 2009 – 2015
    - d. Examination of “embedseksamen” on Clinical Biomechanics 1-2 yearly since 2009
  4. Methods, materials, and tools
    - a. Lecture (using PowerPoint presentations)
    - b. Group teaching (practical skills in musculoskeletal ultrasound).
    - c. Case-based teaching and flipped-classroom
    - d. Podcasts and video material
  5. Educational development and applied research into teaching at university, including educational awards
    - a. Prepared a revision of the diagnostic imaging 1&2 curriculum and study guide (the master's program in Clinical Biomechanics, SDU) 2019
  6. Reflecting on your own teaching practice and future development including student evaluations
- My teaching practice has, over the years, developed to focus on student involvement and clinical cases. This development reflects the students' evaluations and issues we have discussed among the teachers. In my courses, there is a mix of factual knowledge that must be learned and evidence on best practices that I must disseminate and discuss with the students. We must present the students with the best evidence and current clinical practice guidelines. However, we must also allow for discussions on difficult clinical decisions and subjects that are not clear-cut wrong or right. Future development will focus on including more technology in the form of videos and interactive classroom activities like polls everywhere to facilitate learning.