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## Educational CV

### UndervisningsCV

1. Formel pædagogisk uddannelse\*Not applicable.
2. Uddannelsesadministrative opgaver\*Supervisor of MSc/MD and PhD students.
3. Erfaring med undervisning, vejledning og eksamen\*Supervised 10+ phd. students and approximately 15 MSc/MD theses. \*Gives lectures on all the Danish universities (>15 per year).
4. Metoder, materialer og redskaber\*Promoting and performing research that reduces waste and rewards diligence relies on teamwork. One my key deliverables is to facilitate of an open discussion around the strengths and limitations associated with various research designs (e.g., descriptive studies, case-control studies, cohort studies, randomised trials, and meta-research), with a specific focus on the need for following a "protocolised agenda." \*Most of the course materials (including lectures), is devoted to prospective cohort studies (including randomised trials); this disproportion is intentional, as these randomised trials, in particular, represent the gold standard in clinical research and causal inference. Randomised trials obviously help to eliminate bias, and they will be emphasized because of their proven methodological elements. However, prospective cohort studies (including non-randomised studies) are critical to many areas of healthcare evaluation - where prognostic factor research deserves significant attention (which will subsequently reveal important methodological elements of prognostic factor research that minimise bias).\*Because prospective cohort studies, including randomised trials, and prospective research in general (e.g., good systematic reviews) are so important, clinicians might be more likely to act on their results than on those of "observational studies" with an unclear origin (i.e., nopro-specified protocol); hence as part of the supervision/education strategy, investigators will need to ensure that prospective studies are well designed, registered, conducted, and reported.\*I anticipate that my teaching agenda will foster continuous and mutual development of the agendas themselves, the qualifications of the staff and students involved, as well as collaborators in other sectors, disciplines, and specialties.
5. Uddannelsesudvikling og universitetspædagogisk (følge)forskning, herunderpædagogiske priser\*Not applicable.