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Formal educational training

Lecturer Training Programme LTPS 2021, Center for Teaching and Learning, University of Southern Denmark.
Internal supervisor: Professor Frederik A. Gildberg, Professor in Forensic Mental Health & Head of Research. Forensic Mental Health Research Unit Middelfart (RFM), Department of Regional Health Research, Faculty of Health Science, University of Southern Denmark & Psychiatric dept. Middelfart, Mental Health Services in the Region of Southern Denmark. External supervisor: Peter A.P. Wetche, Lektor, exam. scient, cand.mag. Center for teaching and learning, University of Southern Denmark. 01.08.2021-

Courses related to Lecturer Training Program at University of Southern Denmark

- Den interaktive forelæsning, SDU. 22.04.2022
- Oral examination in HE in Denmark, SDU. 24.03.2022
- Supervision - roles and relations, SDU. 16.09.2021 + 30.09.2021
- PhD Supervisor Seminar, SDU. 15.06.2021
- Residential Course, Hotel Munkebjerg, SDU. 18.08.2021-20.08.2021
- Information meeting to Lecturer Training Program, SDU. 08.06.2021

E-learning activities related to Lecturer Training Program at University of Southern Denmark

- Students as Learners. 2021
- Research-based Teaching. 2021
- Evaluation and Data Collection. 2021
- Introduction to itslearning. 2021

Senior Lecturer programme at UCL University College.

Approved as Senior Lecturer at the Professional Bachelor degree program of Nursing, UCL University College. Approval as Senior Lecture is based on participation in a course for junior lecturers, including interprofessional reflection sessions and project days. Approval as senior lecturer is based on a written application that reflects professional as well as pedagogical competence. My specific application to be approved senior lecturer was based on description and didactic reflections on a selected teaching module (psychiatric nursing) and on a selected research and development activity (the research project "Development and implementation of transition programs for newly employed nursing staff at adult-psychiatric units Kolding-Vejle", Mental Health Services in the Region of Southern Denmark. Internal supervisor: Bodil Winther, MsN, UCL University College. 2011-2014

Administrative tasks relating to education

•Organizer and chair of "Mikro-seminar about literature reviews". Forensic Mental Health Research Unit Middelfart (RFM), Department of Regional Health Research, Faculty of Health Science, SDU. PhD level. 2022

•Responsible for the 5 ECTS teaching module "Mental Health". Planning content and format, coordination task with students, teachers and head of studies at SDU, providing information about the study programme, evaluation and development initiatives. Master of Science, Health Science, Nursing, Physiotherapy, Occupational Therapy, Midwifery Science. Faculty of Health Sciences, SDU. Mater level. 2021

•Responsible for the cross-disciplinary teaching modul "Critical perspectives on psychiatry". Planning content and format, coordination task, providing information about the study programme, evaluation and development initiatives. Semester 7. Nursing, Physiotherapy, Occupational Therapy and Radiography. UCL University College. Bachelor level. 2021-present.

•Responsible for "Presenters club". "Presenters club" aim to strengthen pre-ph.d and ph.d students oral and written knowledge dissemination. Planning content and format, coordination task, evaluation and development initiatives. Forensic Mental Health Research Unit Middelfart (RFM), Department of Regional Health Research, Faculty of Health Science, SDU. PhD level. 2020-present

•Co-planned and organized Journal club: "Feltarbejde som forskningstilgang" ["Fieldwork as a research approach"], Department of Clinical Research, OPEN, SDU. PhD level. 2016-2017

•Co-planned and organised JCPR (Journal Club Psychiatric Research). Center for Psykiatrisk Sygepleje og Sundhedsforskning (CPS). PhD level. 2016-2018

Experience with study-programmes, supervision and examinations

Supervision and examinations

Project supervisor - PhD. Program

- Tina Kirstine Vestphal. Relatives of mentally ill patients in forensic and general psychiatry - Those who fight alongside. SDU. 2021-present

- Kristian J. Paaske. How can patients be involved in psychiatric care? Generating new knowledge about patient involvement in treatment psychiatry through action research. SDU. 2019-present

Supervision and examinations - Master program

- Sofie Aslerin. Sundhedsprofessionelles opfattelser af at involvere patientens pårørende i plejen og behandlingen på voksenpsykiatrisk afdeling. Co-supervisor. Master of Science in Health Science, AU. 2022

- Camilla Hundevad Sirach Lauritsen. Pårørende i retspsykiatrien. Mater of Science in Nursing, SDU. 2021

- Sandra Breth Jakobsen. Arbejdet med stemmehøring i socialpsykiatrien. Mater of Science in Nursing, SDU. 2020

- Tanja Lucia Sørensen: Newly graduate nurses in forensic mental health care. (Co-supervisor). Mater of Science in Nursing, SDU. 2016

Supervision and examinations - Diploma program

- Supervisor at written assignments in regard to "Undersøgelse af sundhedsfaglig praksis" and "Forandrings og læreprocesser" at the Diploma of Health Education, 2012-2013

- Final assignments at the Diploma of Health Education. 2012-2013

Supervision and examinations - Bachelor program

- Extensive experience with Bachelor project supervision and examinations at the Bachelor degree program of Nursing. Supervisor at one to four bachelor projects twice a year since 2008. UCL University College. 2008-present

- Extensive experience since 2008 with supervision and examinations on both theoretical and clinical exams at the Bachelor degree program of Nursing during the second, third and fourth year of education. UCL University College. 2008-present

- Supervisor for three vulnerable students ("Specialpædagogisk støtte" (SPS)) with the aim of retraining students in The Bachelor degree program of Nursing, UCL University College. 2019-2020

Teaching

PhD. Program

- Teaching content: Ph.D. supervision. Journal Club Psychiatric Research (JCPR), RFM, SDU. 2022

- Teaching content: Ethical considerations in qualitative studies involving vulnerable people. Mikro-seminar about ethics in reserach. RFM, Middelfart. 2022

- Teaching content: How to navigate through the many different types of systematic reviews. Mikro-seminar about literature reviews. RFM, Middelfart. 2022

- Teaching content: Overview of the different types of reviews. Feltarbejde som forskningstilgang, SDU. 2020

- Teaching content: Systematic literature search + systematic review + writing a research proposal. Teaching for pre-ph.d students at Forensic Mental Health Research Unit Middelfart (RFM), Department of Regional Health Research, Faculty of Health Science, University of Southern Denmark. 2017-2019

- Teaching content: Systematic literature search + systematic review + and to write and review scientific papers. PhD course: "Videnskabelige kompetencer & arktisk forskning", Ilisimatusarfik, Univeristy of Greenland. PhD level. 2018

- Teaching content: Writing a research proposals + the peer review process + How to deal with comments to a scientific paper + Research proposal from reviewers + Systematic review + Thematic analysis. Metodeklub for kommende og nuværende ph.d.- studerende i UCL, UCL University College. 2016-2018

- Teaching content: Patient and relatives perceptions of mechanical restraint in forensic psychiatry, research design and methodological challenges. Invited scientific lecture at the "EViPRG 2017 seminar". The European Violence in Psychiatry Research Group (EViPRG), Split, Croatia. 2017

- Teaching content: Ethical and methodological challenges when conducting a qualitative study in forensic settings. Det

fælles ph.d.- akademi in UCL/UCS. 2016.

- Teaching content: To prepare and conduct qualitative interviews on the basis of the results from a Systematic Review + Ethical and methodological challenges when conducting a qualitative study in forensic settings. Feltarbejde som forskningstilgang, SDU. 2016

- Teaching content: Systematic Reviews. Journal Club Psychiatric Research (JCPR), RFM, SDU. 2016

Master program

- Teaching content: Academic writing. Module 1, Mater of Science in Nursing, SDU. 4 lessons. 2021

- Teaching content: Introduction to Mental Health + The concept of caregiver burden. Teaching module "Mental Health". Master of Science, Health Science, Nursing, Physiotherapy, Occupational Therapy, Midwifery Science. Faculty of Health Sciences, SDU. 4 lessons. 2021

- Teaching content: Introduction to Mental Health + The concept of caregiver burden. Teaching module "Mental Health". Master of Science, Health Science, Nursing, Physiotherapy, Occupational Therapy, Midwifery Science. Faculty of Health Sciences, SDU. 4 lessons. 2020

- Teaching content: Trauma and mental health. Teaching module "Mental Health". Mental Master of Science, Health Science, Nursing, Physiotherapy, Occupational Therapy, Midwifery Science. Faculty of Health Sciences, SDU. 2 lectures. 2020

- Teaching content: Example of a master thesis "Newly graduated nurses' experiences of the transition from student to newly qualified in mental health settings". Mater of Science in Nursing, AU. 2 lectures. 2008

Diploma program

- Teaching content: Communication in clinical practice. Lectures on the significance of the relationship to the use of communication theories and models in practice + The difficult conversation + Motivational Interviewing, Coaching + Conflict management. Sundhedsfaglige Diplomuuddannelse, UCL University College. 8 lessons. 2012

Bachelor program

Limited to teaching the past 4 years (2019-2022). Teaching is primary conducted at The Bachelor degree program of Nursing, Vejle, UCL University College and secondly at a cross-disciplinary teaching module "Critical perspectives on psychiatry" at The Bachelor degree program of Nursing, Physiotherapy, Occupational Therapy and Radiography, UCL University College.

- Teaching content: Introduction to Cross-disciplinary teaching module. Semester 7. 2 lectures twice a year since 2021-present

- Teaching content: Patient, staff, and, relatives' experiences and perceptions of different types of coercive measures and knowledge about how to reduce coercive measures. Semester 7. 4 lectures twice a year since 2020-present

- Teaching content: Relatives in mental health settings. Lectures on the concept of caregiver burden, Expressed emotions, and involvement of relatives in care and treatment in mental health settings. Semester 7. 4 lectures twice a year since 2021-present

- Teaching content: Qualitative research methods, methodology and epistemology. Lectures on theory of science, knowledge forms and scientific justification, qualitative research designs and questions. Semester 4. 9 lectures twice a year since 2019-present

- Teaching content: Research methodology. Lectures on methods, methodology, epistemology + Qualitative and quantitative paradigm + The research process + Ethics in research + Quantitative and qualitative research designs and questions. Semester 5. 10 lectures twice a year since 2019-present

- Teaching content: Academic writing. Semester 4. 6 hours twice a year since 2019-present

- Teaching content: Academic writing. Semester 5. 6 hours twice a year since 2019-present

- Teaching content: The Danish Mental Health Act. Lectures on the The Danish Menal Health Act and its use in clinical practice + Research results related to patient, relatives and staffs' perceptions of the Danish Mental Health Act and patients' complaints about application of coercive measures. Semester 3. 2 lectures twice a year since 2019-present

- Teaching content: Psychiatric nursing. Lectures on theory at different levels (grand, middlerange and practice theories) in regard to clinical psychiatric nursing + professional relations + communication + Safewards + Trauma Informed Care + co-operation with patients and their relatives + The Tidal Model. Semester 3. 19 lectures twice a year since 2019-present

- Teaching content: Psychotropic medications. Lectures on types of psychotropic medication and use in clinical practice, including effect and side effects. Semester 3. 6 lectures twice a year 2019-2021.

Clinical practice

- Teaching content: Involvement of relatives in the care and treatment in psychiatric settings. "Specialuddannelsen i Psykiatrisk sygepleje", Mental Health Services in the Region of Southern Denmark. 7 lectures. 2022

- Qualitative methods: Qualitative systematic reviews, qualitative interviews and qualitative analysis. "Specialuddannelsen i Psykiatrisk sygepleje", Mental Health Services in the Region of Southern Denmark. 7 lectures. 2022.

- Teaching content: Forskning i psykiatrien i Region Syddanmark og eksempler på udvalgte forskningsprojekter. "Psykiatriens Efterårsskole", Mental Health Services in the Region of Southern Denmark. 2 lectures. 2021

- Teaching content: Tvang i psykiatrien. "PsyInfo", Mental Health Services in the Region of Southern Denmark. 2 lectures. 2021

- Teaching content: Research on how to involve relatives in mental health care and treatment. Seminar for clinical nurses in Mental Health Services in the Region of Southern Denmark. 2 lectures. 2021

- Teaching content: Research on reduction of coercion in mental health settings. "Specialuddannelsen i Psykiatrisk sygepleje", Mental Health Services in the Region of Southern Denmark. 7 lectures once a year since 2020-

- Teaching content: Systematic literature searches. "Specialuddannelsen i Psykiatrisk sygepleje", Mental Health Services in the Region of Southern Denmark. 7 lectures once a year since 2020-

- Teaching content: Results from a ph.d study about patients and relatives perceptions of mechanical restraint episodes. Seminar for clinical nurses in Mental Health Services in the Region of Southern Denmark. 2 lectures. 2020

- Teaching content: Results of research: Perceptions of mechanical restraint in forensic psychiatry. Temadag for "Landsforeningen af patientrådgivere og bistandsværger i Danmark", LDB, Middelfart. 3 lectures. 2019

- Teaching content: Involvement of patients' and relatives' experiences and perceptions of coercion – in a research perspective. "Retspsykiatrisk Netværksseminar", Kolding. 2 lectures. 2018

- Teaching content: Forensic psychiatric patients' perceptions of mechanical restraint episodes. Mental Health Services in the Region of Southern Denmark, Psykiatrisk afdeling Middelfart. 1 lecture. 2018

- Teaching content: Coercion in psychiatric settings. "Temadag for Landsforeningen af patientrådgivere og bistandsværger i Danmark". LDB, Løgstør. 3 lectures. 2017

- Teaching content: Temadag om retspsykiatriske patienter. Mental Health Services in the Region of Southern Denmark, Psykiatrisk afdeling Middelfart. 2 lectures. 2017

- Teaching content: Postdoc study. "Lederseminar ved Psykiatrisk afdeling Middelfart", Mental Health Services in the Region of Southern Denmark. 1 lecture. 2019

- Teaching content: Status of Ph.project: Reduction of mechanical restraint episodes in forensic psychiatry. "Lederseminar ved Psykiatrisk afdeling Middelfart", Mental Health Services in the Region of Southern Denmark. 1 lecture. Once a year between 2015-2019

Presentations at conferences and seminars

International, scientific conferences

- Reducing mechanical restraint in forensic mental health. "4th Nordic Conference in Nursing Research, Methods and Networks for the future", Copenhagen. 2021 (poster presentation)

- Protest or Illness. A PhD study of patients' and relatives' perceptions of situations associated with mechanical restraint in forensic psychiatry. "4th Nordic Conference in Nursing Research, Methods and Networks for the future", Copenhagen. 2021 (oral presentation)

- Perceptions of mechanical restraint in forensic psychiatry. "5th Horatio Festival of Psychiatric Nursing, Copenhagen". 2019 (oral presentation)

- Forensic psychiatric patients' perceptions of situations connected with the use of mechanical restraints. "10th European Congress on violence in clinical psychiatry", Dublin. 2017 (oral presentation)

- A literature review of psychiatric patients' perceptions of situations connected with coercive measures. "Fifth International Conference on Violence in the Health Sector", Dublin. 2016 (poster presentation)

- The transition from being a student to being newly qualified in mental health settings. "17th International NPNR Conference", Oxford. 2011 (poster presentation)

International, research seminars

- Reducing mechanical restraint in forensic mental health. "FOSTREN-EViPRG Training School 2021, Middelfart". 2021 (poster and oral presentation)

- Patient and relatives perceptions of mechanical restraint in forensic psychiatry. Research design and methodological challenges. "EViPRG seminar", Split. 2017 (oral presentation)

National, scientific conferences

- Reduktion af bæltefikseringer i retspsykiatrien. "Psykiatriens forskningsdag Region Syddanmark", Middelfart. 2021 (oral presentation)

- Et spørgsmål om tillid og mistillid. Pårørende til retspsykiatriske patienters opfattelser af bæltefikseringer. "Sygeplejeforskning 10 års forskning i psykiatrisk sygepleje- Hvad er der kommet ud af det?", Netværk for Dansk Psykiatrisk Sygeplejeforskning (DPSN), Slagelse. 2019 (oral presentation)

- Forensic psychiatric patients' perceptions of mechanical restraint. A qualitative study. "Psykiatriens forskningsdag Region Syddanmark", Middelfart. 2018 (oral presentation)

- Relational Practice in Nursing. "CPS conference. Psykiatrisk Sygepleje – Ulighed, Tvang, Relation & Teknologi", Center for Psykiatrisk Sygepleje og Sundhedsforskning (CPS), Middelfart. 2017 (oral presentation)

- Forensic psychiatric patients' perceptions of situations associated with mechanical restraint. Sub-study in a Ph.D. project. "Forskningsbaseret viden i den psykiatriske sygepleje, udvikling og anvendelse", Netværk for Dansk Psykiatrisk Sygeplejeforskning (DPSN), København. 2017 (oral presentation)

- A systematic review and thematic analysis and psychiatric patients' perceptions of situations associated with coercive measures. "Brobygning mellem klinisk forskning og klinisk praksis, forebyggelse af tvang – hvad siger forskningen?", Center for Psykiatrisk Sygepleje og Sundhedsforskning (CPS), Middelfart. 2016 (oral presentation)

- Forensic psychiatric patients' perceptions of situations associated with mechanical restraint. Sub-study in a Ph.D. project. "Psykiatriens forskningsdag i Region Syddanmark", Middelfart. 2016. (oral presentation)

- Forensic psychiatric patients' perceptions of situations associated with mechanical restraint. Sub-study in a Ph.D. project. "1. Nationale retspsykiatriske forskningsdag", RFM, København. 2016. (oral presentation)

- Reduction of mechanical restraint in forensic psychiatry. Patients and relatives perceptions of and perspectives on mechanical restraint episodes in forensic psychiatry. "Novo Nordisk Fondens Sygeplejefaglige Dag", Novo Nordisk Fonden, København. 2016 (oral presentation)

- Nyuddannede sygeplejerskers transition til psykiatrien. "Psykiatrisk sygeplejefaglig konference", Psykiatrien i Århus Amt, Århus. 2006 (oral presentation)

National, research seminars

- Involvering af dimittend i forskning. "Forskningsseminar", Anvendt Sundhedsforskning, UCL. 2022

- Research projects. "CPS Seminar", Center for Psykiatrisk Sygepleje og Sundhedsforskning (CPS), Middelfart. 2021 (oral presentation)

- Metodiske udfordringer forbundet med at udarbejde reviews i sundhedsforskning. "CPS Seminar", Center for Psykiatrisk Sygepleje og Sundhedsforskning (CPS), Middelfart. 2019 (oral presentation)

- Karriereveje som forsker i UCL. "Forskningsseminar", Anvendt Sundhedsforskning, UCL. 2021

Methods, materials and tools

Methods

To keep students engaged, motivated and participating in teaching lectures, I primary use dialogue-based teaching, including smaller research based presentations, dialogue with students based on critical and reflective questions and student group exercises.

In the supervision of ph.d students, I am inspired by Tron Inglar's description of the four supervision strategies (transmission oriented, process oriented, gestalt oriented and critical oriented) and by Wichmann-Hansen & Wirenfeldt Jensen's description of The Dialouge Wheel.

Materials and tools

I use a wide range of different materials and tools in my teaching, such as existing literature (primary research based literature), cases, e-learning videos, PowerPoint presentations with and without "speak", podcast, documentaries, empirical material from research studies, padlets and e-tivities (based upon the E-tivities framework by Gilly Salmon. Example provided in appendix 1).

Additionally, I have developed material, which both colleague and myself use in teaching lectures:

- Digital teaching material: Ethical considerations in qualitative studies involving vulnerable people. Mikro-seminar about ethics in reserach. Forensic Mental Health Research Unit Middelfart (RFM), Department of Regional Health Research, Faculty of Health Science, SDU. 2022
- Digital teaching material: How to navigate through the many different types of systematic reviews. Mikro-seminar about literature reviews. Forensic Mental Health Research Unit Middelfart (RFM), Department of Regional Health Research, Faculty of Health Science, SDU. 2022
- Digital teaching material: Qualitative content analysis. UCL, Sygeplejerskeuddannelsen i Vejle. 2020
- Digital teaching material: Qualitative literature reviews. UCL, Sygeplejerskeuddannelsen i Vejle. 2020
- Digital teaching material: Qualitative research (<http://videotool.dk/ucl/c3139/v23172>). Anvendt Sundhedsforskning, UCL. 2015
- Textbook chapters: Tingleff, E.B., & Gildberg, F.A. (2021). Tvang ud fra et patientperspektiv. I F. Gildberg, L. Ahrendt, G. Munksgaard, & K. A. J. Paaske (red.), Grundbog i klinisk psykiatrisk sygepleje (s. 104-125). FADL's Forlag.

In the supervision of Ph.D. students, I use tools (templates) for aligning expectations and supervision meetings (appendix 2). To advance Ph.D. students' learning regarding academic writing skills, I refer to e-resources such as Academic Phrasebank and Elsevier Researcher Academy. Additionally, I give written feedback (e.g. on scientific papers in process) and examples "in text".

Educational development and applied research into teaching at university

PhD. Program

- Development of existing practice regarding supervision of ph.d students at Forensic Mental Health Research Unit Middelfart (RFM), Department of Regional Health Research, Faculty of Health Science, SDU. Specifically, development initiatives concerns templates and tools for aligning expectations and supervision meetings. 2021-present

Master program

- Co-developer of the 5 ECTC teaching module "Mental Health". Ongoing development initiatives of content and format and evaluation. Master of Science, Health Science, Nursing, Physiotherapy, Occupational Therapy, Midwifery Science. Faculty of Health Sciences, SDU. 2019

Bachelor program

- Ongoing development of curriculum and implementation of module and semester descriptions in the 2001, 2008 and 2016 version of the Bachelor degree program of Nursing, Vejle, in particular during the second, third and fourth year of education. UCL University College. 2011-present
- Development of curriculum and implementation of module and semester descriptions in the 2001 and 2008 version of the Bachelor degree program of Nursing, Silkeborg, in particular during the second, third and fourth year of education. VIA University College. 2008-2010
- Development of an extended teaching course "Nursing theories and profession". Semester 7. UCL University College. 2019.

Reflection on your own teaching practice and future development, including student evaluations

I consider learning as a process in which students can develop their knowledge, skills and competencies. My role as a teacher is to facilitate this learning process. However, the learning situations and activities is created and developed in a shared responsibility between the students, the teachers, the technical and administrative staff and the leaders at the university.

There are many ways to facilitate the students learning process, but I learn against the famous quote from Benjamin Franklin: "Tell me and I forget; teach me and I remember; involve me and I learn". This comply with the underlying principle of education at the University of Southern Denmark, which is active teaching and learning. Therefore, I involve the students' knowledge and experience, and use tools and materials to keep students engaged, motivated and participating in the learning activities. The overall goal of the learning activities is to increase the students' knowledge, skills and competencies in accordance with the learning goals of the course/module and education. Thus, I am aware of

my responsibility to ensure alignment between the learning activities and learning outcomes. Therefore, I use dialogic-based teaching to elicit students' common sense understanding/perspectives and to engage with the students with the purpose in stimulating their theoretical and critical reflections (that correspond with the learning goals). Dialogues between the students and myself as a teacher is typically based on materials such as cases, documentaries, empirical material etc. to ensure transfer and to minimize the well-known theory-practice gap (especially relevant at bachelor level in nursing education).

Another example of active teaching and learning relates to supervision at both bachelor, master and ph.d level. In this specific learning situation, I use dialogic teaching in which students are supported to transform and re-formulate clinical problems into scientific research questions, and to investigate those by the use of critical, conscious and academic choices of theory and methods.

As a concluding remark, I consider my role as a teacher and my own teaching practice as a developing pedagogic, professional and personal process. This developing process is encouraged by student evaluations, dialogue with colleagues, collegial supervision, courses related to teaching and learning, and finally, my own critical reflections.