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UndervisningsCV

Teaching portfolio1. Formel pædagogisk uddannelseFormal teaching qualificationThe further qualification for Occupational Therapists and Physiotherapists, which I passed in 1995, was aimed at therapists with teaching and management responsibilities. In addition, I passed the university teaching qualification at the University of Southern Denmark in the summer of 2013. This involved the following courses in university teaching: Online teacher Course in forms of examination Counselling – role and relations Teaching portfolio – getting started Use of cases in teachingOther courses in university teaching2018 Seminar for internal supervisors at the university teaching qualification programme2015 Engage your students with discussion forums, blogs and wikis2015 Teaching and learning with social media2014 Students' academic writing competences2014 The good course site on Blackboard/e-learn.sdu.dk2. Uddannelsesadministrative opgaver3. Erfaring med undervisning, vejledning og eksamenPhD supervisionFormal teaching courses, including the university teaching qualification and subsequent courses in university teaching, can be seen in the teaching portfolio.2019 - Principal supervisor pre PhD student, University of Southern Denmark.2018 - Co-supervisor for PhD student, Aarhus University.2016 – Principal supervisor for PhD student, University of Southern Denmark.2016 – Co-supervisor for PhD student, University of Southern Denmark.2016 – 2018 Co-supervisor for PhD student, University of Southern Denmark.2014 – 2019 Principal supervisor for PhD student, University of Southern Denmark.2013 – 2018 Co-supervisor for PhD student, University of Southern Denmark.2012 – 2016 Co-supervisor for PhD student, University of Southern Denmark.2011 – 2013 Co-supervisor for PhD student, University of Southern Denmark. Teaching experience2018 –2019 Supervisor for master's student, University of Southern Denmark.2018-2019 Supervisor for master's students, University of Southern Denmark.2016 – 2017 Supervisor for master's student, University of Southern Denmark.2016 – 2017 Supervisor for master's student, University of Southern Denmark.2015 – 2016 Supervisor for master's students, University of Southern Denmark.2014 - Teacher and supervisor on the Master of Science in Health Programmes, University of Southern Denmark2014 – 2017 Module coordinator on the Master of Science in Health (Occupational Therapy), University of Southern Denmark2014 – 2019 Supervisor on the bachelor projects on the bachelor course in Occupational Therapy at University College Lillebaelt. (corresponds to 6-8 students per year)2012 – 2013 Supervisor for Master in Science (Physiotherapy) student, University of Southern Denmark.2006 – Module coordinator, teacher and supervisor on Professional Master's Programme in Rehabilitation, University of Southern Denmark. Academic and methodological supervisor and examiner on Professional Master's Programme in Rehabilitation, University of Southern DenmarkTextbooks2019 Kristensen, H.K. & Pedersen K.S. "Klinisk ræsonnering og arbejdsprocesser i ergoterapi"; Kristensen, H.K. & Kurth, M.H. "Vidensforståelse"; Kristensen, H.K. & Peoples, H. "Evidensbaseret ergoterapi" in Brandt, Å., Pedersen, U., & Peoples, H. (eds.) "Basisbog i Ergoterapi". Munksgaard. 4rd edition.2017 Kristensen H.K, Schou A. S., Mærsk J.L. "Nordisk Aktivitetsvidenskab". Munksgaard 2017.2015 Kristensen H.K, Wæhrens E. E. "ADL i en nutidig dansk ergoterapeutisk sammenhæng" in Wæhrens E. "Almindelig daglig levevis – ADL" Munksgaard Denmark 2015. (pp. 15 sider)2014 Kristensen, H.K., Petersen K.S, Marchall J, Andersen G.B. "Klinisk ræsonnering". Munksgaard. 2014.(pp. 1- 197).2013 Blicher, J.U. & Kristensen, H.K. "Hjernens anatomiske og fysiologiske opbygning og funktion"; Kristensen, H.K. & Birkmose, D. "Kognitive vanskeligheder" in Wæhrens. E., Winkel. A. Gyiring. J. (eds.) "Neurologi og neurorehabilitering". Munksgaard Danmark. (pp. 27- 36; 93- 110). 2013 Andersen, J. & Kristensen, H.K. "Klinisk ræsonnering og arbejdsprocesser i ergoterapi"; Kristensen, H.K. & Kurth, M.H. "Vidensforståelse"; Kristensen, H.K. & Peoples, H. "Evidensbaseret ergoterapi" in Brandt, Å., Madsen, A.J. & Peoples, H. (eds.) "Basisbog i Ergoterapi". Munksgaard. 3rd edition. (pp. 177- 196; 393- 410; 451-476).2012 Kristensen, H.K. & Lundquist C.B. "Apopleksi og ældre" in Andreasen. M. & Poulsen D.V. (eds.) "Ergoterapi og fysioterapi til ældre". Munksgaard Denmark. (pp. 129-147)2012 Kristensen, H.K. "Ergoterapi i Neurorehabilitering" in Andersen, G., Damgaard, D., Forchammer, H. & Iversen, H. (eds.) "Apopleksi - blodpropper eller blødning i hjernen". Munksgaard Denmark (pp. 268 – 272).2010 Kristensen, H. K. & Nielsen G. N. "Ergoterapi og hjerneskade". Munksgaard Danmark. 4th edition. (pp. 10-253).2007 Hartvig, B., Hjortbak, E. & Kristensen, H.K. "Kvalitetsudvikling i relation til ergoterapi" in Borg, T., Runge, U., Tjørnov, J., Brandt, Å. & Madsen, A. (eds.) "Basisbog i ergoterapi – aktivitet og deltagelse i hverdagslivet". Munksgaard Denmark. 2nd edition.2006 Kristensen, H.K. & Birkmose D. "Neuropsykologiske syndromer"; Kristensen, H.K. & Pallesen. H. "Den terapeutiske arbejdsproces – forskelle og ligheder i den ergoterapeutiske og fysioterapeutiske arbejdsproces" in Wæhrens E., Winkel A. Gyiring J. (eds.) "Neurologi og neurorehabilitering". Munksgaard Denmark. Internal supervisor at the university teaching qualification at the University of Southern Denmark2018 – 2019 Appointed internal supervisor at the university teaching qualification for Alice Ørts Hansen at University of Southern Denmark. External examiner at master- and graduate levels2014 – Officially appointed external examiner on Masters and Graduate courses (external examiner twice a year, mostly at Aarhus University, Aalborg University and Roskilde University).2008 – Appointed external examiner on the appointment committee for associate professorship in the area of social and health sciences at University Colleges in Denmark (ongoing commitment. Total: about 20 assessments).2007 – 2011 Officially appointed external examiner on the Health Sciences Diploma Course (examiner max. once a year. Total: 5-10 students per examination).1994 – 2017 Officially appointed external examiner on

Occupational Therapy Bachelor Courses in Denmark (examiner 1-2 per year. Total: 1-3 students/groups per examination).

4. Metoder, materialer og redskaber

Approach to learning Learning is first and foremost, an active process, which takes place in the student, and it can be prepared and supported by a variety of learning activities. I find it important, therefore, to acquire knowledge of the students' capabilities and to be careful to link their experiences and competences from other teaching or practice with the aims of the teaching I am engaged in. Furthermore, I can see that the framework for teaching plays a significant role in students' learning, and here I have an important responsibility to be structured, to have clear expectations and to provide support in maintaining consistency and purpose so that students derive as much benefit as possible from their efforts. Relations between the students and me are significantly improved if we show mutual respect and employ an appreciative approach in communication.

Teaching methods My teaching methods consist primarily of addressing students in plenum, supplemented by individual exercises, group work and subsequent discussion in plenum with a view to creating a basis for an active learning process. Where relevant, I place emphasis on the use of good examples from practice, and I often ask the students themselves to contribute their own examples to strengthen the students' sense of the interaction between theory and practice.

Using the various subject descriptions and study plans as my point of departure, I have played a part in both oral and written examinations – mostly through a combination of a written assignment/a dissertation, which is then subjected to an oral defence. In this context, I see examinations as a good opportunity to immerse oneself in a topic that interests the student and a chance for the student to set empirical findings alongside theory and relevant research and then to take a critical stance towards one's own working process and results. Regardless of educational level, I see this as a process that develops students' competences.

Course development and planning For a number of years, I have been attached to the Professional Master's Programme in Rehabilitation, where I have planned and been coordinator for a compulsory module on the rehabilitation paradigm, an elective subject and a dissertation track. In addition, I have taken part in a working group addressing the development and accreditation of a graduate degree in Occupational Therapy and Occupational Science. I am coordinator on the module 1 of the graduate course, teach on modules 2 and 3 and contribute as supervisor for 1-2 graduate students' dissertations annually.

Course evaluation As part of my teaching on basic courses, diploma modules and at masters and graduate levels, teaching institutions have overseen the formal evaluation of my teaching. This has primarily taken the form of students responding to a short questionnaire. The feedback that I have been given has been the conclusion taken from the responses of the whole class. In addition, I myself ask for a brief oral evaluation at the conclusion of my teaching course, when that extends over more than half a day. The evaluations I receive are included in the planning of my subsequent teaching.

Teaching materials I have, amongst other things, developed materials for the Professional Master's Programme in Rehabilitation and for module 1 of the graduate course in Occupational Therapy and Occupational Science in the form of study plans both for obligatory modules, for elective subjects/study group courses and for the dissertation track with presentations for small individual assignments such as essays, Wikis and synopses. In addition, I have been responsible for an e-learning project coupled to an internationalisation element in a collaboration with Sissel Horghagen, a member of staff at NTNU, Norway. The project takes the form of an immersion assignment on module 1 of the graduate course in Occupational Therapy and Occupational Science. The project was launched in the autumn of 2016 and concluded at the end of 2017 with an overall evaluation