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Formal pedagogical training

- Lecturer trainer programme; 2017-18; University of Southern Denmark (SDU) 10 ECTS
- Helping students understand assessment – using rubrics, peer review and examp.; 2018, SDU 1.0 ECTS
- Course in supervision – relations and roles; 2017, SDU, 0.75 ECTS
- Student response systems – tools for adaptation of expectations in teaching; 2017, SDU, 1.0 ECTS
- The voice – within personal development; 2017, SDU, 1.0 ECTS
- Prezi 1 – for beginners; 2015, SDU, 0.25 ECTS
- Presentation techniques in English; 2014, SDU, 1.4 ECTS
- Learning styles; 2010, Open University, Odense
- Project supervision and facilitation; 2009, SDU
- Pedagogy for teachers; 2008, SDU
- Pedagogy for new teachers at university; 2008, SDU

Education administrative tasks

2017- Course leader: Clinical Pharmacology and Therapy C at the MSc Programme in Pharmacy
2016- Course leader: Internship at the MSc Programme in Pharmacy in collaboration with external lecturer Helle Houbjerg Carlsen. Being course leader involves academic planning of the programme, collaboration with and teaching of supervisors, timetabling, preparation of examinations, current teaching administration and evaluation.
2010-12. Course leader of other courses at the MSc Programme in Pharmacy: Rational Pharmacotherapy A and B (nowadays Clinical Pharmacology and Therapy A, B and C).
2008-2012. Coordination of first-year projects for pharmacy.

Other administrative tasks

Since 2018, member of the Study Board for Pharmacy.
MMI (Multiple Mini Interview) 2015, 2016. Interview with "kvote 2" applicants for the medical education
Participated in the process of accreditation at the establishment of the MSc Programme in Pharmacy at SDU; 2010

Experience in teaching, supervision and examination

Pregraduate teaching of pharmacist and medical students since 2007: Lectures, group training and project supervision.
Has been teaching in the below subjects:

Pharmacology and rational pharmacotherapy: medicine adherence, deprescribing, osteoporosis drugs, glucocorticoids, antidiabetics, migraine drugs, antifungal drugs, malaria drugs, histamines and antihistamines, antihypertensives, antirheumatics, drug interactions, ATC codes.

Evidence-based drug use: literature search and assessment of evidence, the randomized controlled study, types of evidence, outcome measures, communication of evidence, evidence-based answers to drug-related problem.

Communication: motivational interviewing, patient communication about medicine, efficient communication to health personnel, presentation techniques.

Postgraduate teaching

2018: Moderator and teacher in workshop: "Communication techniques for improving medication adherence". 47th European Symposium on Clinical Pharmacy (ESCP), Belfast, 2018
2016: Moderator and teacher in workshops about motivational interviewing at international congresses: 45th European Symposium on Clinical Pharmacy (ESCP), Oslo, 2016 and ESCP Workshop, Basel, 2016
2012: Teacher at the researcher course: "From idea to publication". Danish Society for Hospital Pharmacy.
2010-2016: Course leader and teacher at "Evidence-based medicine – for the busy hospital pharmacist". Completed 4 times. Danish Society for Hospital Pharmacy.
2003, 2007: Firenze University: Teaching of pharmacy students in evidence-based response to drug-related issues.
2001-2009:SDU: Planning of and teaching at 5-day postgraduate course for Italian pharmacists.

Supervision

Main supervisor of Master's theses for pharmacy students (since 2017) and co-supervisor of master's theses for medical students, pharmacy student and MSc student. Supervisor of first-year projects at the Faculty of Science, SDU.

Methods, materials and tools

In my teaching, including during lectures, group training and project education, I emphasize variation in learning activities and that students are activated, e.g. by including questions, quick discussions in small groups, short exercises, interactive tools (student's response systems) in my lectures. My teaching comprises case-based training, demonstration/practice of techniques, student evaluation of other students' assignments (application of "rubrics"), teamwork that includes presentation as well as different materials like scientific articles, text books, video and e-learning modules.

Development of education

For internship course for pharmacy students, I have developed a blog on pharmacy counter communication that serves as case-based training combined with reflection on own and other students' practical experience. During the study visit at the pharmacy, the students will post examples of challenging situations at the pharmacy counter and provide feedback on other students' blog entries.

In Clinical Pharmacology and Therapy C, I have included the use of rubrics in the training in order to promote students' understanding of the learning goals and assessment criteria at the examination. Furthermore, rubrics have been developed for instructor and examiner at the oral examination.

Rubrics have been developed for a quality development project which is carried out during the internship for pharmacist students. Rubrics are applied as guidance for the students when writing their report and when they are to act as opponents of other students' projects. Further, rubrics are used as guidance for supervisors at the study visit site who are to assess whether the students have passed the project.

I have developed several postgraduate courses and workshops: "Evidence-based medicine – for the busy hospital pharmacist"; "Communication techniques for improving medication adherence"; "Motivational interviewing: A useful method for clinical pharmacists to change patients' health behaviour".