

Sönke Detlefsen
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Patologi
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Kvalifikationer

Speciallæge i Patologisk Anatomi og Cytologi
Dimissionsdato: 1. nov. 2012

Ph.D., Aalborg Universitet
Dimissionsdato: 3. nov. 2008

Læge (cand. med.), University Medical Center Schleswig-Holstein
Dimissionsdato: 26. maj 2003

Ansættelse

Professor

Klinisk Institut
SDU
1. jan. 2024 → 31. okt. 2024

Klinisk professor

Professor
KI, OUH, Forskningsenhed for Patologi (Odense)
SDU
1. jan. 2024 → 31. okt. 2024

Overlæge

Odense Universitetshospital
Odense, Danmark
1. jan. 2014 → present

Afdelingslæge

Odense Universitetshospital
Odense, Danmark
1. jun. 2013 → 31. dec. 2013

Afdelingslæge med videnskabelige opgaver

Odense Universitetshospital
Odense, Danmark
1. maj 2013 → 31. maj 2013

Afdelingslæge

Vejle Sygehus
Vejle, Danmark
1. nov. 2012 → 30. apr. 2013

1. Reservelæge

Vejle Sygehus
Vejle, Danmark
1. nov. 2011 → 31. okt. 2012

Reservelæge, 1. Reservelæge

Odense Universitetshospital
Odense, Danmark

1. nov. 2009 → 31. okt. 2011

Reservelæge

Vejle Sygehus
Vejle, Danmark

1. nov. 2008 → 31. okt. 2009

Reservelæge, Klinisk Assistent og konst. 1. Reservelæge

Aalborg Universitetshospital
Aalborg, Danmark

1. sep. 2003 → 31. okt. 2008

FORMEL PÆDAGOGISK UDDANNELSE

Positions with teaching responsibilities

01.11.19 - : Clinical Professor. Institute of Clinical Research, Faculty of Health Sciences, University of Southern Denmark
01.03.14 – 31.10.19: Associate clinical professor. Faculty of Health Sciences. Institute of Clinical Research. University of Southern Denmark

01.03.10 – 28.02.12: Clinical teacher. Faculty of Health Sciences. Institute of Clinical Research. University of Southern Denmark

Courses including teaching skills

03.10.18 – 01.02.19: Research Management Course (3x3 = 9 days of course participation). Copenhagen Business School (CBS). Copenhagen, Denmark

14.03.2018: Responsible Conduct of Research (RCR). University of Southern Denmark (SDU), Odense, Denmark

10.05.2012: Vejlederkursus for speciallæger (engl: "Supervision for consultants"). One day of course participation. Den Lægelige Videreuddannelse i Region Syddanmark

UDDANNELSESDADMINISTRATIVE OPGAVER

ERFARING MED UNDERVISNING, VEJLEDNING OG EKSAMEN

Teaching of students

Lecture "Acute pathology", module K14 (12th semester)

Lecture "Surgical and molecular pathology of colorectal neoplasia", module K5 (8th semester)

Lecture "Liver and pancreatic pathology", module K5 (8th semester)

Lecture "Pathology of non-neoplastic colorectal diseases", module K5 (8th semester)

Lecture "Pathology of diseases of the upper gastrointestinal tract", module K5 (8th semester)

"Macroscopic pathology of diseases of the small and large intestine", module K5 (8th semester)

"Macroscopic pathology of diseases of the upper gastrointestinal tract, liver, and pancreas", module K5 (8th semester)

Lecture "Surgical and molecular pathology of colorectal neoplasia", module K3 (7th semester)

Lecture "Liver pathology", module K3 (7th semester)

Lecture "Non-neoplastic intestinal diseases and pancreatic pathology including neuroendocrine neoplasms", module K3 (7th semester)

Lecture "Pathology of diseases of the upper gastrointestinal tract", module K3 (7th semester)

Lecture "Pathology of gastrointestinal cancer", module B12 (6th semester)

"Macroscopy and theory of hospital postmortem examination", module B12 (6th semester)

Seminar "Microscopic and macroscopic pathology of inflammatory diseases of the gastrointestinal tract, liver and pancreas", module B6 (2nd semester)

Teaching of young doctors under specialist training:

"The correct diagnosis in the pathologist's view", TS course "Upper gastrointestinal tract cancer and pancreatic cancer". Residents in Surgical Pathology.

"Liver pathology", TS course "Pathology 1b". Residents in Forensic Medicine.

Exams

Oral examination of medical students, module B12

Preparation of questions for students, modules B6, B12, K5, K3

Correction of exams in writing, module B12

Supervision of ph.d. students

2020 - : Main supervisor of ph.d. student (Liquid biopsy in pancreatic cancer)

2020 - : Co-supervisor of ph.d. student (MEN1-related pancreatic neuroendocrine neoplasms)

2018 - : Co-supervisor of ph.d. student (Familial pancreatic cancer)

2015 – 2020: Co-supervisor of ph.d. student (Pressurized Intraperitoneal Aerosol Chemotherapy, PIPAC)

2015 – 2019: Main supervisor of ph.d. student (Typing of pancreatic cancer-associated fibroblasts)

Supervision of Master's students

2019 - 2020: Main supervisor of master's student (MSI in pancreatic cancer)

2019 – 2020: Main supervisor of master's student (Gene expression profiling of pancreatic cancer)

2019: Main supervisor of master's student (Next-generation sequencing (NGS) of peritoneal metastasis from pancreatic cancer before and after PIPAC)

2018 – 2019: Main supervisor of master's student (Next-generation sequencing (NGS) and subtyping of ampullary carcinoma)

2018 – 2019: Co-supervisor of master's student (MEN1-related pancreatic tumors)

2013 – 2014: Co-supervisor of master's student (Quantification of immune cells in the developing small bowel)

METODER, MATERIALER OG REDSKABER

My aims are to conduct my teaching learner-oriented – which means that I spend some time thinking about who my students are, what the major themes in the particular semester are, and to what extent they already have knowledge about the topic of the lecture.

A theory that I am having in mind when planning my teaching is related to the social constructivist approach, where the "teacher" adapts more to the role of a facilitator and not so much as a teacher in the classical way of thinking. Whereas a classical teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content.

In the classical teacher scenario the learner plays a passive role and in the latter scenario the learner plays a more active role in the learning process. The focus, using this approach, turns away from the instructor and the content, and towards the learner. I would summarize the methods used as follows: 1) Try to ask more questions instead of just speaking in monologues, 2) Try to create an environment for the students enabling them to arrive at their own conclusions, 3) Use cases from clinical practice, and 4) At times, separate the students in smaller "working groups" – creating an environment in which they are facilitated to make their own ideas about the topic.

This approach is in line with the newly developed master's study in medicine at the University of Southern Denmark (SDU), using new learning approaches, such as team-based learning (TBL). The TBL concept is based on modules that can be taught in a three-step cycle: 1) Preparation (individually by the students, typically at home), 2) in-class readiness assurance testing (typically in the auditorium or lecture room), and 3) application-focused exercise (where the students use what they have learned in a more practical way).

UDDANNELSESUDVIKLING OG UNIVERSITETSPÆDAGOGISK FORSKNING