

Sönke Detlefsen  
Clinical Professor, Consultant pathologist  
Pathology  
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## Qualifications

Specialist in Surgical Pathology  
Award Date: 1. Nov 2012

Ph.D., Aalborg University  
Award Date: 3. Nov 2008

Medical doctor (M.D.), University Medical Center Schleswig-Holstein  
Award Date: 26. May 2003

## Employment

### Professor

Department of Clinical Research

1. Jan 2024 → 31. Oct 2024

### Clinical Professor

Professor

KI, OUH, Research unit of Pathology (Odense)

1. Jan 2024 → 31. Oct 2024

### Senior Consultant Pathologist

Odense University Hospital  
Odense, Denmark

1. Jan 2014 → present

### Consultant pathologist

Odense University Hospital  
Odense, Denmark

1. Jun 2013 → 31. Dec 2013

### Consultant with scientific duties

Odense University Hospital  
Odense, Denmark

1. May 2013 → 31. May 2013

### Consultant pathologist

Vejle Sygehus  
Vejle, Denmark

1. Nov 2012 → 30. Apr 2013

### Senior Resident

Vejle Sygehus  
Vejle, Denmark

1. Nov 2011 → 31. Oct 2012

### Resident, Senior Resident

Odense University Hospital  
Odense, Denmark

1. Nov 2009 → 31. Oct 2011

## **Resident**

Vejle Sygehus

Vejle, Denmark

1. Nov 2008 → 31. Oct 2009

## **Resident, Clinical Assistant, Senior Resident**

Aalborg University Hospital

Aalborg, Denmark

1. Sept 2003 → 31. Oct 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**