

## Teaching portfolio

I have taught health economics in more than 100 lectures at various levels (undergraduate, graduate and phd) and for students with various backgrounds (economics, medicine, nursing, physiotherapy, pharmacy). I have been main supervisor for 6 master thesis students and current act as main supervisor for one phd student. I have acted as co-supervisor for 2 master thesis students and 3 phd students. I completed the pedagogical seminar in 2013 and as my role at the university has been related to external funding activities from 2013 onwards my teaching activity has since 2013 mainly been related to guest lecturing and teaching for physicians studying for the specialisation. My teaching philosophy can be described as based on motivation, relevance and differentiation and I generally receive good feedback in my teaching evaluations. In most cases of my teaching I have been able to use my activities in engaging in externally financed research projects to motivate and to show the relevance of health economics for society.

### Teaching activities:

Course: Health Economics for physicians specializing in social medicine.

2018: Covered the topic non-financial incentives in health care. 3 lectures

2016: Covered the topic financial and non-financial incentives in health care. 3 lectures

Course: Efficiency analysis using panel data. For ph.d. students. The PhD course that was financed by EU funding. It participated in the funding application and organization of the course together with Professor Vincenzo Atella, Tor Vergata University in Rome (principal applicant and organizer) and Professor Andrew Street University of York (now at London School of Economics).

Course: Health Economics. For students in economics (M.sc. Oecon.), SDU

2011 Autumn: I was course responsible and taught 42 lectures

2012 Autumn: Taught modules on production and efficiency, 2 lectures

Course: Health Economic Evaluation. For students in Pharmacy (M.sc. Pharm.), SDU.

2012 Spring: I was course responsible and taught 21 lectures

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Course: Health systems and policy. For students in economics (M.sc. Oecon.), SDU.

2012 Spring: Underviser i emnerne "Accreditation" and "Pay for performance", 4 lectures. Course responsible Prof. Terkel Christiansen.

Course: Quality and project management. For students in physiotherapy. Course responsible Prof. Knut Borch Jonsen

2012 Spring: Taught the modules "Quality and economics" and "quality development and incentives", 2 lectures

Course: Health Economic Evaluation. Ph.d. course. Course responsible: Christian Kronborg

2012 Spring: Taught the module "Health outcomes", 7 lectures

Course: Health Economics and market access. For students in Pharmacy.

2012 Spring, 2 lectures

Course: Health Economic Evaluation. Master of Quality Management, Course responsible Eva Draborg

Autumn 2012: Taught the module Health Economic Evaluation, 7 lectures

### Experience as supervisor

Supervision of Master thesis students - SDU:

- Khiem Ngyung, oecon SDU (supervisor – 2016)
- Nadia Nielsen, oecon SDU (supervisor – 2013)
- Christina Skøtt, oecon SDU (supervisor – 2013)
- Liana Christensen, oecon SDU (co supervisor – 2012)
- Lærke Olesen, oecon SDU (supervisor –2013)
- Kristian Nørregård Larsen, oecon SDU (supervisor – 2014)

Supervision of Master thesis students, University of Copenhagen:

- Mette Fuglsang, polit KU (co supervisor – 2013)
- Mads Hoffmann, polit KU (supervisor –2013)

Ph.d. supervision

- M.sc. Econ Ryan Pulleyblank Marie Curie phd scholar 2018-2020 Status: on going. Role: supervisor
- M.sc. Scient Morten Sall 2016-2019. Status: thesis currently under review. Role: co supervisor.
- M.sc. Econ Anne Sophie Oxholm. Status: Received phd degree in 2017. Role: co supervisor.
- M.sc. Odont. Lars Bo Pedersen, University of Århus. Status: Received p.hd. degree in 2016. Role: co supervisor.

- MD Michael Kriegbaum. Status: phd protocol submitted to the phd school. Role: Co supervisor.
- M.sc. Econ Uffe Bjerregaard. Status: phd protocol under development. Role: supervisor.

Ph.d. assessment committees  
Jon Holte University of Tromsø, Norway

Pedagogical philosophy:

My pedagogical philosophy can be described in three themes: level of competences, motivation, and responsibility.

Level of competences:

As a health economist I have taught health economics for student with very different background and disciplines. I have for example taught health economics for students of economics, pharmacy, nursing, physiotherapy and medicine. An important element in my pedagogical philosophy is to meet the student at the appropriate theoretical level. Development of course descriptions, teaching material and the teaching methods is therefore varied according to the students level of competences in basic economic theory. As an example I based my teaching for nurses studying for an MBA on a high degree of discussion among the student as this allowed them to reflect on the subjects and relate it to their daily works experience at a hospital or clinic. In contradiction to this I planned my teaching of students in pharmacy with a lot of exercises where various concepts should be derived using data. This was done after a Shakespeak questionnaire revealed that many of the student felt that they had the best learning experience when doing calculation exercises.

Motivation:

Independent on the students' background I find it important to motivate the student by relating the course material to current health policy issues. Even though economic theory and economic models can be quite complex I am convinced that every economics subject, including health economic subjects, can be related to current political problems and decisions. The impact- and relevance agenda is becoming more and more vital at Danish Universities and some find this very challenging. However, being a social science discipline I find it quite obvious to include societal relevance- and impact examples in my teaching. As an example of bringing relevance into teaching I asked students to reflect over the decision taken by the Danish authorities whether or not to grant reimbursement status to a certain pharmaceutical drug. The curriculum for the given course included a health economic evaluation of the costs-effectiveness of the drug and showed high value for money – however the decision in Denmark was not to grant reimbursement status. Hence the students were asked to reflect over this and why, sometimes, the real world is more complex than what textbook solutions offer.

Responsibility:

My responsibility as a teacher is to facilitate that the students are able to accommodate the knowledge set out in the course description. This is reached by i) lecturing on the course material and facilitate that the student work with the subjects in various ways ii) explicitly having a dialogue with the students on the course materials and which parts of the materials they find hardest to accommodate iii) continuously try to adapt teaching tools to the learning modes of the student that I confront. The students have the responsibility for their own learning and are expected to be prepared for the classes.