

Teaching Portfolio (updated June 2020)

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I have extensive experience in teaching, planning of courses and supervision.

Odense University, The 1980'ies and first half of 1990'ies:

Medicine pre-graduate: Several obligations and teaching as well topics and responsibility for a complete semester of pre-graduate epidemiology at University of Odense as assistant professor. In various semester from 25-35% of classes up to 100%

University of Copenhagen. 1999-2002.

Public Health Science: Lectures in accident prevention (2 per semester).

University of Southern Denmark, 2002-present

Medicine pre-graduate: Lectures in accident registration and prevention planning (Substitute for colleague, about once per year)

University of Southern Denmark

Courses in relation to Data Quality, Data Management, Biostatistics and Stata:

- o 1991-present, Phd. level: Responsible and main teacher for two courses per year (apart from a short break in the mid 1990'ies) in a course with focus on creating valid data and data management in research, clinical studies and field epidemiology.

The course is now named: Principles and tools for valid quantitative data – defend your hypothesis not your data.

- o 1993-2000 Phd. level: 1993-2000 Biostatistics, lectures on planning of phd and data structures

- o 2000-2001, Phd. Level, 24 hours twice: Applied table analysis and use of Stata for analysis in research. Course responsible and teacher in 8h

University of Aarhus, 1996-98: MPH training, Lectures on Accident prevention (2h/semester)

University of Odense, 1991: Planning and course lead for 25 courses on use of standard software (text processing, e-mail, spreadsheet, data analysis ...)(170 participants)

National Board of Health {Sundhedsstyrelsen}:

- o 1991 and 1993: Specialist competence courses for public health doctors {speciallægeuddannelsen i samfundsmedicin} Planning and Coordination of a one week course in communication, dissemination of research and press contact.

- o 1994: Primary sector prevention workers {forebyggelseskonsulenter}: Methodological issues in the planning and implementation of accident prevention projects.

- o 2003-2011: Specialist competence courses for orthopaedic surgeons {speciallægeuddannelsen for ortopædkirurger – delkursus 6} Planning, teaching of the week course in research, quality assurance and health insurance principles (nine times) . I was the course responsible for the nine courses and had about half of the classes for 10 years, including the first year after the nine courses.

Teaching at local and international courses in data documentation, basic research and data management principles: EPIET field epi course Lisboa (2008), Berlin (2015). IUATLD operations research courses Chisinau-Moldova (2008), Beijing (2006), Paris (2003, 2004, 2005, 2006, 2012, 2013). Canadian Field Epi course, Ottawa Canada (2005, 2008). Data entry and data management course Stellenbosch University, Capetown, South Africa (2006). Data entry and data management course London School of Tropical Medicine and Hygiene (2016). Hanoi (2018).

Formal educational training.

Many one day courses over the years when these were offered, but during my university time the tradition was not to complete formal courses as such. For the one day training courses in the 1980'ies and 1990'ies I have no documentation. I am qualified as a sea-kayak instructor {dkf-instruktør 2, havkajak}, which includes requirements on principles of planning, assessments and individual coaching.

Research supervision, management and expert memberships

Pre- and postgraduate supervision/mentor functions: number, topics and year (titles are abbreviated – AAG indicates that this was in the Accident Analysis Group) (- precise titles and names available on request -)

Main supervisor in completed phd studies, year of finalization in () and topic:

1993 "Welding in steel and Cancer". SDU
2006 "Violence in Odense 1991-2002", AAG-SDU
2009 "Percutaneous vertebroplasty versus conservative treatment", SDU
2013 "Treatment of displaced femoral neck fracture.", SDU
2016 "Functional assessment in hip fracture patients", SDU (partially AAG)
2017 "case-crossover study of occupational injuries", AAG-SDU
2019 "Classification of severity and patient reported outcome", AAG-SDU

Assistant supervisor (formally) in completed phd studies

1996 "Low back pain in a general population" SDU.
1997 "Violence and psychological stress in the Danish Police Force", University of Aarhus.
1997 "Occupational Hand Injuries", AAG-SDU.
2000 "Atopic Dermatitis, hand eczema.... in school children", SDU.
2000 "Gastro intestinal side effects from NSAID", SDU.
2003 "Hip fracture Registry in Funen County", AAG-SDU
2013 "Forensic Medical issues in rape in Funen County", SDU

Other supervisor functions in completed phd studies,

1993 "Water, Technology and Development", Middle East Studies, SDU.

Main supervisor functions in completed pre-graduate (one year) studies:

1995 "Vision following cataract surgery – PRO vs objective measurement", SDU
2004 "Traffic injuries in school children in Odense", AAG-SDU
2020 "Does change from open to referred access lead to a different composition of the injury pattern for patients seen in the A&E department?", SDU

Supervisor functions in completed bachelor degrees . Technical Faculty at SDU.*

Supplementary supervision to engineering students at The Maersk-McKinney Møller Institute:

2004 "data control and logging requirements in IT-solutions", technical faculty, SDU
2010- present: About 20 different studies in relation to development of the car driving simulator this includes a few master degree projects.

Supervisor functions study of medicine, SDU

I have had very many supervisory functions since I started at AAG in 2002, as well in bachelor as master {forlybelsesopgaver og kandidatopgaver} degree programs, informal supervision where people "drop in the office" or after research meetings in the department. I have not kept precise records of these, but have about 40 names, where individual project aspects are covered.

Among topics for the most recent are "social inequality in child injury", three projects in relation to the theme "traffic injuries and gender differences among young people at age 16-26", "comparison of injuries in e-bikes and ordinary bikes", "seasonal variation in child injury fractures", e-bike injuries.

Other Supervisory and consultant roles in relation research.

During the period 1985-1996 I have had a number of specialist consultancy tasks of varied length (days to weeks) in a context of securing data quality in administrative projects, as a Research Council consultant in Epidemiology and Statistics or targeted analysis purposes. (Details available on request).

Danish National Archives. Danish National Archives. Danish National Archives (Statens Arkiver):

1998 to 2002 part time consultancy (five hours per week) for the Specialist medical consultant with the purpose of securing large research cohorts for follow up research. : {Special-læge-konsulent ved Danmarks Grundforskningsfonds initiativ om datadokumentation og dataopbevaring ved Enheden for Registrering og Arkivering af Sundhedsvidenskabelige Forskningsdata under Rigsarkivet}.

2019-2020 : Data Structuring consultancy - birth Cohort, School health data project.

Reflection on own teaching practice and future development, including student evaluations

During all the years my courses have been well met and received evaluation indicating efficient management, large learning effects (including pre- post changes in abilities) and specific course material evaluation. My way of teaching is very much interactive with drawing "on the fly", but from a prepared structure. The data-documentation courses are instructive for the interested researcher oriented person, which at one time in 2017/18 led to a "confrontation" with about four of the 30 participants, who thought I was not sufficiently precise and demanded too much from them (in my view). Based on that and discussions with the faculty and head of ph-courses a re-planning of my course took place. It turned out that the course description was not sufficiently clear in the aim and actual way of working. After the re-planning the course has been renamed to "Principles and tools for valid quantitative data – defend your hypothesis not your data" – the course has been held with success once. Next occurrence is autumn 2019.

Methods, materials and tools

Many different training materials and tools.
In particular in relation to the EpiData Software.

Training tools are found at: <http://epidata.dk/documentation.php>, download counts in (>):

- o introduction to EpiData (13060)
- o epidata SPC guide (around 16000) – coauthor A. Packness

See also the supplementary document provided with the application (part 4).

“SPC Brugerhåndbog”.

- o specification of SPC definitions (8700) – coauthor B. Nyen
- o data documentation principles – case (16470)
- o an e-learning system is found at: <http://tbrieder.org/epidata> coauthor H. Rieder.

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