

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Teaching portfolio - René Ernst Nielsen

Teaching experience

Graduate teaching of medical students

I gained my first experience in university level teaching in 2006 teaching psychiatry at Odense University Hospital for graduate medical students. I acted as study coordinator in psychiatry between 2009 and 2012 for medical students from Aarhus University based at the Aalborg Hospital. I have since 2014 participated in teaching clinical psychiatry to graduate medical students at the Aalborg University.

Miscellaneous teaching of primarily health care staff

I have since 2008 lectured on psychopharmacology, psychopathology, epidemiology, pharmacoepidemiology and research methodology, some of the activities sponsored by the pharmaceutical industry others by municipalities, regions or educative organizations, taking place especially in Denmark and the other Scandinavian countries for mainly clinical staff working in social psychiatry or psychiatry.

Between 2008 and 2019, I acted as course leader and teacher at the Aalborg Psychiatric Summer School. This included planning of own courses and coordination of teaching by other teachers. I have acted as course leader for the course "Cognitive deficits in persons with psychiatric disorders" and between 2010 and 2019 for the courses "Basic psychopharmacology" and "Advanced psychopharmacology".

I have since 2014 taught scientific methods, psychopharmacology, psychopathology and ways to publish to postgraduate psychologists in adult and child and adolescent psychiatry.

Between 2012 and 2015 I was part of the "Research School" chaired by Professor Povl Munk-Jørgensen for primarily medical students where I taught research methods.

Furthermore, I have presented broad overview lectures as well as presented own research at national and international conferences.

Lastly, I have since 2017 taught psychiatrists, psychologist and nurses specialized in psychiatry, psychopathology and diagnostic procedures in regards to unipolar depression, as part of a national effort to increase diagnostic reliability among clinicians.

Dissemination to the public

My experience when it comes to dissemination includes presentation of research results and evidence-based treatment at psychiatric day-centers and care homes in the North Denmark Region since 2008. In addition, I have taught on the topic of psychiatric illness and treatment to patients and relatives at Aalborg Psychiatric Hospital, later Psychiatry – Aalborg University Hospital. I have through the Danish Psychiatry Foundation in connection with 'Psykiatridage' in 2014 distributed knowledge about psychiatry. Finally, I have presented and is scheduled to present on general topics within psychiatry and psychiatric treatment at open lectures at the university, as well as at meeting hosted by patient organizations.

Supervision

I have acted as main supervisor on three PhD projects which have come to completion, further I have been co-supervisor to two PhD projects which have come to completion, and is currently supervising two PhD students, as well as having two more preparing to submit the application for the PhD school

I have since 2008 acted as research supervisor for medical students and doctors affiliated with Aalborg University or Psychiatry - Aalborg University Hospital, and is currently supervising six groups.

My formal teaching qualifications and awards

I have completed the Aalborg University training courses for assistant and associate professors in 2014 and 2015 and the PhD supervisor course, too.

In 2013, I won the Pontoppidan Presentation Prize at the Danish Psychiatric Association annual meeting.

Planning of teaching

As term coordinator for education in psychiatry fourth term master's degree in medicine at Aalborg University, I have together with Professor Rasmus W. Licht and Associate Professor Marlene Briciet Lauritsen headed the process to create a specific teaching model as outlined below. I have had the main responsibility to address logistic matters in regards to planning the curriculum, planning student attendance in the psychiatric clinics and written exams twice per year. Furthermore, I have participated in the meetings discussing the role of psychiatric teaching within the other specialties who are being taught at the same term.

In regards to the curriculum, we took our starting point in the existing principles including case-based teaching and workshops. We chose to adjust the model in order to optimize its fitting to the actual clinical conditions in psychiatry. This meant weekly cases in order to secure an optimal use of the time available.

The evaluation of the teaching has led to changes from term to term, and we plan to adjust the teaching plan after each concluded term including the students' feedback.

The examination in psychiatry after fourth term is a written examination with five cases. The first three cases present a clinical topic within adult psychiatry, and the last two present a topic within child and adolescent psychiatry. The cases within adult as well as within child and adolescent psychiatry are prospective in their description. The students receive one case at a time, and they will not receive the subsequent case until the first is answered and submitted.

The model illustrates daily work better than normal written examinations, i.e. the student has to consider for example diagnosing and differential diagnostic after the first case in which only some information is available. In the second case, more information, e.g. test results or information from family is made available, and the student has re-evaluate considerations of diagnosis or treatment according to the information presented in that case.

Considerations about teaching

Characterizations of good teaching

In my opinion, good teaching is to provide the students with the opportunity to experience the theoretical basis for what is taught and subsequently to give them the opportunity to use theory in connection with clinical cases. This is achieved through shared considerations about potential practical solutions. The theoretical teaching should be integrated into the demonstration and discussion of clinical cases or examples, whether in written, tape-recorded or live form. I have experienced a change in my own way of teaching through the years. Initially, I primarily presented facts with a great focus on presenting all facts correctly focusing on my own presentation. This has gradually changed, and today I use a teaching model that largely integrates my theoretical knowledge with relevant clinical examples. Moreover, I increasingly focus on including the student in order to secure his or her understanding of what I present. I find interactive teaching beneficial for both teacher and students as it gives the opportunity for going into those details in the parts of the material, which attract most attention during the sessions. This gives at the same time the chance for a faster review of the less challenging parts of the material. The advantage is that the pace of the teaching, content and focus can be adapted through the sessions.

In the face of the COVID-19 pandemic, we have been unable to continue our normal face-to-face education of medical students utilizing case discussion. As a result, I have been heading the process of and participating in getting video material ready for the students to use in connection with their individual work on cases. The videos consists of a single or two experienced clinicians' discussion the written cases. The students are advised to work individually or in small groups with the case, and to subsequently watch the case discussion to get feedback. Utilizing videos of clinicians' discussion or presentation a case will not result in the same facilitating educative process as normal case discussions, but the videos explicitly integrates the evidence and the clinical problems as seen by clinicians and is in the current situation the best choice to continue our educative tasks.

My future goals for teaching

I have still a limited amount of formalized teaching in theory of education and education methods. So far, I have chosen to focus on specific courses in case-based teaching. In the future, I want to increase my general knowledge about teaching methods and theory of education through a broad variety of education in these aspects. Parallel to this, I want to seek knowledge about more specific evaluation methods in general and specific evaluation of teaching quality and profit in order to secure a faster adjustment and optimization of my teaching method.

René Ernst Nielsen
MD, PhD, Professor.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Skriv dit svar her...

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

Skriv dit svar her...

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

Skriv dit svar her...

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

Skriv dit svar her...

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger.
Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

Skriv dit svar her...

7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

Skriv dit svar her...

8. Andet.

Skriv dit svar her...