Course analysis (course evaluation)

Course code	Course title	Credits
4NT025	Nutrition and Diseases – treatment and clinical aspects	10
Semester	**Period**	
Spring -26	March 25th - May 8th	

Course coordinator	Examiner
Carla Avesani, Catarina Lindqvist	Magdalena Rosell
Teacher in charge of component	**Other participating teachers**
Carla Avesani, Catarina Lindqvist	Lisa Moloney, Ola Wallengren, Alice Sabatino, Anne-Laure Faucon, Liisa Tolvanen, Robert Brummer, Anna Ek, Caroline Wallin, Karin Windhal, Valeria Cechinni, Karin Jontell, Andrea Lindfors and Katarina Korwel.

Number of registered students during the three week check	Number approved on the last course date	Response frequency course valuation survey
31	28	54,84%
Other methods for student influence (in addition to concluding course valuation) A "half-time" discussion after the first exam, and an oral course evaluation at the end of the course. A course council with three student representatives after the course.		
Feedback reporting of the course valuation results to the students The council of 3 students that represent the class got feedback on the evaluation after the course has ended in May 2026.		

1. Description of any conducted changes since the previous course occasion based on the views of former students

This is the fourth time this course is given, and considering the feedback received from students, a major revision for the course provided in Spring 2026 was performed compared to previous years. The main changes included revising the learning outcomes reflecting better the course content. Some learning outcomes were rephrased, others were removed and new ones were included. For the revised learning outcomes there was the most important differences in the learning outcomes were:

- Addition of screening and diagnostic methods for malnutrition, sarcopenia, and obesity.
- New emphasis on how nutritional status affects clinical decision-making, prognosis, and quality of life.
- Stronger focus on interpreting evidence and applying dietary guidelines to individualized nutrition therapy.
- Greater emphasis on translating nutrient recommendations into practical food choices while considering behavioral, cultural, economic, and environmental factors.
- Shift from discussing a multidisciplinary team in general to emphasizing interprofessional collaboration in nutritional management.
- Added a separate workshop regarding ethical aspects of clinical nutrition
- Introduction of artificial intelligence as a learning outcome.
- Precision nutrition is reframed as individualized nutrition care rather than a future concept.

2. Brief summary of the students' valuations of the course

Overall, the course received very positive evaluations from the students, particularly regarding the quality of the content, the expertise of the invited lecturers, the strong clinical focus, and the supportive learning environment created by the course leaders. Students appreciated the opportunity to integrate pathophysiology with nutrition therapy, the individual assignment, and the interaction with clinicians and researchers actively working in the field. The workload was considered appropriate for the course

credits, and students felt well supported throughout the course. Suggestions for improvement mainly focused on increasing the depth of some disease-specific topics and pathophysiology, incorporating more clinical case discussions and practical activities, shortening full-day teaching sessions by distributing lectures more evenly throughout the week, and making the written examination more challenging to better assess critical thinking and distinguish different levels of achievement. Overall, the evaluations indicate that the course met its learning outcomes.

3. The course coordinator's reflections on the implementation and results of the course

Strengths of the course: The extensive revision of the course prior to Spring 2026 resulted in a stronger alignment between the learning outcomes, teaching activities, and examinations. The updated learning outcomes more accurately reflected the content and current practice within clinical nutrition, particularly through the increased focus on nutritional screening and assessment, individualized nutrition care, evidence-based decision-making, interprofessional collaboration, ethical considerations, and the role of artificial intelligence in healthcare.

Weaknesses of the course: Since the examination included a written assignment as well as an individual written report, which was not present in the previous years, we noticed that part of the instructions for preparing the material could have been improved with more clear instructions. The course lacked some details on estimation of macro-and macronutrient recommendations as well as how to estimate energy requirements.

4. Course coordinator's conclusions and any suggestions for changes

The revised course received positive feedback. Some changes for the next course, based on the feedback and the analysis above include:

- Add separate lecture on how to estimate macro-and micronutrient recommendations and energy requirements with focus on clinical nutrition for the diseases that are part of the course.
- Incorporating more clinical case discussions and practical activities,
- Make the written examination (the first examination) more challenging to better assess critical thinking.