



## Course evaluation template

After the course has ended, the course leader must fill in this template. The program director and education management will use your reflections to make adaptations to the program and/or the next time the course is given. The reflections will also be posted on the program web for students to read.

<b>Course code</b>  4FH096	<b>Course title</b> Theories and methods for implementation and evaluation	<b>Credits</b> 7 hp
<b>Semester</b> HT23	<b>Period</b> 20231026-20231127	

<b>Course leader</b> Liselotte Schäfer Elinder	<b>Examiner</b> Liselotte Schäfer Elinder
<b>Other participating teachers</b> Susanne Andermo, Ann Liljas, Åsa Norman, Kristi Sidney Annerstedt, Elin Larsson, Jhon Alvarez Ahlgren, Anna Toropova, Christina Alexandrou, Emma Patterson, Annika Bäck, Leif Eriksson	<b>Other participating teachers</b>

<b>Number of registered students</b> 20	<b>Number who have not completed the course<sup>1</sup></b> 0	<b>Number passed after regular session<sup>2</sup></b> 20
<b>Methods for student influence other than course survey<sup>3</sup></b> <ul style="list-style-type: none"><li>• Students were given the possibility to comment on the lectures and ask questions from the previous day/week. On the last day of the course, they were given the opportunity for 1 hour to give comments and feed-back.</li><li>• No formal registration of response frequency.</li></ul>		

<sup>1</sup> At the time of completed grading and mandatory assignments/revisions.

<sup>2</sup> After first summative examination.

<sup>3</sup> State: how the students were given the opportunity to participate in the preparation and decisions at course level, how the students were given the opportunity to provide feedback on the course and how this forms the basis of the analysis and proposals below, response frequency (for example, concluding survey 70 % response frequency, post-it notes – improvement suggestions after the second course week 90 % response frequency, course council 85 % attendance).

## Conclusions from the previous course evaluation

- A small zoom session when providing the exam would be beneficial if there are unclarities.
- Recruit more male lecturers – only one this year!
- More discussions on ethics in implementation research e.g. why not ethical to use “clean” control group (e.g. waitlist control or minimal intervention vs full intervention)
- Ask lecturers to explain their choice of TMF more clearly to increase understanding

- Questions in the assignments and home examination must be very clearly formulated and checked by a colleague beforehand.
- Students noted that the lecture on study designs did not contribute much since they have already been through this in previous courses.

### Description of conducted changes since previous course occasion

- I checked the home examination with a colleague before handing it out. This helped to improve clarity. I received no additional questions or comments from the students
- I included another male teacher (Jhon AA)
- Lecturers were instructed to explain their choice of TMF in their studies
- I removed the lecture on study designs, and substituted it with an interactive seminar on effectiveness-implementation hybrid studies, which was appreciated.

### Summary of the students' response to the course evaluation

- The "Monday circle" led by Kristi was very much appreciated.
- The paper chosen for the exam was tough but educative. All students passed the exam in the first round.
- "The overall topic of implementation science was well explained and has truly fascinated me for the topic. Liselotte was a great course leader"
- "Overall, really enjoyable course and very very helpful for thinking about the upcoming thesis"
- "Some of the external lecturers were not as engaging, which is a shame as they often have such great expertise". Very good external lectures were:
  - Building implementation capacity
  - Prevention of mental-ill health among teachers
  - Mixed methods lecture
  - Monday sessions and discussion rounds

### The course leader's reflections on the implementation and results of the course

*Reflections on the course's strengths, weaknesses, opportunities, limitations within, for example, the following areas:*

- *How have the students' previous knowledge, experiences and prerequisites been used as a basis during the course?*

Overall, as in the previous year, the students were very satisfied with the course (only 50% answered though). All questions received a mean between 3.7 – 4.7. The students learn the foundations for implementation research building on the course in intervention and outcomes research and can build on that knowledge when continuing to work with complex interventions for their thesis. Some of them have previous experiences with complex interventions and this course helps them to understand the elements in these interventions better. It is always satisfying to see how they go from one eye-opener to the next during the course.

- *In what way the work methods used during the course contribute to the students' attaining the learning outcomes? (Reflect on the selected learning activities and the students' type of engagement and presence in class)*

Each of the 4 weeks has its own theme. I have prepared a short instruction for all lecturers to follow to harmonize terminology in this multidisciplinary area. The students have lectures with researchers in the field and access to webinars with renowned international scientists as an additional support. About 2/3 of the students attend regularly. In addition, there is a workshop on food system transformation, a seminar on mixed methods and another one on hybrid studies, which provides a good opportunity for interactivity. For the 4 assignments, students divide themselves into four groups. First, they discuss and answer the questions in

the assignment together in the group. On the day of peer-review they first discuss with another group before discussing the assignment all together in class, where they sit in a circle. This has a very good effect on getting the discussion going and is highly appreciated. At the end of the course, I have scheduled one hour for feedback and reflections.

- *How has the course worked with -constructive alignment - from learning outcomes to examination form and examination content?*

According to students' responses, the content of the course is well aligned with the learning outcomes. The home examination is another learning opportunity, which the students find satisfying. I give a lecture in the HP track "Planning course" in the spring, which gives me the opportunity to prepare the students for my course in implementation, which in turn is a good preparation for the last course on this track in Applied health promotion and prevention.

- *How do examinations and assessment criteria ensure that students achieve the learning outcomes of the course? (Reflect on the choice of examination form and formative assessments.)*

Examination is done through 4 group assignments with compulsory participation where students critically analyze different aspects of implementation research (the need for reporting guidelines, identification of barriers and facilitators, choice of implementation strategies and evaluation of implementation studies). The 3-day individual home examination gives them the opportunity to reflect on their own of what they have learnt. The examination is also based on a complex intervention, which is lacking clarity and where students have to identify elements and reflect on strengths and weaknesses and suggest improvements. The questions posed both in the group assignments and the home examination complement each other and reflect the ILO's to a large extent.

### Course leader's conclusions and suggestions for improvement

- Labeling the core reading and additional reading separately is something to improve.
- For the weekly assignments, the students want to know which group they will meet already on the day of the introduction to the assignment in order to read the PM of that specific group
- The lecture on process evaluation will be combined with the one on Qualitative methods in implementation research to reduce the number of external lecturers and face-to-face hours.
- I consider replacing the MINISTOP lecture with a general lecture on scaling up.
- In the evaluation lecture, I will use IMPROVE as the example.
- I did not manage to include a lecture or workshop specifically on ethical issues this year, when to implement and scale up an intervention and when to wait, when to de-implement ineffective programs or practices, the dilemma of untreated control groups etc. but will do that next year with a focus on the level of evidence and potential adverse effects.

Liselotte Schäfer Elinder

### Other comments