



Efter avslutat kurstillfälle fyller kursansvarig i denna mall. Prefekt/programansvarig beslutar om mallen ska kompletteras med ytterligare uppgifter/frågor.

<b>Kurskod</b> 1XX011/1EE021/9XX 021	<b>Kurstitel</b> Community and home-based rehabilitation-cultural perspectives	<b>Högskolepoäng</b> 7.5
<b>Termin</b> Klicka här för att ange text.	<b>Tidsperiod</b> 02/05/2023 – 02/06/2023 (VT 2023)	

<b>Kursansvarig</b> Mandana Fallah Pour	<b>Examinator</b> Susanne Guidetti
<b>Övriga medverkande lärare</b> Klicka här för att ange text.	<b>Övriga medverkande lärare</b> Klicka här för att ange text.

<b>Antal registrerade studenter</b> 10	<b>Antal som inte fullföljt kursen</b>	<b>Antal godkända efter ordinarie tillfälle</b> 10
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#### Slutsatser vid föregående kursutvärdering

- To plan the groups as smaller than last year
- To add a lecture regarding the concepts in the first week (mobility week) presented from a Swedish context.
- To add more discussions for the students

#### Beskrivning av genomförda förändringar sedan föregående kurstillfälle

- Smaller groups were planned during this course to make it easier for the students to actively participate in discussions.
- In the first week of the course, a lecture was added to present the main concepts in the CBR and HBR areas and connect to the research in Sweden and Uganda
- An activity was added for the students called “human library” where the students could take part and listen to the teacher who shared their experiences by asking their questions regarding professional identity within health care.
- A keynote lecture was added to the first week where a Keynote from Taiwan presented his research. After the keynote, the students took part in a discussion



session together with other teachers and the keynote where they could reflect, ask questions and discuss further the topic.

### **Metod(er) för studentinflytande**

The course leader held an oral evaluation after the last seminar and a web survey was sent to the students according to KI procedure. The answer frequency was 50% (5 of 10).

### **Sammanfattning av studenternas svar på kursvärdering**

From the web survey, the students responded as follows:

100 % (5 of 5) think that they developed valuable expertise/skills to a large (40%) or very large extent (60%).

100% (5 of 5) achieved the intended learning outcomes (ILOs) to a large (40%) or very large extent (60%).

The majority of the respondents (80%) thought that there was a common theme throughout the course to a large (20%) to a very large extent (60%), and the rest of the respondents (20%) experienced that to some extent.

The majority of the respondents (80%) experienced that the course has promoted a scientific way of thinking and reasoning to a large (60%) to a very large extent (20%), and the rest of them (20%) experience that to some extent.

All the respondents (100%) experienced that the teachers have been open to ideas about the course's structure and content.

At the oral evaluation and in the online survey the students' note of improvement in the course was:

- The first week presented as the mobility week was appreciated very much by the students, especially for the multicultural context of the week (both students and teachers), and the attendance of 21 students (10 students only for the mobility week from European countries, and 11 students for the CHBR course). The human library was very appreciated, and the time was suggested to be extended for the next occasion/year. They experienced that the time for preparing the poster for their presentation was too short and should be increased next time. Having the social gathering, as two mingles planned was experienced great. It was suggested that everyone wear a tag to see all participants' names.
- The course was experienced as informative. The first week as the mobility week was very intensive, but very good, having students and teachers from so many countries (10 countries) as the strength, and then after that slower.
- The concepts of the CBR and HBR should be presented more thoroughly. The presentation in this course was mostly about the Ugandan context, and specially HBR was not got so much attention.
- Little time was planned for the students to prepare for the lectures/seminars which needed some discussions.



- The students experienced that some of the lectures overlapped, and they could be integrated to save time and avoid redundancy.
- The study visits were very much appreciated and was even suggested to increase the hours of study visits since it is related to the students' professional identity. It was also suggested to plan human library sessions after the study visits to get some time for reflection.
- Canvas was experienced as difficult in terms of finding the power points and material from lectures. However, the teachers have been helpful.
- Digital lectures were good, but the content of the lectures should be more focused on the rehabilitation process and culture. Because there was too much focus on the country's laws and legislation in some lectures.
- It was suggested that there should be an introduction day for all the international students in regard to internet and technological abilities and the expectations from the students.
- Some complaints about the physical environment such as the air conditioner, and room numbers (difficulties in finding the rooms).

#### **Kursansvarigs reflektioner kring kursens genomförande och resultat**

The participants in this course were from an interprofessional mixture, where both the students and teachers came from different areas of occupational therapy, speech and language pathology nursing, and public health. Both the students and teachers came from different countries in Europe, Asia, Africa, and America (both North and South America). This was the first time in all these years of having the course since 2012 that we had students from four continents which was the strength of the course. In the first week, we had 21 students who attended international mobility week, having two courses on professional identity and community and home-based rehabilitation. This international and multidisciplinary context made it possible for the students to increase their knowledge and experiences with the topic of professional identity within healthcare from a global perspective and community and home-based rehabilitation from a cultural perspective. The students were very active and appreciated the international and multicultural context of the participants (students and teachers), the lectures, seminars, workshops, and study visits.

#### **Kursansvarigs slutsatser och förslag till förbättringar**

The course provided the possibility for the students to gain knowledge on community and home-based rehabilitation, considering the local, cultural perspective, and how it works in different countries, as well as an extra focus on the Nordic perspective. There is always room for improvement regarding assignments and instructions but something that needs to look into in the course next year is to (i) develop the lectures regarding the concepts and theories for CBR and HBR, (ii) extend the time for students to prepare their assignments either in groups or individually, (iii) check all the lectures and integrating those that overlap in relation to the ILOs in the course, (iv) organizing the canvas to add the presentation files and material before the lectures, (v) providing the information to the students earlier in the process, and (vi) use tags to have names in the first week.

#### **Synpunkter på kursen och förbättringsförslag från övriga**

Please see the course leader's reflections for developing the course mentioned above.



**Karolinska  
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Kursutvärderingsmall

**Beskrivning av hur kursvärderingen har återkopplats internt och till studenterna**  
The students get this report through the course webpage