



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.

Course code D4FH092	Course title Epidemiological Methods for Outcome Evaluation of Public Health Interventions	Credits 10
Semester Fall 24	Period2 2024-09-16-2024-10-30	

Course leader Johan Åhlén	Examiner Johan Åhlén
Other participating teachers Rosaria Galanti, Bo Burström, Anna-Clara Hollander, Malachi Ochieng Arunda, Anton Lager, Gergö Hadlakzky, Krister Håkansson, Filipa Sampaio	Other participating teachers

Number of registered students 38	Number who have not completed the course¹ 1	Number passed after regular session² 31
Methods for student influence other than course survey³ Concluding survey (n=18, 47%). Orally, at the last mandatory lecture, students were to discuss two and two about "strength" and "possible improvements", and then discuss in whole class (n=38, 100%). Continuously during the course I encouraged student to reflect on out exercises and possible improvement of these.		

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

² After first summative examination.

³ 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

Last year, under Rosaria's leadership, the course saw highly dedicated students, with strong participation and many achieving "Distinction" grades. The course successfully integrated prior knowledge in epidemiology and biostatistics with practical evaluation of complex public health interventions. A new examination format, emphasizing formative feedback and a hands-on evaluation protocol, was well-received but demanded high student responsibility.

Rosaria suggested several improvements: slightly shortening the course, providing a course book advanced literature, creating an epidemiological glossary, using structured templates for workshops, breaking the final task into subtasks, and organizing collective discussions in the final week.

Description of conducted changes since previous course occasion

As this was the first time I did the course, I did not want to change too many things. However, I included a course book, "Evaluating Clinical and Public Health Interventions", Katz (2010), and organized collective discussions in the final week.

Summary of the students' response to the course valuation

From the Class discussion:

Elements to Retain: The contributions of Johan and Rosaria as teachers were highly appreciated and should remain unchanged. Retain the use of the course book.

Proposed Changes:

- 1. Students suggested increasing interaction during sessions, as some found the current structure too lecture-focused. Introducing more opportunities for active discussions or group work could enhance engagement.*
- 2. Include smaller, preparatory assignments that align with the examination tasks. These would help students gradually build the skills needed for the final evaluation.*
- 3. Incorporate hands-on statistical training with real data to strengthen practical analysis skills. Students proposed involving a statistician to guide this process.*
- 4. Expand the focus on "outcomes" by introducing more examples of commonly used measures and methods for selecting and interpreting outcomes in evaluations.*
- 5. Enhance study visits by incorporating more structured lecture-discussion formats to ensure these experiences are both practical and theoretical.*
- 6. Provide more examples of completed evaluation protocols to illustrate how theoretical concepts are applied in practice.*
- 7. Increase the use of formative evaluation throughout the course to provide regular feedback, helping students track their progress and improve incrementally.*

From the Survey:

Students were generally very positive, with averages ranging from 4.1 – 4.8 (on a 1-5 graded scale), except for the question of "The course made me reflect on ethical issues and how to act in diverse situations" which only had an average of 3.6

Highest averages (4.8) was for the questions "There was a good atmosphere during the course", "In my view, all students were provided with the same learning opportunities during the course", and "In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content."

Also high (4.5) was

"The demands of the course were reasonable in relation to the learning outcomes." And (4.4) "In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information)."

Here is a ChatGpt summary of the open text questions:

1. Johan was highly appreciated for his dedication, knowledge, and ability to create a supportive and safe learning environment, particularly through weekly feedback checks and adaptability.
2. Students valued formative evaluations, article seminars, study visits and lectures on health economics, time-series analysis, and protocol writing.
3. Suggested improvements included more interactive workshops, smaller groups for formative evaluations, clearer assignment guidance, reference flexibility, practical exercises (e.g., ITT, policy evaluations), and better continuity between workshops and the exam.
4. Some external teachers' sessions were poorly received due to perceived lack of preparation, raised concerns about professionalism and undermining Johan's authority.
5. Additional suggestions included one more Q&A session, optional handling of sensitive topics, shorter lectures, sharing slides in advance, and avoiding the "Louie" room for its poor atmosphere.
6. Many students called this the best course in the program, praising its structure, content, and Johan's leadership.

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

Teaching the course for the first time presented challenges in appraising the appropriate level, particularly regarding what students had previously covered. To address this, I engaged with students, seeking their feedback on content and teaching level. The course seemed to be appreciated, with several students noting that it allowed them to apply their prior knowledge of theories and methodologies, integrating these into designing a study for outcome evaluation.

The combination of workshops, lectures, and practical formative evaluation sessions provided a solid foundation for achieving the learning outcomes. However, some workshops were critiqued for being overly lecture-like. Next year, I would aim to make these workshops more interactive, as their purpose is to engage students actively in applying course concepts.

The learning outcomes were relatively well-defined but could benefit from further refinement. I believe the examination (writing a study protocol) aligns well with these outcomes and effectively tests the required skills. However, the examination process is quite demanding for me as an examiner due to the extensive reading and assessment required.

The study protocol examination is a practical and appropriate task, mirroring what students may encounter in research roles. That said, formative assessments could be better aligned with the weekly lectures and workshops to provide ongoing guidance. Currently, the formative evaluation sessions are concentrated toward the end of the course, just before students begin focusing on the final

examination task. Distributing these sessions throughout the course would likely enhance their impact.

Course leader's conclusions and suggestions for improvement

1. *Distribute formative evaluation sessions to the end of each week, ensuring closer alignment with that week's topics.*
2. *Ensure workshops are interactive, providing opportunities for students to practice and reflect on their learning.*
3. *Improve the course schedule by adopting a more consistent structure across weeks.*
4. *Consider reducing the number of invited guest teachers.*
5. *Enhance specific sections, such as sample size calculations, policy changes evaluations, and guidance on choosing appropriate outcomes.*

Other comments