



## Course analysis template

After the course has ended, the course leader fills in this template.

<b>Course code</b> 4HM025	<b>Course title</b> Advanced Course in Health and Medical Care Management	<b>Credits</b>
<b>Semester</b> HT24	<b>Period</b> Autumn 2024	

<b>Course leader</b> Carl Savage & Mats Brommels	<b>Examiner</b> Niklas Zethraeus
<b>Other participating teachers</b> Pedro Ramos & Muhammad Rafiq	<b>Other participating teachers</b>

<b>Number of registered students</b> 34	<b>Number passed after regular session</b> 34	<b>Response rate for course survey (%)</b> 38,24%
<b>Methods for student influence other than course survey</b> Feedback during and at the conclusion of class sessions. WW/DD at course conclusion.		
<b>How will the results from the course analysis be communicated to students</b> On an internal Canvas page		

### 1. Description of any implemented changes since the previous course

- The basic design of the course was kept the same
- Further revision of some of the cases (VBHC, DDH)
- Made the design workshop even more participative
- Opened up the course in September
- Requested classroom participation in discussions and discussed the importance with students

### 2. A brief summary of the students' evaluations of the course

Students felt they had developed valuable expertise/skills. To a large extent, the course outcomes were met, there was a common thread, a scientific reasoning, teachers were open to feedback, demands were reasonable, oral communication and writing increased, and the atmosphere and course organisation was good. Time for reflection was spread between "to a small extent" to some who felt to "a very large extent".

### 3. The course-responsible reflection on the course implementation and results

**Course strengths:** Course concepts useful for self-reflection, large volume of literature helped develop an in-depth understanding. Teaching style. Connection between cases.



Case-teaching. Choose own groups but also link back to first group. Good mix of cases, lectures, and workshops.

**Course weaknesses:** Time for reflection, wish to engage more students in the discussions, Canvas (add an assignments page, update material from 2020, identify as essential or optional, SPC – more time, lower expectations). Negative cases?

#### 4. Other comments

WW/DD from in-class discussion at end of course (2024 11 22).

Worked well? Why?	Do differently? How?
<ul style="list-style-type: none"><li>• Lecturers are friendly and helpful</li><li>• Cases are more adapted to real life situations</li><li>• Respect/consider student opinion about choosing teams</li><li>• Adequate additional material provided before class to help understand course content</li></ul>	<ul style="list-style-type: none"><li>• Not enough time to think and do the assignments, very intensive.</li><li>• Have an overview of management theories that have been discussed during the course to help us create a framework about what we have to know after the course.</li></ul>
<ul style="list-style-type: none"><li>• Case-learning has been <u>great</u>, put theory into practice</li><li>• Great to have individual reflections of the cases directly after</li><li>• <u>All</u> workshops highly appreciated and meaningful. Gives us great tools for now/the future.</li><li>• Choosing our own group</li><li>• Interactive learning is beneficial</li></ul>	<ul style="list-style-type: none"><li>• More time to do the individual VG-assignment</li><li>• Short group-discussion about the case before opening up to class-discussion (this will foster more interactions)</li></ul>

#### 5. The course-responsible conclusions and any proposals for changes

(If any changes are proposed, please specify who is responsible for implementing these and a time schedule.)

- Make a decision about whether or not to offer a hybrid version of the course together with students at the start – if hybrid, raise the online quality
- Develop make-up tasks for certain workshops and cases
- Consider using asynchronous individual case teaching exercises
- Discuss with the class how to encourage participation at start (like this year) AND revisit it throughout the course
- Had an idea to have students teach a case, but the two that volunteered were absent from class when the thought was to help them prep, so it never materialized
- Make time for students to reflect and link the concepts from the different cases after 3-4 case discussions