



## 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>  4FH097	<b>Course title</b> Applied health promotion and prevention	<b>Credits</b> 10 hp
<b>Semester</b> HT24	<b>Period</b> 20241203-20250117	

<b>Course leader</b> Ann Liljas	<b>Examiner</b> Ann Liljas
<b>Other participating teachers</b> Robb Butler, Meena Daivadanam, Ester Gubi, Francesca Mangialasche, Nora Piay Fernández, Emma Wallengren	<b>Other participating teachers</b> Clara Brune

<b>Number of registered students</b>  16	<b>Number who have not completed the course<sup>1</sup></b>  0	<b>Number passed after regular session<sup>2</sup></b>  16
<b>Methods for student influence other than course survey<sup>3</sup></b> During the course, students are encouraged to provide feedback verbally or use the course-specific anonymous online feedback		

<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

*Overall, students were satisfied with the course, of which some were very satisfied with the course. "This is a very well organized course, especially in the time period of Xmas vacation. I think [the course leader] provides us enough time to reflect and prepare our assignment and examine our outcome in a very correct and suitable way, which confirms our study process and also the pace of learning. As [this] is my last course in my master, I want to say that I really appreciate [the course leader's] work and this might be my favorite course. She supports us in a fast and kind way with the setting of peer support session as well as her reply. The course setting is useful and comprehensive as well." (student)*

## Description of conducted changes since previous course occasion

*Since the previous course occasion, I have updated the learning outcomes of the course to better connect them with the sessions provided, particularly the session on climate change. Since last year, I have allowed for more time in the schedule for students to reflect on what they have learnt and further developed the use of the log book. I have also restructured the*

verbal presentations in line with the students' suggestions of attending fewer but having to engage more in the presentations one attends.

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

Ten out of 16 students responded to the evaluation form. Based on the responses to the multiple-choice questions, most students reported being satisfied with the course. In the written feedback, several suggestions were made how the course could be improved.

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

Reflections on the course's strengths, weaknesses, opportunities and limitations:

Central to this course is that students build on knowledge gained through previous courses and apply that knowledge to their analysis of an intervention of their choice. The learning process lies in making use of existing knowledge in combination with sessions provided along the course. To reflect upon their own learning curve, students complete a log book twice, which also forms the base for their presentations half-way and at the end. The log book has the potential to visualize alignment between learning outcomes and work undertaken over time. The learning outcomes are strongly connected to the marking criteria available to all students and presented at the first session. This requires self-discipline and motivation as well as curiosity in the topic and intervention chosen. Due to the timing of the course (November-January), it includes a self-study period during which students need to work on their course task. This requires self-discipline and the ability to schedule their own work. The course leader is available during the self-study period for 1:1 online meetings.

## Course leader's conclusions and suggestions for improvement

Generally, students have several positive things to say about the course including being provide the same learning opportunities, meeting the intended learning outcomes, identifying a common theme throughout the course, its focus on practicing analytical and critical thinking, and opportunities to influence the course content. For example, this year I was informed by the course leader of the course taking place before this course that the students wanted to visit the Public Health Agency. I think it's important that students get to influence the content and structure of the course and therefore I organized such visit part of my course. I also gave them the opportunity to select between different dates for their presentations.

This year more time had been allocated for reflection and some students thought it was too much 'free time'. On the other hand some students reported being very busy preparing their thesis simultaneously. Some students thought that there are too much overlap in the previous course on theories and models, and this course in terms of content and examination. I consider there to be a need to discuss and rethink the outline and content of the Health Promotion and Prevention track. A few years ago I coordinated the mapping of overlapping topics, geographical area of the interventions provided, populations studied etcetera. I suggest that we once again go through and discuss how the courses align with each other and how the points brought up could be addressed. Since the deadline for updating the course is in February, only minor changes can be expected for next year.

## Other comments

A few students expressed their interest in undertaking the course on systematic reviews and meta-analysis. The course leader has forwarded this suggestion to the programme lead.