



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 4FH097	Course title Applied health promotion and prevention	Credits 10 hp
Semester HT23	Period 20231128-20240112	

Course leader Ann Liljas	Examiner Ann Liljas
Other participating teachers	Other participating teachers

Number of registered students 20	Number who have not completed the course¹ 1	Number passed after regular session² 19
Methods for student influence other than course survey³ Verbal feedback at the end and after the sessions multiple times per week, anonymous survey available online throughout the course, encouraged the students to come and talk or email		

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

Overall, the students were very satisfied with the course. Changes suggested and considered included to make certain sessions in early January mandatory to increase attendance; to stress the different purposes of the two peer support sessions and increase the time between them; and to arrange for the final oral presentations to take place before the final submission of the written work.

Description of conducted changes since previous course occasion

Changes made since previous course occasion have included to clarify the different purposes of the two peer support sessions and increase the time between them; and to arrange for the verbal presentations to take place before the final submission of the written work.

Summary of the students' response to the course evaluation

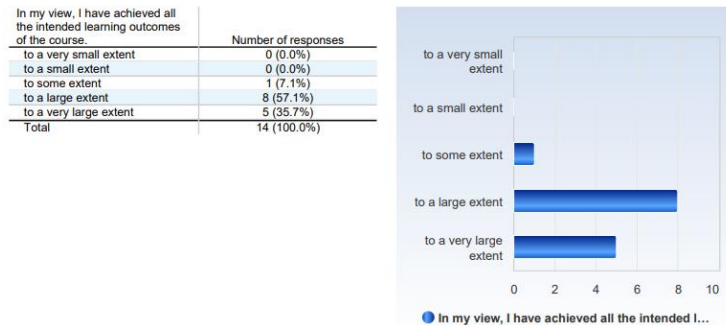
Overall, those who responded (14 out of 20 students) to the course evaluation were satisfied with the course, of which some were very pleased with the course.

"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)

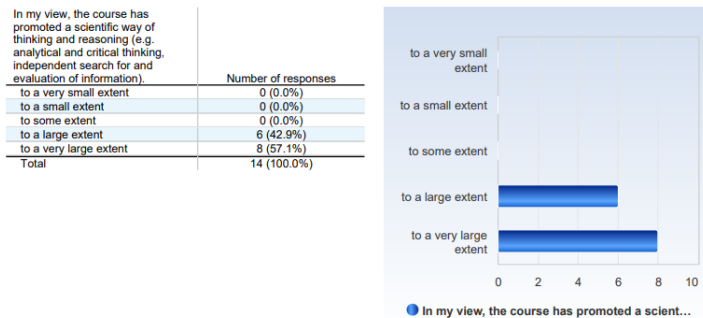
Achieving the intended learning outcomes of the course is essential and whilst most reported having achieved them to a large or very large extent, one student reported having achieved them to some extent.

In my view, I have achieved all the intended learning outcomes of the course.



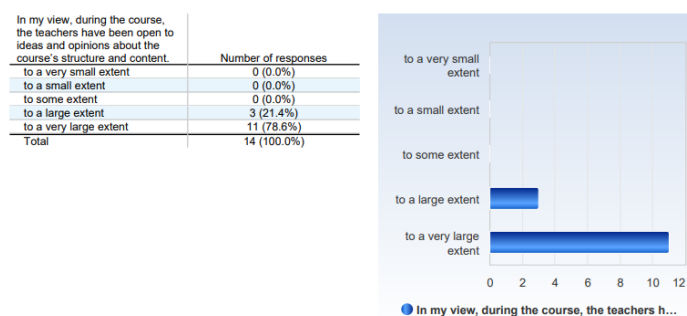
Since the course is about "applying", it is of importance that opportunities for scientific thinking and reasoning is provided and encouraged in the course, which the students seem to have experienced.

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).



I also try to be flexible and (to some extent) allow for changes to the course structure that are initiated by the students, which they reported positively on in the course evaluation.

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.



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

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

A major facilitator of this course is that it is the last course before the thesis course. Thus, the students have gained tremendous knowledge and skills during previous courses and in this course they get the chance to apply their expertise, mainly by analysing an intervention of their choice. A reoccurring challenge is the timing of the course as it starts in end of November and ends mid-January and thus involves major holidays for many students during which self-studies are scheduled. This restricts when certain course activities can be run.

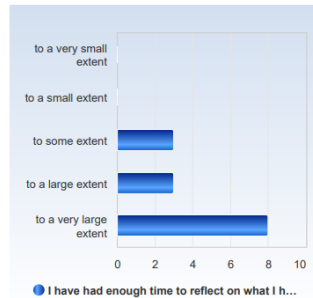
Similar to last year, to successfully build this course on previous courses and skills gained throughout the programme, I have familiarized myself with, particularly, the courses part of the Health Promotion and Prevention track. Hopefully, as a consequence, overlap and repetition from previous courses were not mentioned as a problem neither in the evaluation nor at the end of any of the sessions provided.

I have also continued with providing information on how each session is linked to the learning objectives and purpose of the course. Still I could do even more in clarifying this for each single session given, as this relates to achieving the intended learning which at least one student considered only was done to some extent.

Based on the results of the course evaluation, next year I will allow for more time to reflect as this was brought up by several students to currently only be possible “to some extent”.

I have had enough time to reflect on what I have learned.

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to a very small extent	0 (0.0%)
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to some extent	3 (21.4%)
to a large extent	3 (21.4%)
to a very large extent	8 (57.1%)
Total	14 (100.0%)



Several students commented on the verbal presentations of their individual course assignment as being “too long” and that they struggled to pay attention for two entire days. One suggested that it should be split over three days, another suggestion was to reduce the number of presentations one had to attend (everyone had to attend everyone’s presentation) but also increase the number of presentations one has to comment on: “have students attend less sessions, but asked to give feedback to more than two”. I will consider changing the structure of these presentations for next year based on these suggestions.

The joint session on climate change with students from the EPI track was recommended to “include some introduction to the topic and presentation of key concepts/facts before the groupwork”. I completely agree on this and have started planning for such presentation.

Course leader’s conclusions and suggestions for improvement

I am currently going through the learning outcomes of the course and will make appropriate changes and better connect them with the sessions provided by also restructuring the schedule and some of the sessions. This also includes the session on climate change. Next year, I will allow students more time to reflect on what they have learnt, possibly by further developing the use of the log book. I will also consider restructuring the verbal presentations in line with the suggestions of attending fewer but having to engage more in the presentations one attends.

Other comments