



## 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> Fall 25	<b>Period</b> 20251202- 20260116	

<b>Course leader</b> Ann Liljas	<b>Examiner</b> Ann Liljas
<b>Other participating teachers</b> Meena Daivadanam, Ester Gubi, Francesca Mangialasche, Nora Piay Fernández, Emma Wallengren, Belen Custodio, Helle Mølsted Alvesson, Lucie Laflamme	<b>Other participating teachers</b>

<b>Number of registered students</b> 24	<b>Number who have not completed the course<sup>1</sup></b> 1	<b>Number passed after regular session<sup>2</sup></b> 21
<b>Methods for student influence other than course survey<sup>3</sup></b> The students were given the opportunity to choose between morning or afternoon sessions for their peer support meetings. They have also been given opportunities to provide feedback anonymously using a web-link on Canvas and verbal feedback at the end of the sessions provided. For this course evaluation, 50% (12 students) responded to the questions in writing.		

<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

*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.*

## Description of conducted changes since previous course occasion

*Changes to the peer support sessions include that the students remained in the same groups throughout the course and that two of the groups always had their meetings in the morning and the other two groups always had their meetings in the afternoon. This allowed for more consistency.*

This year there was also greater focus on ethical aspects, which was arranged as a mandatory session. There was also a full-day non-mandatory session on qualitative method and thematic data analysis.

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

Most students provided positive responses to the course evaluation including positive responses to fundamental aspects such as feeling included and respected, being listened to and comfortable in collaborating with others. A couple of students reported being less satisfied with for example not having enough time to reflect, and that their ability to communicate orally and in writing did not increase during the course.

**I felt included and respected during the course. For example: I was comfortable collaborating with other students, speaking in front of the group, answering teachers' questions, and I was listened to (not interrupted, ridiculed, or similar).**

	Number of responses
1 Totally disagree	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	1 (8.3%)
5	1 (8.3%)
6 Totally agree	10 (83.3%)
Don't know	0 (0.0%)
Total	12 (100.0%)



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

The course builds on knowledge gained in previous courses throughout the programme, which means

Since last year, the teachers at the Health Promotion and Prevention track of the programme have met and discussed intended learning outcomes and content to improve alignment and avoid duplication of topics and examples provided, and then made changes to our courses. Since lack of alignment was not brought up in this year's course evaluation, it could be that our actions have successfully been addressed.

Suggested improvements in the course evaluation included

The course involves a range of learning activities including debate, role play and peer support sessions. The intention with these activities is to facilitate knowledge gained and provide contrasts to the individual work required for the course work. The mix of methods is regarded as a strength. In the course evaluation, students primarily commented on the content and potential changes to the outline rather than learning methods. For example, one student suggested that the course should include topics such as health policy and global health, which could be provided part of examples given in the course. Another example of improvement included that the class first focuses on one case and then work on their individual course work. This is similar to how the course was outlined in 2020 and 2021, however that approach was criticized for limiting the time the students had on their individual course work. Another suggestion was that students should be grouped based on topic, which could be done yet at the cost of freedom of choice between attending morning or afternoon sessions. One student suggested better alignment between the grading components and better use of the log book, which I agree could be improved. The same student also thought that it sometime was unclear how the teaching activities are intended to support the course assignment. At the introductory session, I always show the students a matrix that I have developed to demonstrate what each of the teaching activities include and cover. Next year, I will add information to that matrix to clarify such connections.

## Course leader's conclusions and suggestions for improvement

I am very privileged to meet so many students keen on learning and who demonstrate a genuine interest in health promotion and public health. It is nice to see that overall, the students who responded to the course evaluation are positive towards the course. It would have been useful for me to get to talk to those who were not satisfied as I am interested in finding out how the course could be improved. Some good suggestions that I will update include better alignment between the grading components, and better use of the log book. I will also clarify how the teaching activities intend to support the individual course assignment using the matrix that I have previously developed and show the students when introducing them to the course.

## Other comments