



Course analysis (course evaluation)

Course code 4FF000	Course title Integrated Physiology and Pharmacology	Credits 25
Semester HT25 (1)	Period 2025-09-01 - 2026-01-18	

Course coordinator Jessica Norrbom	Examiner Carl Johan Sundberg
Teacher in charge of component Gianluigi Pironti, Mikael Adner, Carl Johan Sundberg, Elisabet Stener-Victorin, Johanna Lanner, Karima Chergui, Harald Lund, Duarte Ferreira, Helin Norberg, Mattias Carlström	Other participating teachers Jessica Norrbom, Stefan Reitzner, Shane Wright, Pawel Kozielowicz, Gunnar Schulte, Karima Chergui, Kent Jardemark, Eddie Weitzberg, Tomas Schiffer, Vitaly Kaminsky, Camilla Svensson

Number of registered students during the three week check 33	Number approved on the last course date 23	Response frequency course valuation survey 64%
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Other methods for student influence (in addition to concluding course valuation)
Course and program council meetings with student representatives.

Feedback reporting of the course valuation results to the students
At course council meeting and through Canvas.

Note that...

The analysis should (together with a summarising quantitative summary of the students' course valuation) be communicated to the education committee at the department responsible for the course and for programme courses also the programme coordinating committee.

The analysis was communicated to the education committee on the following date: 2026-03-06

1. Description of any conducted changes since the previous course occasion based on the views of former students

The following changes were suggested after the previous course and have been implemented:

- The assignments for Part 3 are released at a similar time in the respective TBL modules.
- A new program syllabus for MTPP was approved in May 2025 and during the fall of 2025 a new course syllabus for Integrated Physiology and Pharmacology was approved that will be in use from the autumn semester of 2026. Some changes to the course have been made and will be described in more detail in the last section of the course analysis.
- The examination for Part 2 of the course was changed to a written examination with SBA and short-answer questions.
- A co-course responsible person with expertise in pharmacology was appointed with the aim of working with the course director to integrate and visualize the pharmacology elements better and to include more applied pharmacology and a closer connection to the industry.

2. Brief summary of the students' valuations of the course

According to the students' quantitative answers to the course evaluation, a majority agreed that the course was designed in a way that provided opportunities for active learning (mean 5.0) and improved ability to solve problems (mean 4.8).

From student comments:

- I think on that it's a perfect win. The amount of iRAT / tRAT, Journal Clubs, Presentation, Active discussions, make that possible.
- In general, I agree One thing I wanted to add, maybe find a way to get more feedback on the presentations other than just a short discussion with a second TBL group. Also a bit more scientific discussions after journal clubs would be nice.

The students felt included and respected during the course (mean 5.4).

Most respondents agreed that the course as a whole was good (mean 4.8)

From comments:

- I would say the course was overall quite good but sometimes the lectures were repetitive (Introduction and then the same in part 2 & 3), the content was often EXACTLY the same for half of the week where we focused on a organ system.

The students felt that they were encouraged to take responsibility for their own learning (mean 5.4) and that the teaching was informed by the current research (mean 5.4) although the comments went in different directions:

- Some were very specific to professors labs
- However, the current research is too far from the basic knowledge and the connection is not very good
- I loved the fact that we had teachers explaining their own field and also doctors from KI which also implement a great value (not only research centered)

When asked to describe what had been particularly good during the course, the students mentioned that they appreciated the broad content that provided a solid foundation in physiology and helped them define research interests. The knowledgeable and engaging lecturers were also brought up as well as the variety of learning methods. TBL was mentioned as a highlight, including journal clubs, group assignments, and case studies, which deepened learning, understanding and encouraged discussion. The opportunities to develop soft skills were also mentioned as positive.

When asked to describe how the course could be improved, some areas for improvement were suggested.

- Several comments mentioned adding more practical/hands-on sessions or labs to the content.
- More pharmacology and pharmacological concepts.



- In some cases, deeper and more advanced topics. However, for some students it felt rushed and that the workload was high.
- More feedback on presentations.

3. The course coordinator's reflections on the implementation and results of the course

Strengths of the course: Using the TBL structure during the first course continues to be a good way to promote teamwork and for the students to get to know each other and reduce competition between students. The engaged teachers that contribute to the development of the course are a great asset.

Weaknesses of the course: It is challenging to design the course so that students with diverse backgrounds will all learn as much as possible and at the same time be challenged enough. However, we believe that the replacement of the written assignments during Part 2 of the course for a written examination made the course more challenging.

4. Other views

5. Course coordinator's conclusions and any suggestions for changes

A new program syllabus for MTPP was approved in May 2025 and during the fall of 2025 a new course syllabus for Integrated Physiology and Pharmacology was approved that will be in use from the autumn semester of 2026. The course will then be extended to 30 hp and run for the full semester.

The main changes to the course:

- Part 1 shortened to 2 weeks, the organ system introductions and the written examination removed.
- Replacement of written assignments with written examinations during Part 2 and 3.
- Integration of parts from the course in Professional Development and Ethics to the course.
- Part 4 extended and new sections added.

Could additional practical sessions/lab be added? Shane and Jessica will look into this together with the TBL-responsible teachers. Spring 2026.

Appendices: