



Course evaluation template

After the course has ended, the course coordinator fills in this template. The head of department/programme decides whether the template should be supplemented with further information/questions.

| | | |
|------------------------------|---|-----------------------|
| Course code 3GB016 | Course title Infectious Diseases – A Challenge to Global Health | Credits 4.5 |
| Semester Fall 2018 | Period 02-20 December 2019 | |

| | |
|--|-------------------------------------|
| Course coordinator Anna Mia Ekström | Examiner Anna Mia Ekström |
| Other participating teachers See course schedule | Other participating teachers |

| | | |
|--|---|--|
| Number of registered students 34 | Number who have not completed the course 1 (did not write exam) | Number passed after regular session 33 |
|--|---|--|

Conclusions from the previous course evaluation

Last year's conclusions:

Received very good evaluations so most will be kept aside from the above-mentioned lecturer from the ECDC that a number of respondents complained about as well as the lecturer talking about pneumonia. None of these two lecturers will be re-invited to the course next time.

All lecturers have received feedback based on the respondents' comments.

The exam could be made shorter, easier (and faster) to correct (for me) and cover all areas in the course by using some multiple-choice questions. However, it would then lose its main purpose i.e. to provide an addition opportunity to synthesize knowledge and discuss this from a professional perspective. Thus, it is a balance and trade-off. Mixing up a few questions of each kind could work well.

Regarding the work load, students seem satisfied.

Attendance at the lectures is very high as well as their level of engagement in the discussions.

They are enthusiastic when they are challenged to think and act as health professionals in groups or as individuals. I may expand that part as well.

The new additions on social behavioral modelling (by Anna Kågesten) got very high grades, thus she will be re-invited next year for sure.

Description of conducted changes since previous course occasion

Removed criticized lecturer from the ECDC this year and all lecturers received very good feedback this year. The new popular lecture on social behavioral modelling (by Anna Kågesten) from last year was kept, and I added a lecture on oral health upon request.



The exam format and content was highly appreciated by the students. I made slightly shorter this year by including a few more multiple-choice questions. However, the main purpose is to provide an opportunity for the students to synthesize knowledge and discuss this from a professional perspective. I think this was achieved.

Method(s) for student influence

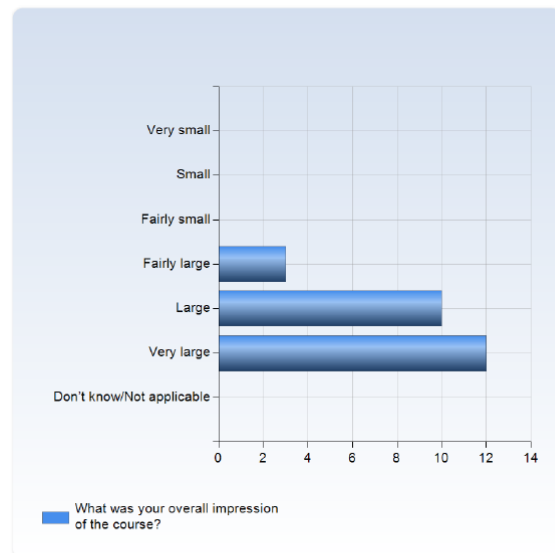
State:

- Students were given the opportunity to provide both oral and written feedback on the course
- Written feedback: Response frequency, % completing survey 73,5%.
- Oral feedback was provided by all students (100% attending) in class after the poster presentations providing very useful concrete ideas for improvement.

Summary of the students' response to the course valuation

What was your overall impression of the course?

| What was your overall impression of the course? | Number of Responses |
|---|---------------------|
| Very small | 0 (0.0%) |
| Small | 0 (0.0%) |
| Fairly small | 0 (0.0%) |
| Fairly large | 3 (12.0%) |
| Large | 10 (40.0%) |
| Very large | 12 (48.0%) |
| Don't know/Not applicable | 0 (0.0%) |
| Total | 25 (100.0%) |



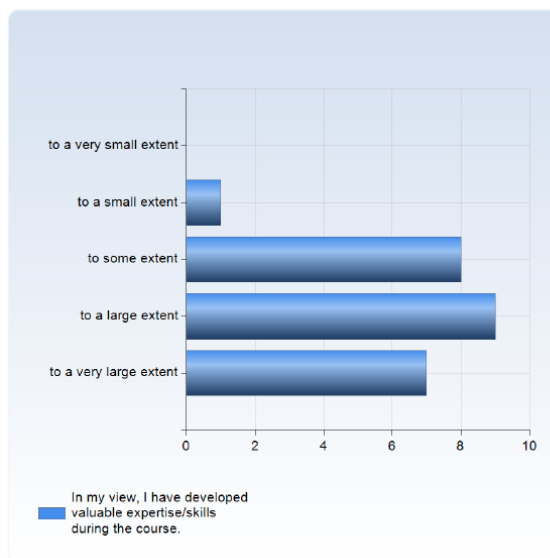
| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| What was your overall impression of the course? | 5.4 | 0.7 | 13.1 % | 4.0 | 5.0 | 5.0 | 6.0 | 6.0 |

In general, the majority of respondents gave the course overall the highest grades. 88% rated their overall impression of the course as Very Large or Large. 64% think the course have helped them to developed valuable expertise/skills to a very large extent or to a large extent



In my view, I have developed valuable expertise/skills during the course.

| In my view, I have developed valuable expertise /skills during the course. | Number of Responses |
|--|---------------------|
| to a very small extent | 0 (0.0%) |
| to a small extent | 1 (4.0%) |
| to some extent | 8 (32.0%) |
| to a large extent | 9 (36.0%) |
| to a very large extent | 7 (28.0%) |
| Total | 25 (100.0%) |



| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| In my view, I have developed valuable expertise/skills during the course. | 3.9 | 0.9 | 22.7 % | 2.0 | 3.0 | 4.0 | 5.0 | 5.0 |

I loved the structure of the course, the amount of lectures was enough and well organised. The course organiser really seemed to care about the students and their learning by explaining the course content and structure.

Maybe give more clearer expectations on the poster presentations and what makes a good poster
 Anna-Mia is a fantastic course leader. The clinical lecturers had clearly been well prepped about not focusing on clinical content too much and she found some amazing non-clinical lecturers from outside of the hospital environment, such as the WASH lecture, the public health surveillance and the health behaviours lecture. I really enjoyed how interactive many of the sessions were and how applicable to working in the world of global health outside of the course. This was by far the best run course of the Master's programme so far. Anna-Mia seemed fair and the teaching was what I expected from a global health Master's course. Most sessions were inspiring and for the first time lecturers really took into account some of the phenomenal first hand experience that many people have in our Master's cohort. It definitely reinvigorated my passion for global health (I have to say the delivery of previous modules was by far inferior).

At least one person complained that they think some of the lectures were too easy for those with a medical background and that the overall competence level of the students should be raised.

Although there are many students with no medical background, I think the lectures went too elementary and sometimes makes it very boring for the medical experts in the course. The standard of candidates in this course and the global health program in general should be raised.

While another one with a medical background was happy with the public/global health approach.

I liked the course very much - as a student with a medical background, I was a bit worried it was going to be a repetition of medical school, but this was (beside 2 lectures) not the case at all. Very interesting lectures and lecturers and the global health relevance was always highlighted.

Furthermore, the lecturers seemed to know what the other lecturers had taught us already, so there was little overlap.

This is a reflection of the diverse background and very varying competence level of the students makes this course exceptionally hard to teach, and given this I think we succeeded to balance the course material and teaching. Overall though the feedback on the lectures was more positive than earlier.

The lectures were very knowledgeable and all excited to present!
 Great efforts were taken by Prof Ekstrom to organise a lecture programme with global health relevance!
 I found the lecturers to be engaged and content was highly relevant

The exam format was thought to be appropriately designed with respect to the intended learning outcomes.

Great exam structure. Reflected overall course very well!



The course will continue to use this more interactive format next year as it has been successful.

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

Reflections on the course's strengths, weaknesses, opportunities, limitations within, for example, the following areas:

- How have the students' previous knowledge, experiences and prerequisites been used as a basis during the course?
 - Yes, the interaction between disciplines (both among the students and among the teachers) is what makes this both difficult but also rewarding and interesting. Some very experienced MDs is mixed are mixed with people who know anthropology, journalism, sociology etc in addition to the experience from a multitude of countries. This is what makes the course so rich and fun to teach and so rewarding for the students.
- In what way the work methods used during the course contribute to the students attaining the learning outcomes?
 - Lectures are mixed with group work, poster presentations and oral presentations so they get to practice lots of skills. The group presentations are amazing, of very high quality. In addition, an open discussion is always encouraged in the classroom so that students can ask questions to the teachers and each other. The group work creates an opportunity for the students to search for information outside of the course literature, dig more in-depth into themes that are of particular interest to them and learn from their colleagues
- How has the course worked with -constructive alignment - from learning outcomes to examination form and examination content?
 - See below!
- How do examinations and assessment criteria ensure that students achieve the learning outcomes of the course?
 - The learning outcomes were the following:
 1. "Förstå och beskriva de allvarligaste infektionssjukdomarna i ett globalt hälsoperspektiv, inklusive patogener, behandlingsaspekter, prevention, smittskydd och forskningsbehov",
 2. Ha kunskap om global epidemiologi gällande de viktigaste infektionssjukdomarna samt ha översikt över och kunna diskutera preventionsaspekter från ett socialt, medicinskt, etiskt och hälsosystems-perspektiv.
 3. Analysera faktorer som påverkar användningen av anti-mikrobiella läkemedel medicin, både på mikro- och makronivå, samt analysera effekten av läkemedelsresistens för global hälsa.

The examination forms are both oral (presentation of a power-point they have made in the group work) as well as creating and presenting a poster they also make in groups on the same theme as the ppt. Making the ppt requires a capacity to summarize the field and extract the essentials. During the written exam, the students get a chance to demonstrate their ability to describe, condense and discuss the most essential learning outcomes. The written exam format has a case-setup where they are to pretend they have certain positions/jobs in public health and asking how they would act in their professional lives. In this way I try to make the exam feel relevant (and more fun to write) to their future work environments.



This year students asked for more time to present the posters, so I will make sure to meet these suggestions next year.

Description of how the course works with quality, research-basis and collaboration with other professions

-Very interdisciplinary teacher group, probably more so than any sub course in the Masters programme, most of the lecturers have PhDs or higher academic positions, or are highly experienced professionals in their organizations (such as Sida, ECDC etc.). Thus, the level of teaching is strongly based on the latest research results and /or policy forefront.

Despite the medical nature of this course focus on infectious diseases, my aim has been to put the medical aspects in a global health context to avoid getting lost on biological or medical details such as types of parasites or types of treatment/drugs to be used for treatment of certain infections. Those of the teachers that have a clinical background are thoroughly informed to cut back on detail and to contextualize their messages to a public health audience. The teachers represent a mix of public health and global health professionals and researchers (both laboratory, clinical and public health researchers), clinicians, global social scientists, policymakers. Most lecturers get very high rating so I think that this approach has been largely successful.

Course coordinator's conclusions and suggestions for improvement & Views on the course and improvement suggestions from others

Received very good evaluations so most will be kept, but I will set aside more time for the poster presentations next year.

All lecturers will receive feedback based on the respondents' comments.

Regarding the exam, they were very happy.

Regarding the work load, students seem to think it was high but fair.

Attendance at the lectures is high as well as their level of engagement in the discussions.

They are enthusiastic when they are challenged to think and act as health professionals in groups or as individuals.

They asked for a special lecture on parasites, which was the aim but no lecturer was available this year but I have already asked a few experts to join next year.

Description of how the course evaluation has provided feedback internally and to the students

- All lecturers have received feedback based on the respondents' comments.
- Oral feedback has been given by and to the students in class in addition and will be posted on the course website.