

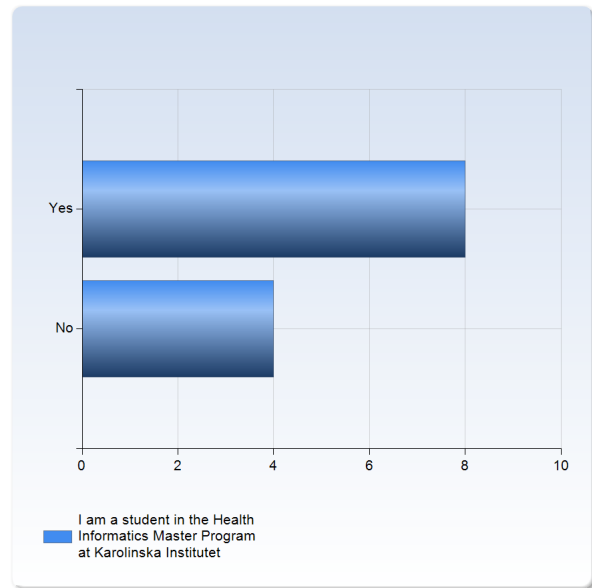


**Course evaluation - 5HI003/1QA116 Health Care Organization and Management [in the Digital Age] (7.5 hp), HT18**

Respondents: 15  
Answer Count: 12  
Answer Frequency: 80.00 %

**I am a student in the Health Informatics Master Program at Karolinska Institutet**

I am a student in the Health Informatics Master Program at Karolinska Institutet	Number of Responses
Yes	8 (66.7%)
No	4 (33.3%)
Total	12 (100.0%)

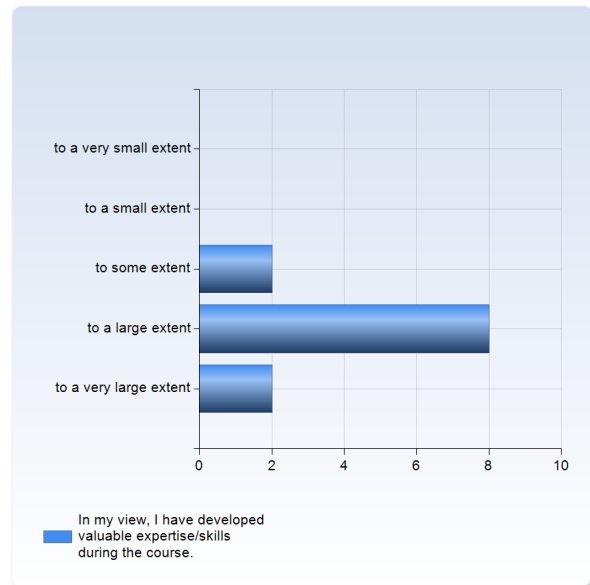


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I am a student in the Health Informatics Master Program at Karolinska Institutet	1.3	0.5	36.9 %	1.0	1.0	1.0	2.0	2.0



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

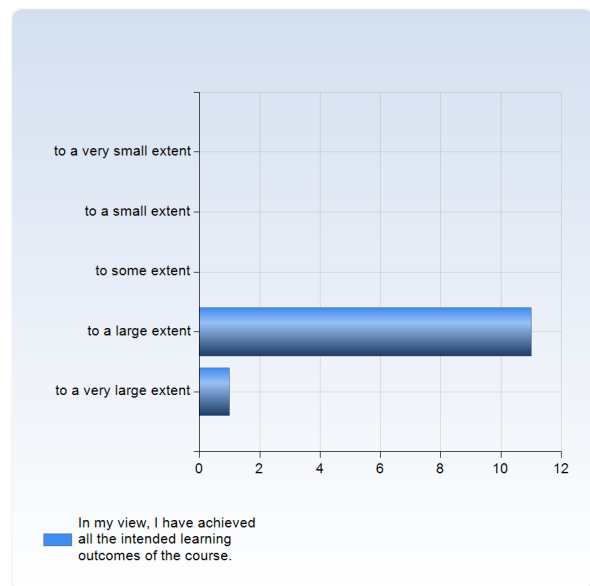
In my view, I have developed valuable expertise /skills during the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (16.7%)
to a large extent	8 (66.7%)
to a very large extent	2 (16.7%)
Total	12 (100.0%)



	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.	4.0	0.6	15.1 %	3.0	4.0	4.0	4.0	5.0

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

In my view, I have achieved all the intended learning outcomes of the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	0 (0.0%)
to a large extent	11 (91.7%)
to a very large extent	1 (8.3%)
Total	12 (100.0%)

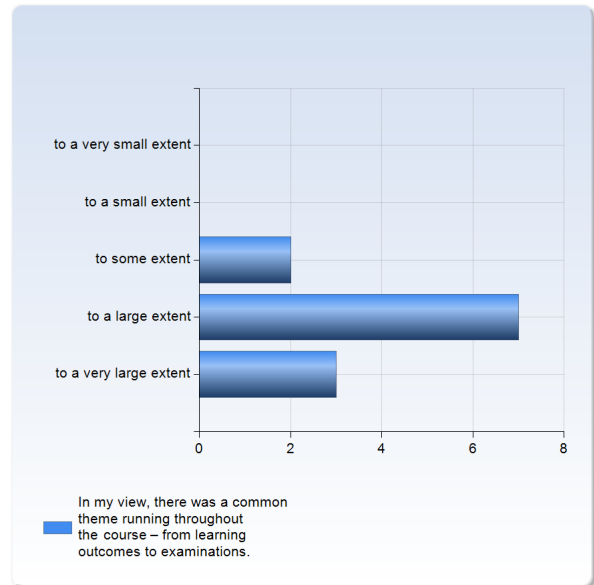


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, I have achieved all the intended learning outcomes of the course.	4.1	0.3	7.1 %	4.0	4.0	4.0	4.0	5.0



**In my view, there was a common theme running throughout the course – from learning outcomes to examinations.**

In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	2 (16.7%)
to a large extent	7 (58.3%)
to a very large extent	3 (25.0%)
Total	12 (100.0%)

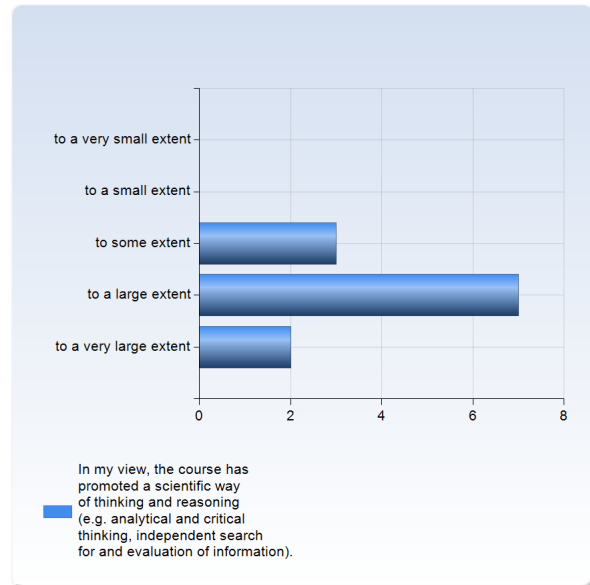


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, there was a common theme running throughout the course – from learning outcomes to examinations.	4.1	0.7	16.4 %	3.0	4.0	4.0	4.5	5.0



**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).**

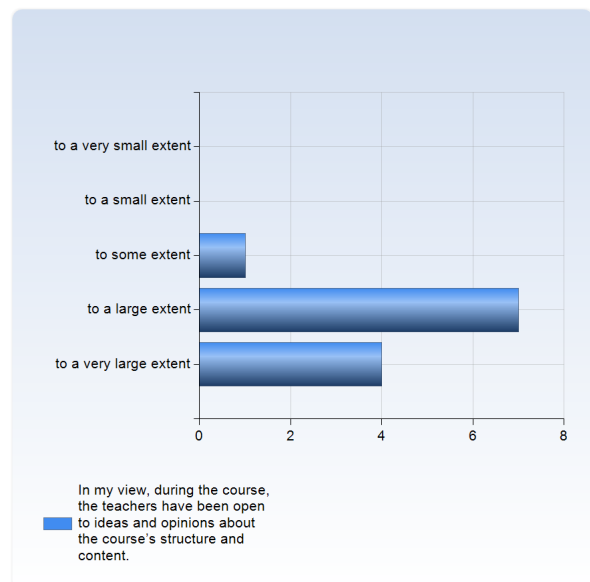
In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	3 (25.0%)
to a large extent	7 (58.3%)
to a very large extent	2 (16.7%)
Total	12 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Lower Quartile	Median	Upper Quartile	Max
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).	3.9	0.7	17.1 %	3.0	3.5	4.0	5.0

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

In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	1 (8.3%)
to a large extent	7 (58.3%)
to a very large extent	4 (33.3%)
Total	12 (100.0%)

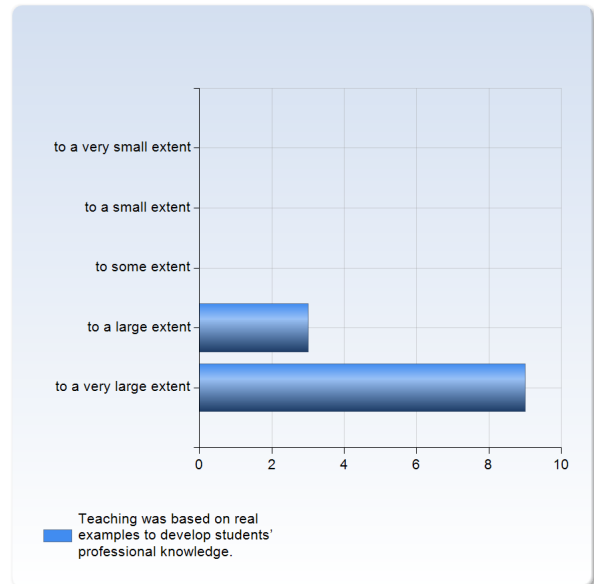




	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.	4.3	0.6	14.6 %	3.0	4.0	4.0	5.0	5.0

## Teaching was based on real examples to develop students' professional knowledge.

Teaching was based on real examples to develop students' professional knowledge.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	0 (0.0%)
to a large extent	3 (25.0%)
to a very large extent	9 (75.0%)
Total	12 (100.0%)

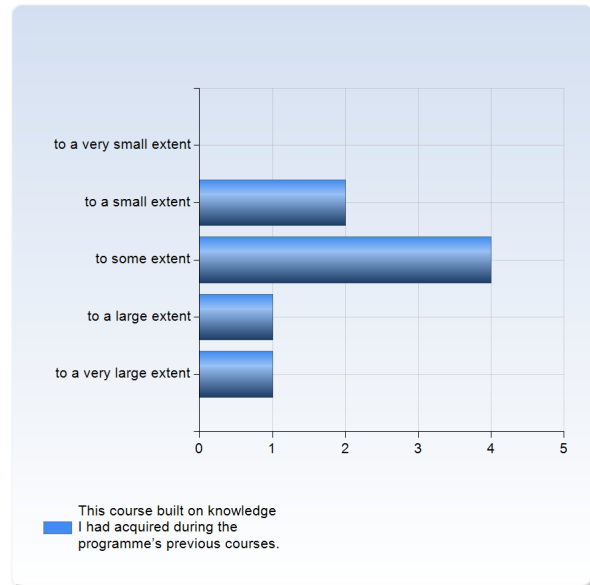


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Teaching was based on real examples to develop students' professional knowledge.	4.8	0.5	9.5 %	4.0	4.5	5.0	5.0	5.0



**This course built on knowledge I had acquired during the programme's previous courses.**

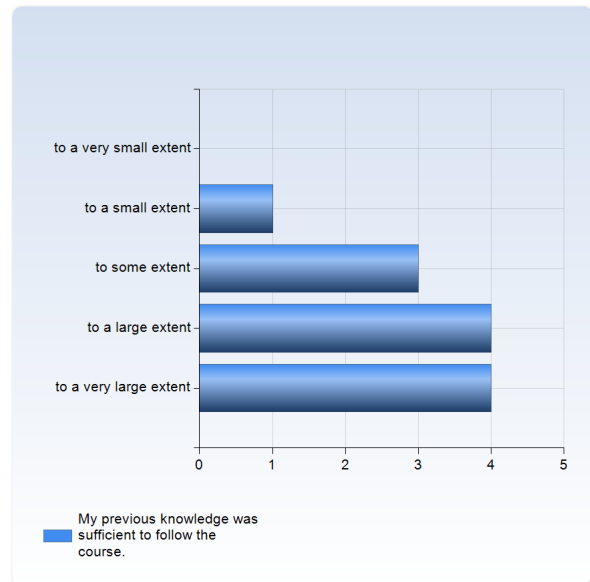
This course built on knowledge I had acquired during the programme's previous courses.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	2 (25.0%)
to some extent	4 (50.0%)
to a large extent	1 (12.5%)
to a very large extent	1 (12.5%)
Total	8 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
This course built on knowledge I had acquired during the programme's previous courses.	3.1	1.0	31.7 %	2.0	2.5	3.0	3.5	5.0

**My previous knowledge was sufficient to follow the course.**

My previous knowledge was sufficient to follow the course.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	1 (8.3%)
to some extent	3 (25.0%)
to a large extent	4 (33.3%)
to a very large extent	4 (33.3%)
Total	12 (100.0%)

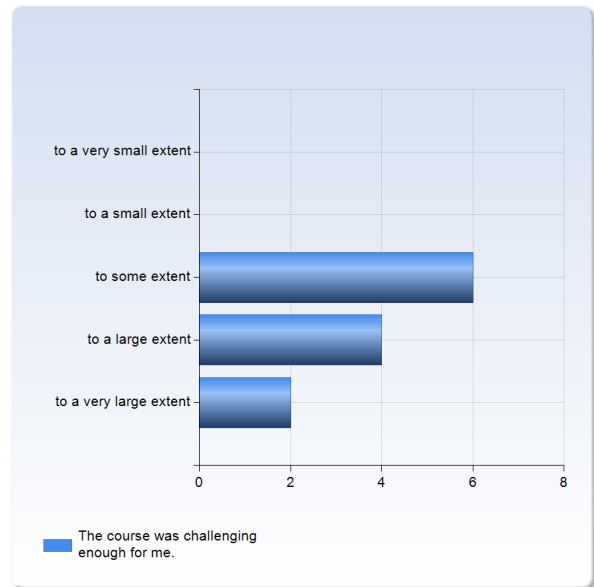




	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
My previous knowledge was sufficient to follow the course.	3.9	1.0	25.4 %	2.0	3.0	4.0	5.0	5.0

### The course was challenging enough for me.

The course was challenging enough for me.	Number of Responses
to a very small extent	0 (0.0%)
to a small extent	0 (0.0%)
to some extent	6 (50.0%)
to a large extent	4 (33.3%)
to a very large extent	2 (16.7%)
Total	12 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course was challenging enough for me.	3.7	0.8	21.2 %	3.0	3.0	3.5	4.0	5.0



## What has been especially good during the course? Motivate.

What has been especially good during the course? Motivate.

The amount of guest lecture, fun to see from the "real" world.

Different speakers with variety of topics give me more rich views from the perspective in clinical, industrial, patient reps and more.

Guest lectures - interaction in class.

The course leader (Carolina) provided a very well thought through teaching plan. We always knew what was on the agenda and she provided us with a lot of material to choose from and to work with. I liked that we went into depth on the course topics. As part of a Master's program, I do not want to stay on the surface of the topics introduced to me and I expect a steep learning curve. This was definitely the case here.

Carolina's approach really gave us students the opportunity to work on the tasks in depth and with a scientific approach. I also liked all the amount of guest lectures and the structure (two individual, one group assignment). Furthermore, it was very beneficial, that this course was offered as a free-standing course as we got the opportunity to work with people outside KI.

The initiative taken by the course coordinator to encourage group work, peer reviewing each other's work. This promoted sharing of ideas and learning from one another. Also, bringing in relevant course presenters from industry on each relevant topic e.g healthcare professionals from different levels of care ie PHC, SHC. The overall course content is a nice mixture of learning both healthcare concepts and digital concepts - 2 main building blocks for health informatics. The course will therefore be a big help when we come to choosing thesis topics.

Good guest lectures

This course has had enough good and valuable aspects. First, the fact that it was both a free standing course and a mandatory course for the students of MSc in Health Informatics led to a multicultural environment. Therefore, we learnt a lot from each other. Second, the guest lectures were well organised and inspiring. Additionally, the full experience of G1 was quite valuable, as all of us collaborated with different people and different backgrounds and that was important in order to learn how to work in a team. Moreover, the knowledge we gained from I1 was important as the comparison between the 3 countries was something that brought to the surface important challenges and problems that we have never thought of. Finally, Mrs Wannheden was really helpful and brought the inspiration needed in the classroom.

Guest teachers

Presentations from different organizations and speakers helped learning knowledge concepts.

Real exemplars from different healthcare providers

Guest lecturers, Karolina and the class made this course very nice to attend. It never felt like a waste to go to the lessons because the lecturers were always keen to teach and help. I would recommend this course.

Mixture of assignment styles - presentations, posters and individual tasks allowed for different ways of learning, keeping the course engaging and motivating

Presentations in groups rather than to a whole class was good because it allowed for more open and direct discussion and was more relaxing

The course leader was constantly energetic and enthusiastic, responsive to questions and keen to offer advice





This can be improved during the course: (give as constructive suggestions as possible)

This can be improved during the course: (give as constructive suggestions as possible)

No comment

Its nice if we are able to know our grading along the way (example like at some points of time, we can see the first assignment score). So that we can reflect to that.

The first assignment. Comparing three countries consumed time. Not enough time to follow up / discuss course colleagues work.

As this course was very (!) beneficial to my learning experience at KI, I suggest that everyone (!) in the Health Informatics Master's should have a mandatory attendance for this course. It gave a better introduction to the Swedish Health Care system AND digitalization in Health Care than the actual first course of the programme. It is also very beneficial to almost everyone with a medical background attending the Health Informatics Masters. My suggestion would be to scratch the "Health informatics - needs, objectives and limitations" course and have the "Health Care Management and Organization" for everyone instead! Looking at the HI programme outline and as an IT student I wouldn't mind and actually LOVE to have a longer course on "basic medical science"!

This great course can further be spiced up with:

1. If possible, it should be mandatory that all the presenters on different topics should make available their notes/slides to students. Information is power, so withholding it from people who need it (for good purposes) can be a drawback.

2. If on some few occasions, instead of topic presenters coming to KI to deliver the lecture, it should be the class going to that organization and have the lecture presented there. This could help students have a hands on experience e.g. going at Roslags Näsby primary care clinic and personally see how the PHC system works there other than relying on theoretical lecture only.

Otherwise, the course was professionally delivered, was exciting and I have learnt a lot.

More time to do the corrections on the feedback we got on our assignments

It is understandable that there are some things that could be improved. First, what could be improved is the time provided in order to apply the feedback we got for all 3 assignments. The timeframe was a bit tight and we would all appreciate a bit more time to apply the feedback given to us by our classmates. Second, it would be better in terms of communication if the feedback was given face to face in class. In I2, the feedback was given written and miscommunication and misunderstandings have occurred through this process. In case the feedback was given face to face, any questions between the 2 parties could have been resolved, something that doesn't apply in our case, where the feedback was given written.

Nothing I can think of now

More guidance in course readings and assignments

The last Philips-lecture. That one was very hard to follow and Grass. Very unstructured.

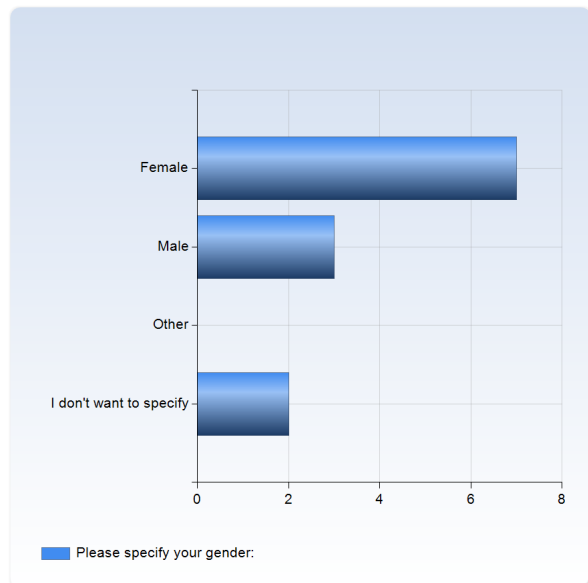
If I should complain about anything it would be that more time could be spent spreading the knowledge we gained about our building blocks.

Perhaps too little time was given in-between receiving and acting on feedback, as it was felt by some that they couldn't make significant changes within such a short time period. Perhaps these should be lengthened by a day or two.

It felt as though the word count was too short for the assigned tasks - perhaps the obligatory criteria of the written tasks should be reduced if the word count cannot be lengthened.

Please specify your gender:

Please specify your gender:	Number of Responses
Female	7 (58.3%)
Male	3 (25.0%)
Other	0 (0.0%)
I don't want to specify	2 (16.7%)
Total	12 (100.0%)

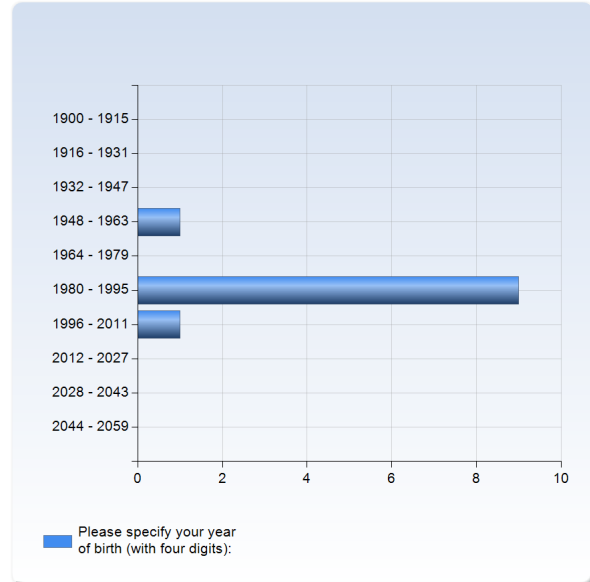




	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Please specify your gender:	1.8	1.1	65.0 %	1.0	1.0	1.0	2.0	4.0

**Please specify your year of birth (with four digits):**

Please specify your year of birth (with four digits):	Number of Responses
1900 - 1915	0 (0.0%)
1916 - 1931	0 (0.0%)
1932 - 1947	0 (0.0%)
1948 - 1963	1 (9.1%)
1964 - 1979	0 (0.0%)
1980 - 1995	9 (81.8%)
1996 - 2011	1 (9.1%)
2012 - 2027	0 (0.0%)
2028 - 2043	0 (0.0%)
2044 - 2059	0 (0.0%)
Total	11 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Please specify your year of birth (with four digits):	1989.6	10.5	0.5 %	1960.0	1990.0	1994.0	1995.0	1997.0