



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 3GB015	Course title Non-communicable diseases, injuries, natural emergencies and conflicts in a global health perspective	Credits 3
Semester VT 22	Period 24/1-4/2 2022	

Course coordinator Helena Nordenstedt	Examiner Helena Nordenstedt
Other participating teachers	Other participating teachers/examiners Ritva Rissanen, Helena Nordenstedt, Shirin Ziaei, Bahareh Rasouli

Number of registered students 29 (1 student at the program never registered)	Number who have not completed the course 1	Number passed after regular session 29
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Conclusions from the previous course evaluation

- Increase the length of the course.
- Sessions in smaller groups with teacher is highly appreciated
- Add lectures on topics like environmental health, one health, dementia, pediatric cancer, indigenous health, hypertension, interpersonal violence, disabilities, diabetes, nutrition, prevention through physical activity.

Description of conducted changes since previous course occasion

- The course is too a high degree unchanged since last year, except for some lecture changes after last year's evaluation.
- The course was this time again given entirely online, due to the corona pandemic. This change had to come about only about 3 weeks before the course started.
- Lectures had in general quite high attendance this time around (ca 80%, compared to 90% last year))
- Two lectures added, on dementia and palliative care.
- Lecture on nutrition was omitted.
- Instructions for individual work are continuously being updated to be easier to understand.
- Introductory lecture about NCDs unfortunately **NOT** given in September to the students.

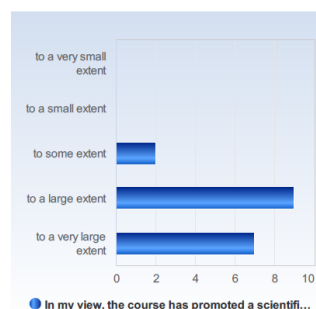


Summary of the students' response to the course valuation

- 18/29 (67%) students answered the KI survey. 24/29 (83%) answered the last day written evaluation in class.
- Mean for questions in the KI survey ranged from 3.5-4.3 which is substantially lower than previous years. The mean of 3.5 was given to the question about digital learning environment, and 4.3 to the question about promoting scientific thinking.

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).

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to a very small extent	0 (0,0%)
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to some extent	2 (11,1%)
to a large extent	9 (50,0%)
to a very large extent	7 (38,9%)
Total	18 (100,0%)



- Workload got a mean of 3.8, compared to 5.0 last year, despite the number of hours for lectures/seminars/exams being almost identical to last year. The explanation I can think of is that the students were not very happy this time around to take the course digitally on Zoom (see point above), and also not as used to the format as last year's students.
- However, repeatedly in the various forms of feedback from the students is the wish to extend the course to three weeks, to be able to cover more topics, especially devote **much more time to mental health**.
- The examination form, with an essay to write, that is then presented, opposed on, and graded, is appreciated by most students, but not all. Even though it means more work for the students, many think that they learn more this way, compared to an ordinary exam. However, this year the question on how appropriate the exam decreased from 4.8 (2021) to 3.9, despite the exam not having changed except for some few clarifications. One way to improve might be to restructure the assignment to include peer-feedback in the process of writing the assignment (see comment).
- The students very much appreciate small groups with a teacher.

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

- By using different forms of teaching, including lectures, essay, peer-review, journal clubs and seminars the students are given the space to be more active, learning in an interactive climate, and also developing writing skills, as well as skills assessing their



peers. Finally, the students also learn to assess scientific literature under guidance. This will help the students attain the learning outcomes.

- By going through the schedules for previous modules, I have tried to make sure that the lectures in this course build on previous coursework. This seems to have worked out better this year than last year.
- By going through different lecturers' content, from attending lectures over the years, the course leader has tried to reach some degree of constructive alignment in this extensive topic. The course leader uses this knowledge to introduce different topics and also to conclude with the oral and written examination at the end of the course.

Course coordinator's conclusions and suggestions for improvement

- The new lectures, especially the one on global palliative care was appreciated, however, it seems the students would like to have the lecture on nutrition back
- This year we added a Ugandan perspective on diabetes care by bringing in a diabetes clinician from Mbarara. This was much appreciated and will be repeated, if possible also in other lecture topics.
- Change the time for deciding the essay topic to later in week 1.
- Consider adding lectures on: environmental health, substance use, more mental health, nutrition/obesity.
- Possibly reduce the time for the journal club (both preparations and seminar, to only focus on one article)
- Continue to go through lectures in other courses/modules to make sure there is no or minimal overlap.
- Lobby for extending the course to at least three weeks.
- Reintroduce the NCD topic in the beginning of the Master in Global health program

Other comments

In the last day evaluation in class, the students were most satisfied with the structure and organization of the course, and least satisfied with having peer review after the submission deadline of the examination assignment.