



## 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><br>3GB015 | <b>Course title</b><br>NCD     | <b>Credits</b><br>3 hp |
| <b>Semester</b><br>VT23      | <b>Period</b><br>230123-230205 |                        |

|  |  |
|--|--|
| <b>Course leader</b><br>Helena Nordenstedt | <b>Examiner</b><br>Helena Nordenstedt  |
| <b>Other participating teachers</b>        | <b>Other participating teachers</b><br><i>Ida Karlsson (IMM), Anna Plym (IMM), Tong gong (IMM)</i> |

|   |   |   |
|---|---|---|
| <b>Number of registered students</b><br>38  | <b>Number who have not completed the course<sup>1</sup></b> 2 | <b>Number passed after regular session<sup>2</sup></b> 36 |
| <b>Methods for student influence other than course survey<sup>3</sup></b><br><br>Course leader trying to be present every day for a day-to-day dialogue, fast email response and encouraging emails, and a written anonymous survey in the last day to get feedback about lectures and seminars. 34/38 answered (89%) |   |   |

<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 VT22

- 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

## Description of conducted changes since previous course occasion

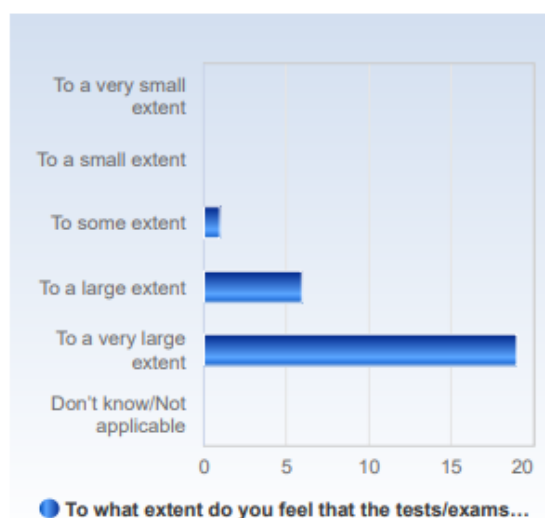
- The course was back almost fully in person, (except the lecturers joining from Uganda and India)
- The nutrition lecture was reinstated
- The online lecture and Q&A with a Ugandan diabetes physician was continued, and an Indian public health physician/cardiologist participated online during the CVD lecture.
- The time for deciding essay topic was not changed, since the course leader decided it there were more advantages to keep it, due to students having more time to work on the essay.
- It was changed so that students got the first peer review before the final deadline so they could use this, and it seemed appreciated, even though a bit stressful.
- The time for the journal club was somewhat reduced (from 3 to 2 hours)
- The course still has only 2 weeks.
- The NCD lecture at the start of the program was reintroduced, giving the students an introduction to NCDs early on.

## Summary of the students' response to the course valuation (26/38, 68%)

- In general the students seem quite satisfied with the course, with some things to improve. The general impression as portrayed by the question “I have developed valuable expertise during the course”, the mean this year was 4.3 (compared to 3.6 last year). On the question “the course has promoted a scientific way of thinking and reasoning”, the students gave the course 4.7/5 (last year 4.3). All questions received a higher mean this year as compared to last year, possibly due to the fact that the course this year was in person. Also the question regarding how students felt the teachers were able to support your learning during the course, the mean was 4.7 (up from 4.3 last year). The students seem content with the exam, which is in the form of a small essay called “Project proposal” (see below), with a mean of 4.7.

### To what extent do you feel that the tests/exams were appropriately designed with respect to the intended learning outcomes?

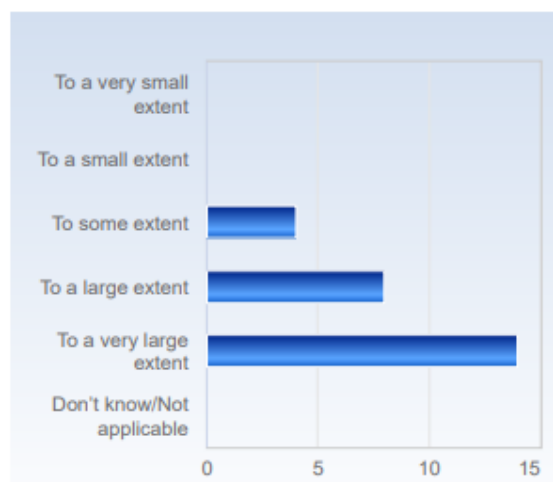
| To what extent do you feel that the tests/exams were appropriately designed with respect to the intended learning outcomes? | Number of responses |
|---|---------------------|
| To a very small extent  | 0 (0,0%)            |
| To a small extent   | 0 (0,0%)            |
| To some extent  | 1 (3,8%)            |
| To a large extent   | 6 (23,1%)           |
| To a very large extent  | 19 (73,1%)          |
| Don't know/Not applicable   | 0 (0,0%)            |
| Total   | 26 (100,0%)         |



Even though many students say they wish for a longer course they are quite satisfied with the workload, with a mean of 4.4 (3.8 last year) (see below).

## To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?

| To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded? | Number of responses |
|--|---------------------|
| To a very small extent   | 0 (0,0%)            |
| To a small extent  | 0 (0,0%)            |
| To some extent   | 4 (15,4%)           |
| To a large extent  | 8 (30,8%)           |
| To a very large extent   | 14 (53,8%)          |
| Don't know/Not applicable  | 0 (0,0%)            |
| Total  | 26 (100,0%)         |



## The course leader'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?

Even though the course leader goes through the schedules from previous courses as much as is possible (the planning of the NCD course starts before the course schedule is finished for the other courses), there is still some overlap as stated by the students, especially when it comes to DALYs and Global burden of disease.

To achieve the learning outcomes the course uses a mix of learning activities, ranging from lectures to role plays, journal clubs, examination seminar to online lectures with practitioners in low or lower-middle income countries. The students very much enjoy the learning activities in smaller groups, such as the role play in the NCD lecture, the journal club and the examination seminars.

There are lectures to cover most of the learning outcomes, and then to dive deeper the same topics are covered again in another format such as a journal club.

The course is to cover a lot during two weeks, and to be able to examine all the learning outcomes the examination has been designed to cover at least 4 of the big NCD groups, and to make sure the students are exposed to all of them.

## Course leader's conclusions and suggestions for improvement

- In general the course seems to be well appreciated, despite the range of topics covered in a short time.
- Sessions in smaller groups with teacher is highly appreciated

Comments for next year:

- To brief the lecturers more thoroughly on what has been brought up previously during the program (GBD, Best Buys, DALYs).
- Several students are continuously asking for the course to be one week longer (but they are still content with the work load, see above).
- Add more recommended literature in one place on Canvas
- Add even more practical examples, case scenarios and less theory.