

MPHP31	Global Public Health	7,5 ECTS
Year 22/23	Course start: 2022-08-29	Course end: 2022-09-28
Study rate 100%		
Course leader(s)	Martin Stafström	
Examiner	Martin Stafström	

The course

Number of students	At start: 45	At the end: 43
Examination module (name, credits)	Passed at first attempt	Passed later
Ind. written assignment 5,0hp	23	20
Peer review of literature study 1,0hp	45	
Active participation of the student in group discussions 1,5hp	45	
Number of other teachers involved: 8	Of which 0 professors, 3 readers (docent), 2 holding PhD, 1 PhD students, 2 other, and non LU or RS employed. Of which 1 were core course conveners, 7 guest lecturer, assistants, or other minor contributors.	
It was easy to find competent teachers	If no, in what field of knowledge was it hard to find teachers? Why?	
<input checked="" type="checkbox"/> yes <input type="checkbox"/> no		
Short description of the course:		
<p>The course introduces the wide array of academic and geographical background students to the field of global public health. The course was based on four main themes: social determinants of health, communicable disease, non-communicable disease, and how does sustainable development and health interact? Throughout the course different lectures and workshops also try to develop their academic writing skills, including the search of scientific databases and reference management systems. The main examination is to conduct a small scoping literature review of a particular health problem of each student's choice. In addition, the students participate in case-based weekly seminars, as well as conducting peer-reviews of their peers' course paper drafts.</p>		
Pedagogic model(s) used in the course (exemplify how you work):		
<p>Each week consisted of content-based lectures, usually delivered by experts in the field. This was then followed-up by a weekly seminar (quarter-class size), where the students discussed a case in relation to the week's content. Concurrently, academic writing was an ongoing pedagogic process, supported by the library and the academic support center, the course leadership engaged in using different pedagogical models (lectures, workshops, peer review and supervision sessions) to evolve the students' writing skills.</p>		
Major changes from last year:		



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Course Quality Closure

Master's Programme in Public Health

The main textbook changed. The new textbook has a stronger theoretical emphasis on socioeconomic determinants for health, and less on health outcome data. Overall, the change of main textbook also meant a change content to some of the scheduled lectures and case discussions in comparison to previous years.

Summary of course quality evaluation

Results – focus on strengths and weaknesses

Strengths: In all aspects, the course was highly appreciated. Particular strengths pointed out in the course evaluation were the teaching methods, the examination, the student-teacher interaction, the course literature and the emphasis of creating a common ground of what public health is while still allowing each student to pursue their own interests. The sessions with the library and the Academic Support Center play a pivotal part of the course.

Weaknesses: Not many, but there were several students that addressed different issues that could be improved with the seminars - both in relation to the dynamics created by the fact that they were part of the examination as well as the additional reading they required. Some students also raised concerns regarding the final paper, as they thought it was too challenging early on in the program. A small number of students felt the workload was too high. Finally, one student felt the course was too theoretical.



Possible explanations

The success of the course is in part due to the fact that this is the first course in the program and most students are in a happy place. Yet, it's evident that the pedagogical approach and the learning content is well-balanced to the learning objectives. Some of the challenges pointed out seems to be related to expectations, specifically regarding workload and the theoretical approach, and should perhaps be clearly addressed in the program and course introduction. As to the issues addressed about the seminars, some alterations will be made to better calibrate the reading and the discussions.

Suggestions of measures and further development

There will be further information regarding the seminars - currently conducted for 60 minutes in quarter-size classes (10-12 students/class) - both at the course introduction and in the study guide. Some students suggested additional time, but that is not very practical given that the seminars already have a substantial impact on the budget. In addition, one seminar will focus on the main text book, rather than additional reading. However, the additional reading has another purpose, to expose students to other types of texts (e.g. journal articles) and real life situations (e.g. case studies).

Signatures

Date: 2022-11-29	Place: Malmö 2022-12-08
Course leader	Student representative
Signature 	Signature 
Elucidation Martin Stafström	Elucidation Olga Kaartinen

Appendix: Course evaluation

