

Master of Science in Global Health
Course responsables and student representatives from 2nd semester
Head of Studies



MINUTES

12 JULY 2023

Forum Evaluation at the MSc of Global Health 2nd semester,

Meeting held 19 June 2023

Place CSS 9.2.22

Minutes-taker Jørgen Willadsen (JW), AUS

Present

Course responsables: Lena Andersen (LA), Dan Meyrowitsch (DM), Britt Tersbøl (BT) and Wietse Tol (WT).

Student representatives: Not present.

Head of studies: Britt Tersbøl.

Not present: Karin Schiøler (KS).

Agenda

- 1) Welcome and introduction to the meeting by Head of Studies
- 2) Evaluation of the courses
 - a. Global Partners, Policies and Health Care Systems
 - b. Strategies for Health Promotion and Disease Prevention
 - c. Country Exposure
 - d. Field-based Research, Elective Thesis Course
- 3) The semester across

FACULTY OF HEALTH AND MEDICAL
SCIENCES
STUDENT AFFAIRS
EVALUATION, LEGAL AND
PROGRAMME SERVICES

BLEGDAMSVEJ 3
2200 KØBENHAVN N

DIR 45 35 32 74 92

jwi@sund.ku.dk

REF: JW1

1) Welcome and introduction

- No student representatives were able to attend the evaluation meeting. All courses have held evaluation in class between students and course responsables. At today's meeting, the course responsables will reply to general comments by the students or comments that have been written in the evaluation reports
- There was a more general discussion about the unstable participation by the students in the evaluation process this academic year. For the future, we need to prepare the student representatives better for the task and give them tools to facilitate the evaluation process within the student group and how to moderate input from their fellow students
- It was decided to put the final evaluation meeting in the schedule, and maybe place it before the exam if possible
- BT and JW from AUS will follow up on the above points at end of August.

Evaluation of the courses

a. Global Partners, Policies and Health Care Systems

Course responsible: Britt Tersbøl

What worked well?

- Good progression in the course. Could build on previous courses, e.g., Anthropology, even though there were some overlap
- The diversity and engagement of the lecturers and their practical experience
- The focus on solutions within partnerships, and not just problems.

Any need for adjustment (Content)?

- Request for a red thread and clearer distinction to the course *Strategies for Health Promotion and Disease Prevention*. BT tries to create coherence and indicate which of the three topics the teaching covers. BT suggests that she and DM plan the two courses together to emphasize how the courses complement each other and how they differ
- Wish to have a less broad range of objectives. BT: The course covers a broad field of topics and therefore has a broad range of topics. It could be more focused. She will have a look at the

course description and will suggest an update also in relation to DM's course

PAGE 3 OF 6

- Request for a lower reading workload. BT does not agree that the reading workload is too high in relation to the course ECTS. It is also clearly signaled which readings are mandatory and which are background literature.

Any need for adjustment (Planning)?

- No comments.

b. Strategies for Health Promotion and Disease Prevention

Course responsible: Dan Meyrowitsch

No written feedback from the students, but oral evaluation in class.

What worked well?

- Students were generally happy with the course, and overall a good alignment
- Dan acted fast on students' requests
- Students appreciated the interventions, and the city walk in Tingbjerg.

Any need for adjustment (Content)?

- Request for Dan to be more active when guest lectures are invited, to ask questions and act more like a moderator and not leave the initiative to the students. DM takes this ad notam but wanted to give the students the possibility to interact with the guest lectures
- Request to have the presentation on de-colonization by Sibylle early in the programme. BT commented that it makes sense since the students come from so many different backgrounds. Jane also have plans to integrate decolonisation on her course in the first block
- Comments on the collective feedback on portfolio 1 and 2, the students would like comments on the quality of the answers, whether if they really answer the questions. Dan does not feel he can comment in such detail
- Request for a red thread
- Request for a clearer distinction to the course in *Global Partners, Policies and Health Care Systems*.

Any need for adjustment (Planning)?

- The students find it difficult to finalize the portfolio and follow other course at the same time. BT: Students must be able to manage more tasks at a time later in their working life so it a good learning. DM agrees and has tried to emphasize it. He has also tried to make it clear that the portfolio was not a big assignment, and one deadline was postponed
- The schedule was not aligned with the students' schedule App. The times were okay, but the content was not updated. The present course responsables were confused about the App, if lecturers have access to the App. BT suggested to contact Lotte Andersen in the AUS administration to clarify the issues. (JW: [myUCPH](#) is an app for students at the University of Copenhagen (UCPH). Lecturers can find information about schedules and schedule changes this [way](#)).

c. Country Exposure

Course responsible: Lena Andersen (Poland) and Wietse Tol (Nepal)

POLAND**What worked well?**

- Meeting very engaged people
- The real-world element
- The site visits.

Any need for adjustment (Content)?

- Request for different assignments from different NGOs. Some NGOs felt that they need help with writing up the data they already have or applying for grants rather than writing more research proposals.
- The session on cancer was appreciated because of no previous introduction to cancer
- The form of teaching in Poland was perceived as being different, sometimes challenging language wise even though it was in English and much more authoritative and lecture-based compared to Denmark. LA: We have tried to emphasize that the learning experience will be different from the way it is done in Denmark and this exposure forms part of the basis for the course. Like in the real world, English is spoken in diverse forms and pedagogical approaches are different globally. We can try to better prepare the students' ability to reflect and

apply critical thinking skills. BT: It is a challenging course to conduct, as it represents an important step of personal growth and development for the students.

- The Friday feedback from the UCPH staff was not always appreciated by the students (the feedback from the Polish staff was more productive). LA: We had not prepared the students well enough in terms of our expectations with regards to the Friday presentations. We need to rethink how to do it next time. It got better later in the course.

Any need for adjustment (Planning)?

- No comments.

NEPAL

What worked well?

- The real-life experience
 - Meeting engaged and inspiring people
 - Learning about future career paths
 - The most important course personally and professionally so far.

Any need for adjustment (Content)?

- The pre-departure week. WT: The pre-departure week could be reorganized based on the students' feedback. A recommendation is to enhance and facilitate earlier contact between students and their supervisors to give them a stronger connection before departure
 - Request for more field-based teaching instead of traditional classroom teaching. LA: It is important to strike a balance that prevents student burnout
 - The students are generally more challenged in Nepal. For some, it is a huge change culturally and personally, including living close together, and encountering more illnesses, etc.

Any need for adjustment (Planning)?

- One potential suggestion could be to allow students to find their own accommodation, and thereby granting them a sense of control over their living arrangements..

For both locations

- Planning: LA suggests giving students days where they can focus on their project and having meetings with their NGO

contacts. That could give students the possibility to acclimate both physically and mentally to their surroundings

- Debriefing and evaluation: Both LA and WT propose doing a debriefing session with the local contacts/counterparts before leaving the country, followed by an evaluation approximately one month after returning from the country exposure course. That would give everybody some time to reflect on the learning outcomes and diverse experiences. WT: On one hand there may be a lot of negative comments, the students repeat that this course is the most important and best life-changing course. Both on a personal level and in terms of professional development. DM: the course itself is a motivating factor for students to apply for studying in Copenhagen

- BT suggests that during their next meeting, the group of course responsables should discuss how to better prepare the students for this course, taking into account the feedback from this semester and from previous semesters.

d. Field-based Research, Elective Thesis Course

Course responsible: Karin Schiøler/Britt Tersbøl

No comments for this course. BT and the students filled in the evaluation report after the meeting.

2) The semester across.

- BT has had a weekly open office hour and that was appreciated by the students. She encourages all course responsables to have an open office hour per week during the semester.