

# Årsrapport for 2023 – International Community Health

1. Hovedtrekk fra gjennomførte studentevalueringer siste år med fokus på iverksatte og/eller planlagte tiltak. Elementer som bør være omtalt:
  - Hvordan oppleves sammenhengen mellom det intenderte læringsutbyttet i studieprogrammet og tilretteleggingen for læring gjennom de ulike emnene?
  - Hvordan oppleves det fysiske og psykososiale læringsmiljøet?

## **Type of evaluations in year 2023:**

- Evaluations for courses (end evaluations).
- Evaluation meeting with student representatives of class 2022, done 10.03.2023.
- Evaluation meeting with class 2023, done 27.09.2023.
- Evaluation meeting scheduled with student representatives, 04.12.2023.
- External evaluation for the period 2017-2022– report submitted in 24<sup>th</sup> February, 2023

## **Evaluations feedback in year 2023:**

### **Positive feedback:**

- The students, class 2022, commended that the programme structure is very convenient and well set. The structure gives them enough time between the classes to do self-study. And they find the readings and assignments always to be relevant for their learning. It is also easy to address assignments and readings to the master's project.
- The students, class 2022, among other courses, they felt they learnt a lot in INTHE4113 Medical anthropology. They are very satisfied with this course even though the essay was a bit long (3000-4000 words).

**Finding supervisor process:** All students in class 2022 have secured supervisor. However, some found it difficult to securing supervisors interested in some of the topics with no expertise in the department. While a good number of the students in class 2023 have secured supervisors, some are still expressing some challenges in finding a supervisor. Some have reported to contact potential supervisors who seems to be fully booked. Some students face challenges in securing external supervisors with expertise not available in the department.

### **Comments and actions:**

- Both classes were very good at finding supervisors on their own. However, given the diverse topics for master thesis, not all expertise are available within the Department hence the programme management team has been working on helping some students to secure external supervisors.
- We have continued to update our webpage and provide students with clear and update information about how to plan their master project and supervision.
- The students have been informed about the supervision rules, which include possible engagement of external supervisors, and the rules regarding having an internal supervisor to fulfill the formal requirements.
- Since class 2022, we have continued with our brainstorming sessions during the 1<sup>st</sup> semester with students as supportive sessions on potential thesis topics, and that seems to have a great impact. We have also continued to send out a list of possible supervisors and projects, as class 2022 mentioned this to be helpful. In addition, we have reached out to potential supervisors on behalf of our students to facilitate this process for those who needed some extra help.
- In the 2<sup>nd</sup> semester we have had an introductory meeting where we shared information about the ethical process and general tips regarding fieldwork and the semester overall. In addition, we had a session to discuss about fieldwork where we

shared more about experiences with doing fieldwork. We plan to improve further on these sessions with possible having to two smaller sessions, one about funding/financing and the other about fieldwork planning and execution. In the latter, we plan to ask fellow students to share experience about their fieldwork and challenges.

- In addition, we are interviewing some master students who did fieldwork where they also talk a little about challenges they met and how they did overcome them, which can be an inspiration and learning opportunity for those planning fieldwork.

**Teaching:** The teachings were well implemented and during evaluation, students from class 2023 suggested for teachers to share lecture slides ahead of lectures to be able to prepare better. They also asked about possibility to have recorded lectures/zoom in case of sickness.

**Actions:**

- We did provide the feedback to the course leaders so that they can post their PPTs in canvas before the teaching day, or on the same day.
- Regarding recordings of lectures, we explained to them that this is not mandatory, and due to policy, nothing we can force. However, teachers have been requested to do that if possible. One of our course do recordings. We also explained to them that if they get sick, they should let us know so we can help them compensate for lost lectures/seminars.

**INTHE4019:** Class 2022 found this course to be a bit outdated and suggested inclusion of contemporary topics such as climate change. This feedback is also in line with the external evaluation report of the programme that was submitted in March 2023

**Actions:**

- The programme established course review committee and completed the review of the INTHE4019. The revised version of the course is expected to start in autumn 2024.

**Exams:** The students voiced their wish for more feedback on exams and assignments, to know what to work more on.

**Actions:**

- We have reminded course leaders to ensure timely feedback to the students after assignments.
- We have informed students about the possibility to ask for an explanation or feedback via Inspera.

**Internship and presentation of organizations:** Class 2023 are interested in having an internship in exchange for credits. They also want to have more contact or information with relevant organizations and institutions, and they asked if external lectures could talk a little about the organization they come from.

**Action:**

- The programme organized a career day, and we are planning about repeating this perhaps with the other programmes at the institute this year.
- We have asked the course leaders to have external lectures say a few words about their organization.
- Also, we have started looking at possibilities of an internship where students may be able to participate and possibly combine with thesis work
- We are also planning to review the overall programme structure in the future to provide formal opportunity in the structure for internship placement as an elective. This will also involve development of scoring guidelines for evaluation.

**Social interaction:** Some students in the class 2022 felt a bit isolated from the rest of the university due to the physical location of the teaching venue.

**Action:**

- Even though the programme cannot do much about the location we are in, we have worked together with the other programmes at the institute to involve all programmes in the student committees. We have advocated and suggested that our students also have one representative that engage in this committee. This spring MSU have invited to unofficial meeting places for all students at the faculty twice.
- HELSAM introduction week for all programmes provide an opportunity for student interaction.
- The cooperation with THF and FHE in various teachings also make the connection to other students and venues viable.

2. Hovedtrekk fra tilsynsenssørrapporter, inkludert iverksatte og/eller planlagte tiltak.

- Ulike forhold knyttet til vurdering eller vurderingsordningen

ICH had no «tilsynsenssørrapport» in 2023.

3. Hovedtrekk fra ekstern programevaluering der dette er gjennomført, inkludert iverksatte og/eller planlagte tiltak

### **External evaluation report 2017-2022 submitted on 24 February 2023**

#### **Main points and relevant actions:**

##### **The programme's coherence:**

It pointed the programme is well composed and covers many relevant and mandatory thematic areas for a master program on International Community Health. However, it also mentions that it may be time to update further and include some thematic areas such as mental health, climate health and so on.

##### **Actions:**

- The programme has started this process by revising the course INTHE4019 Fundamentals of International Community Health. The revised course is planned to start in autumn 2024 as mentioned earlier on.
- In addition, the programme has also appointed a committee to conduct the review of the overall programme structure and courses including also possible revision of the programme name to align with current global changes.

##### **Strong research-orientation:**

The report pointed out the strong research-orientation the programme has by the length of the master thesis (INTHE4012, 60 credits), advanced research methodology courses (INTHE4022/4023) and the focus on research ethics (HELSEF4510).

However, the committee pointed out the challenges with delays in students finishing their thesis due to delay in the process of their master project, i.e., late access to data, late finding topic that delay settling with a supervisor.

##### **Actions:**

- We have taken several actions regarding the smoothness of the master thesis process, mostly in the first and second semester as described above. This includes thesis topic findings through brainstorming sessions, support with supervision pairing and fieldwork planning.
- Discussion with FHI is ongoing regarding facilitation of data access for students planning to use data from FHI. The leadership of the institute has been involved in the dialogue.

#### **Teachings and exams:**

The report points out the problem of ChatGPT and home exams and suggest more use of oral exam in combination to home exam. It also points out that the literature lists are large and does not always distinguish between mandatory and recommended literature. It also recommends using more recorded lessons for self-study due to the diverse background and varying speed in learning of our students.

**Actions:**

- In the revision of INTHE4019 we have also changed the examination form to a written school exam, which is coupled with one oral or written assignment per week. This will eliminate the problem of use of ChatGPT in home examination previously used.
- In autumn 2023 INTHE4021 we have changed the exam form from home exam to oral group exam. This was successful and will continue.
- The programme has also worked with our course leaders to be more in line with the standard norm for teaching, i.e., number of teaching hours/pages of literature per credits. This has also been accommodated during the revision of INTHE4019.

**Student group and recruitment:**

The report remarked that nearly 2/3 of our students are female, and that only about 11% are from Europe (excl Norwegians).

**Comments and actions:**

- Due to this and the introduction of tuition fee for international students we have worked on how to recruit more Europeans and other students in cooperation with the Faculty (Christina). This situation is new to everybody, and we hope to get more help in finding ways in how to reach our target groups.
- Actions that have been made:
  - We made a document with information of our current students and intended target group for the programme.
  - We have updated our main webpage and the webpage about Fieldwork and semester abroad (as fieldwork is one of the reason our student chooses us).
  - We are about to make interview with students doing fieldwork that we are to publish on our webpage.
  - We have had one Insta-takeover and will have one more before Easter.
  - We prepared a digital presentation at the Social science faculty, and we wish to continue with this activity. In addition, we have a screen display at Harald Scheldrups House and Domus Medica.
  - We have published some articles/post on LinkedIn and Instagram, and we will work more on the "Why choose this programme" within the next deadline to update this web page.
- Ideas for further recruiting: short videos of students talking about their fieldwork, more articles regarding research or other relevant issues.
- Google adds: EU-Hem seems to have good effect on Google adds in Germany and one other country, and it would be good if it were money allocated to recruitment so this could be possible also for other programmes.

**4. Spesielle utfordringer knyttet til studieprogrammet siste år**

The introduction of the tuition fee led to loss of about half of our international (SFM) applicants. Even in this situation, we are proud to announce that ICH still has the highest number of SFM applicants and SFM students at UiO. However, the tuition fee had implication on the lowest average that we took in, as well as the composition of our international classroom. Some of the efforts to increase recruitment have been described above in section 3.

**5. Studiestatistikk. Det anbefales å bruke rapporten studieprogramledere som ligger under STAR, UiO-fellesrapporter i Tableau. Hent ut det som er relevant for ditt studieprogram.**

- Søkere og startende
- Studenter aktive, frafall, utveksling
- Gjennomføring og grader
- Karakterer og karakterfordeling
- Studiebarometeret

**The local admission including EU:** 120 (BEH-kode) applicants in total, 46 of the applicants had ICH as 1<sup>st</sup> priority, in total 90 were qualified, 33 of the qualified had ICH as 1<sup>st</sup> priority, all 33 got an offer of admission, 22 accepted. 17 met and are still in the programme. 1 student who got postponed start of studies for the 2022 admission started.

**SFM (admission outside of EU):** 97 (BEH-kode) applicants in total, 74 had ICH as 1<sup>st</sup> priority, 58 got an offer of admission (though it says 75 in our xlsx sheet), 10 accepted the offer, and all 10 are still in the programme.

Of those who met- no one has dropped out, and all has followed normal progression. 1 student on leave in spring semester.

In total 18 ICH students graduated in 2023. Grades: 3 As, 13 Bs 1 C and 1 D.

**Studiebarometeret:**

The ICH programme has high scores on most of the topics in Studiebarometeret. However, we are low on work relevance and students report they would like more feedback on their academic work.

**Actions:**

Regarding work relevance:

- we initiated website updates to inform students on work possibilities from our graduates,
- Use of guest lecturers from other institutions to inform about their work and possibilities for employments.
- The programme is also thinking of the possibility of introducing Internship where students may gain work experience as well as exploring the relevance of the programme in place of internships.

Regarding feedback on their work: Actions to facilitate timely feedback has been described in detail in section 1 above.