

Årsrapport for 2022 – International Community Health

Kopi sendes instituttleder

Intensjonen med årsrapporten er å samle relevant informasjon om hovedtrekk fra gjennomførte evalueringer og tilsynssensorrapporter, oppfølging og iverksetting av ulike tiltak, studiestatistikk og studentenes fysiske og psykososiale læringsmiljø. Årsrapporten bidrar inn i kvalitetssikringen og den videre utviklingen av programmet, og brukes også i dialogen mellom fakultetet og programmet i bilaterale møter.

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 2021:

- Evaluation meeting with class 2021, done in Zoom 21.10.2021
- Mid-term evaluation for class 2020, online form, done in May 2021
- Several zoom meetings with class 2020 in spring and with class 2021 in autumn

Positive feedback in year 2021:

- Class 2021 found the INTHE4019 course well organized, the staff welcoming, and the staff communicated well.
- Class 2020 were satisfied with thesis project supervision
- Class 2020 and 2021 provided excellent feedback on frequent meetings arranged by the programme to check for progress and provide timely assistance to those in need.

Main feedback in year 2021:

Covid: Teaching in class 2020 was conducted entirely through digital platform due to the epidemic. The class reported difficulties regarding not being able to meet physically, difficulties to find wanted information regarding courses, difficulties dealing with different time zones, frustration of not knowing whether the next month/semester would have possibilities for physical attendance. Class 2021 however, had the opportunity to meet physically when they started the program, reported that they in general thought the program were well organized, but that we could improve on communicating some information. **Measures:** we implemented several of their suggestions and our own ideas to improve information delivery regarding lectures and other issues (see some below). We also started to send emails communications in English regarding changes in the infection control guidelines from Oslo Municipality when changes were announced. We continued to have meetings with the 2020 class on zoom when needed. We addressed the time zone problem by grouping them according to time zones and in addition to recording lectures so they could watch at their convenience.

Information regarding courses: Class 2021 seemed to struggle in navigating through learning platform such as canvas and Leganto. They therefore faced challenges in finding information about the structure of the week and the reading list on time. **Measures:** We provided additional information about where they could find what and how to search for various platforms including Canvas, "semester-websidene", Mine Studier, Leganto. We also asked the course leaders to make a welcome letter for each course/week with some useful information to the students and post these before the course starts.

Hybrid teaching: Class 2021 preferred hybrid teaching with some students in class and some followed the teaching digitally. Students both in the classroom and on zoom found the teaching more engaging than with only digital. **Measures:** We continued to use hybrid solutions whenever it was feasible. We strived to make it possible for those who were in Oslo, to attend lectures physically.

Master project information: Both class 2020 and 2021 wanted more information earlier and clearer on the timeline and steps of the process of planning their master project.

Measures: We arranged meetings with students shortly after feedback. Information on how to write their literature review and protocol were provided. In addition to lectures already given we uploaded some examples in Canvas. On the issue of how to find a topic we implemented several brainstorming sessions throughout the first semester to help students on this. In addition, we have completed a Project planning webpage with step-by-step information the students need from when they start with the process until when they finish. This information is in addition to the HELSAMs Master thesis webpage. We had shown a draft of this information to the 2021 class and received very good feedback. The information has been published in the webpage as a link in courses in semester 1.

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

- Ulike forhold knyttet til vurdering eller vurderingsordningen

ICH had no «tilsynssensorrapport» in 2021.

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

ICH had no external program evaluation in 2021.

4. Spesielle utfordringer knyttet til studieprogrammet siste år

Covid: Spring 2021 was yet another Covid semester with its uncertainties and no physical teaching, making it difficult for the students to get to know each other and get face to face contact with their fellow students, lecturers, supervisors, and administration (due to national and UIO infection control measures). For the 2021 class we were able to offer hybrid teaching, so that students who had arrived in Oslo could follow the teaching physically. We found this very useful, and we think it had a good impact on the psychosocial work environment and their mental wellbeing. This class seems to have adapted better and have less problems and frustrations. The 2020 class on the other hand, who had never met each other due to Covid restrictions, struggled a lot more in their first semester and first year. They reported that they would have wanted clearer and long-term information on how the semester would be, regarding digital teaching or not. Some of them left their family and jobs to come to Norway with the expectation that there would be physical teaching and possibility to meet fellow students and lecturers. Some had problems getting correct information regarding visa and quarantine during this period. Several struggled with coming as a fresh student to a foreign country where they did not know anyone and had very few possibilities to meet and get to know other students, so they struggled with loneliness. The pandemic also led to challenges related to different time zones for our international students which affected attendance in digital teaching and groupwork.

Covid and fieldwork: the restrictions regarding the pandemic posed a challenge for many of our students. Since fieldwork is one important component of our program, we urged our students plan for actual fieldwork when possible. Despite some efforts, some of our student had to wait for a period of time before they could travel aboard for fieldwork depending on Covid-19 situation in Norway and in the countries they travelled . Others

had to change their project to do a fieldwork in Norway or use secondary data / registry data.

Teaching assistants: played a good role in assisting the lecturers in the hybrid teaching in autumn 2021, but also helped the students with questions related to the subject, to inform the students about practical information and communicated students' questions to the administration. In addition, they really played a role in helping with digital group work as it was not easy for one teacher to answer all questions from everyone. Also, they gave feedback on the students work focusing on academic writing style.

Academic writing: we started up with an academic writing course in the first semester, where they learn about referencing and other. This was partly because of feedback from our students, but also something we saw necessary as our international students comes with different background on these issues.

Potlatch arranged by class 2021: students from both classes attended (2020 and 2021).

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

Applicants:

SFM: 106 applicants

UIOMaster: 131 applicants

NORPART: 2 applicants

Offers sent + offers accepted:

SFM: 35 offers + 23 accepted the offer + 18 started

UIOMaster: 19 offers (including supplementary offer) + 12 accepted the offer + 8 started

NORPART: 2 offers

NOTE: at the 2020 admission we sent out 45 offers to the SFM admission due to the earlier tendencies that about 50% accept the offer, but 41 (nearly all) accepted the offer. Therefore, we decided to give less offers on the SFM admission to also get seats for the UIOMaster admission.

Active students + dropouts:

SFM: 13 active students + 7 «trukket/sluttet» before start + 5 «inndratt» after start

UIOMaster: 6 active students + 4 «trukket/sluttet» before start + 2 «inndratt» after start

NORPART: 2 active students

NOTE: 2021 (as well as 2020) was not a normal year regarding admission and dropouts. In 2020 student applied while the world was not much impacted by the epidemic and by the time of admission in Autumn 2020, some who applied realized they could not manage due to lockdown hence decided to drop admission offer. For those who enrolled, the pandemic had made it more difficult to continue with studies making some request postponement of the admission due to many factors like difficulties with distance teaching situation, loneliness in a foreign country, situation at home and so on. We tried to support students from the SFM group who had financial difficulties due to lock down

and UiO provided financial support to them making it easy for most to continue with studies.

Exchange (fieldwork):

There is not much room for going for a semester exchange due to the structure of the program, but our students are encouraged to go for fieldwork outside Norway. Due to the pandemic this has been more difficult for the 2020 class, although some have managed to do fieldwork in their home country or in a third country.

How many finished their degree, and with what grade:

2021: 12 finished, grade 3 A's, 7 B's and 2 C's

NOTE: We still have students who are delayed, mostly due to the pandemic and difficulties doing fieldwork, or the need to change project and write a new project description over again as described earlier.

Studiebarometeret:

Too few answered so the numbers combined the answers for 2020 with 2021. We plan to encourage our students so that more of our students can participate. In most sections we seemed to be close to the average at UiO. We however need to work more on how our students can use this master in future vacancies, and which vacancies it fits to.