

Semesterkoordinators evalueringsrapport for masteruddannelsen i smertevidenskab 1. semester
<p>Årstal: 2021</p> <p>Semesterkoordinator/dato for udarbejdelse af rapport: 08-03-2021</p> <p>Antal afholdte styrings-/semestergruppemøder på semestret: 2</p> <p>Bilag vedhæftet: None</p> <p>(Referater fra semestergruppemøde skal kun vedhæftes, hvis de ikke tidligere er sendt til studienævn (studienævnsekretær). Semesterevalueringsrapport skal <u>ikke</u> vedhæftes.</p>
<p>Semestret generelt (bemærkninger til forberedelse/opstart, studie-/læringsmiljø, studerendes arbejdsindsats, deltagelse i styrings-/semestergruppemøder og semesterevaluering, administration, fysiske rammer m.m.)</p> <p>Only 50% (11 out of 21) of the students filled out the evaluation.</p> <p>This semester encountered new challenges and demands placed upon the curriculum and teachers as result of a very diverse group and interests, ranging from physiotherapy, nursing and physicians (including specialists). All of whom hold different expectations. Each module received critical appraisals of the content, the amount of literature (reading), and there does appear the need to trim topic areas that are less useful and introduce others.</p> <p>There were some positive feedback, such as the use of video feedback for giving in depth explanation on assigned reflection questions (exam-like questions). There is a general request for more feedback following the exams.</p> <p>This semester benefitted greatly from the semester meetings to the point where the meeting itself turned out as a teaching moment with heated debates and discussions about what was worth keeping in the curriculum and what was missing. The meetings showed that multidisciplinary perspectives are a path forward and group work could facilitate these perspectives in the future.</p> <p>Not written in the feedback but via personal communication about the semester start: The students really liked the welcome videos as a way to meet each other prior to the semester start however there were challenges for receiving the videos and uploading.</p>
<p>Projektmodul (bemærkninger til forløb af gruppedannelse, forløb af projektgruppearbejde, projektvejledning, sammenhæng mellem projektgruppearbejde og kursusmoduler, statusseminar, eksamen m.m.)</p> <p>NA</p>
<p>Kursusmoduler (bemærkninger til kursusmodulers forløb – forelæsninger, caseundervisning, klinik ophold og kliniske øvelser, sammenhæng/progression i/mellem forløb, forberedelse/opgaveløsning/øvelser, eksamen m.m.)</p>
<p>Module 1 (Definition, klassifikation og udredning af smerte)</p> <p>Module 1 received high proportion of high to very high ratings. There is still request for more feedback regarding exam performance (AP1). We ran mini-experiments where the students could explore the techniques for inducing pain and various ways to measure, however the number of students was much larger than in previous years making communication a challenge (AP2). There was reading material provided in Module 2 which was found very useful and as supports main topics – so this could help with satisfying all competencies and reducing the overall reading workload for this and Module 2 (AP3).</p> <p>Module 2: Medikamentel og non-medikamentel behandling af smerte</p> <p>Only half of the student did the written evaluation, thus the representation is low. However, the same topics were discussed at the semester meeting, where module coordinator participated with semester coordinator.</p> <p>This module is challenged by the fact that students' prerequisites and expectations are highly variable. Thus, some student find that more pharmacology or physiotherapy is needed and other think that too much pharmacology or physiotherapy is included (AP4). The advantage of this master is the multidisciplinary. However, due to the variable prerequisites regarding pharmacology it may be preferable to split students partly according to their background (AP5). Criticism on the acupuncture lectures both at the semester meeting and in the written evaluation and there was a request for more clinical lecturers (AP6)</p> <p>Module 3: Videnskabelige metoder og formidling af kliniske studier</p> <ul style="list-style-type: none"> • Generelt positive tilbagemeldinger på kurset, og tilfredshed med modulet. Dog er der både på spørgsmål om kommunikation med undervisere om aktiviteter og indhold samt spørgsmål om feedback 25% (2 studerende) som oplever at det gøres og håndteres i meget ringe grad. (AP7) • Der er flere kommentarer omkring kursets belastning, som vurderes at være stor. Det medfører visse uklarheder omkring den bagvedliggende litteratur i modulet (AP8).
<p>Action points/planlagte tiltag</p> <p>(Action points skal formuleres i punktform og så de kan læses ude af kontekst (f.eks. skal det oplyses, hvilket modul hvert punkt relaterer til)</p> <p>AP1) Videos of example questions and responses are in Moodle and there will be a post of old exams and answers available for the students prior to the exam next year. (Responsible: course-coordinator)</p> <p>AP2) There will be distributed a mini-protocol that will be reading material prior to arrival to the course. The protocol will outline in detail the instructions for mini-experiments. In this way, the students will be more prepared. (Responsible: course-coordinator)</p> <p>AP3) Align the literature between module 1 and 2 ((Responsible: course-coordinator)</p>

AP4) The acupuncture lecture will either be excluded from the lecture plan or redesigned in content
AP5) The variability and according different expectations could be met by including more group-based work in this module. The plan is to include more group-based work where students can be split up into groups according to their background/profession.
AP6) We will invite a clinical / medical doctor and pain specialist as lecturer as well.
AP7) Kursusansvarlig er opmærksom på at lave forventningsafstemning med de studerende ved kursus start med særligt fokus på feedback og kommunikation.
AP8): Litteraturen bliver inddelt i hvad der skal læses forud for seminaret, hvad der kan læses efter seminaret og hvad der er ekstra litteratur. (Ansvarlig kursuskoordinator)

Evt. andre kommentarer

Skriv her:

There should be a critical review of the curriculum topics and changes implemented.