

EMNERAPPORT

Emnekode: FYST333A	Semester:	Institutt:
Emnetittel: Musculoskeletal Disorders - Acute, subacute and intermittent conditions	Vår 2017	IGS
Emneansvarlig: Ingvill Fjell Naterstad	Godkjent i:	
Dato: 200217	Faggruppe for fysioterapivitenenskap v/ Målfrid Råheim 22.2.2017	

INNLEDNING:

- Oppfølging fra tidligere evalueringer:

Emnet ble godt evaluert av studentene våren 2016.

- Emnets læringsutbyttebeskrivelse:

Knowledge

- After completing the course, the students will:

- - have specialized knowledge about common musculoskeletal disorders presentation, etiology and their management
- - have thorough knowledge about the evidence-based model for evaluating quality of the scientific literature regarding examinations and treatments used by physiotherapists
- - be able to use their knowledge in new professional contexts
- - have knowledge about diagnose-specific principles of training and factors affecting compliance in common musculoskeletal disorders
- - have knowledge about the peripheral and central pathophysiology of pain and possible avenues for treatment by pharmacological and physiotherapeutic interventions
- - have knowledge about how musculoskeletal treatment guidelines are developed in the context of balancing between scientific, professional and financial perspectives.

Skills

- After completing the course, the students will:

- - be able to analyze scientific studies examining the effect of physiotherapy interventions in common musculoskeletal disorders.
- - be able to critically review the sources of information on musculoskeletal treatment effects and how they may be affected by confounding factors like professional preferences and financial conflicts of interest

General skills

- After completing the course, the students should be able to:
- - assess the quality and power of scientific evidence behind any treatment for musculoskeletal disorders
- - evaluate and discuss physiotherapy relevance against other approaches and treatments in areas of musculoskeletal disorders management.
- - identify gaps in the scientific literature where more knowledge is needed

STATISTIKK:

Mengde vurderingsmeldte studenter: 13	Mengde studenter møtt til eksamen: 13					
Karakterfordeling ->:	A:2	B:6	C:5	D:	E:	F:
Eller ->:	Bestått:			Ikke bestått:		

SAMMENDRAG AV STUDENTENE SIN EMNEEVALUERING (*hovedpunkt*):

- Studentenes vurderinger og tilbakemeldinger:

Comments on lectures on Monday:

There was an overall positive feedback of the lectures on Monday. The order of the lectures was changed in order to give better understanding, and this was regarded as a good choice by the students. The panel

discussion was given a very good feedback. Several students describe the lectures as "overall high quality lectures" and "High quality of academic content and lecturers". Several students thought that the lectures were easy to follow, "It is really dynamic and as it has lots of breaks you never feel tired. Good teachers." Several students remarked that the research was very interesting, updated, and that the lecturers seemed very well prepared. Two students remarked that the take home message to the clinic was good, and that the themes were relevant for clinical practice. One student suggested to open up for discussions after each lecture.

Comments on lectures on Tuesday:

The students thought that the lectures on pathology, inflammation and pharmacology were interesting, presented a lot of new information, and was relevant, fx.; "The teacher did it so well, you never get bored", "Very interesting and relevant!". A student expressed that the day consisted of three good lecturers, but due to the long hours it was difficult to keep up the concentration, and wanted a strict 45 minutes before 15 minutes break.

Comments on Wednesday:

Overall comments on Wednesday were good. The students thought the lectures had an overall nice content and structure. They thought the lecturers were good and easy to follow. Several students mentioned that the learning outcomes were clear. They expressed that the themes were relevant and interesting, based on evidence and actuality. "I liked the personal prompt given by the teachers." "Good to have the latest evidence!" "Bjordal – excellent lectures – relevant and nicely organized!" "I got a lot out of the critical reading of NSAIDs studies. I would love to learn more about this so that my ability to critical reading increases!"

One student wrote: "This is what gets the students hooked on research!"

Overall evaluation comments:

Several students would prefer to have the notes of the lectures available in advance of the course. Another suggestion was that some of the lectures could end at an earlier time – giving the students the possibility to discuss the lecture in more detail and summing up the evidence presented.

Overall there was a lot of good feedback on the quality of lectures given, fx.; "I think it is a really interesting and useful course. I liked the dynamic parts." "The quality of the content is very high, and as a student I greatly appreciate that the lecturer seems very well prepared and updated." "A lot of useful information, inspirational and specific. It is pleasant that you vary between who gives the lectures." "Great to have evidence presented by researchers."

- Faglærers kommentar: The comments from the students will be taken into consideration before the next course in this subject.

EMNEANSVARLIG SIN EVALUERING:

- Undervisnings- og vurderingsformer: Faget ble gjennomført med forelesninger, diskusjonspanel, seminar og skriftlig hjemmeeksamen. Diskusjonspanelet fungerte godt, og det er aktuelt å sette av mer tid til dette ved neste samling. Ved denne samlingen hadde samtlige forelesere mulighet for å være tilstede ved diskusjonspanelet, noe som gav oss en svært god mulighet til å diskutere bredt og samtidig gå i dybden på flere problemstillinger. En justering av timeplanen med implementering av endringene som ble gjennomført på mandagen bør gjøres før neste gjennomføring av kurset.
- Pensum: Pensum vurderes som tilfredsstillende, og knyttet til læringsutbytte og undervisning. Studentene brukte pensum aktivt for å besvare eksamen, i tillegg til å hente inn ytterligere informasjon ved hjelp av litteratursøk, som ønsket.
- Studieinformasjon: Studieinformasjon ble gitt på første dag i kurset. Informasjon om eksamen ble gitt innledningsvis og utfyllende informasjon ble gitt etter endt seminar.
- Karakterfordeling: Nivået på eksamen var gjennomgående høyt, og karakterene som ble gitt fordelte seg mellom A, B og C.
- Lokale og utstyr: Undervisningen ble holdt i Lungegården. Dette er et tilfredsstillende lokale, med noe utfordringer i forhold til plass/søyler. Med 31 deltakere på forelesningene, måtte studentene sitte svært nærme fremvisningslerretet, og enkelte hadde vansker med å se bilder som ble presentert.
- Endringer gjort underveis: Rekkefølgen på forelesningene på mandag ble endret for å gi rom for et diskusjonspanel etter gjennomføring av undervisning på et tema samlet. Dette fikk vi gode tilbakemeldinger på

fra studentene. På tirsdag flyttet vi forelesningene fra slutten av dagen frem, etter å ha vurdert at de var krevende teoretisk og at 3 påfølgende timer med forelesning i temaet ville være tungt for studentene. Innlevering av hjemmeksamen ble endret fra 27.01 til 01.02, da det ble vurdert at studentene hadde et høyt antall andre arbeidsoppgaver på samme tid.

MÅL FOR NESTE EVALUERINGSPERIODE - FORBEDRINGSTILTAK:

- Reorganisering av timeplanen
- Diskusjonspanel etter gjennomgang av større tema og mer tid til diskusjon generelt
- Mer tid til forberedelse av seminar, evt. gi studentene artiklene til seminaret på forhånd
- Vurdere å gi ut forelesningsnotater på forhånd