



Complex care needs and clinical nutrition DO0146, 40056.2526

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = do0146@slu.se, Josefin Söder och Karolina Enlund

Evaluation report

Evaluation period: 2026-05-31 - 2026-06-14

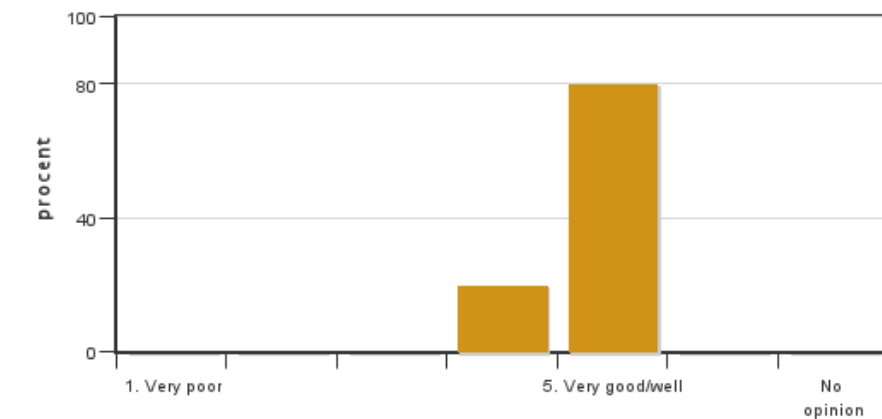
Answers 5

Number of students 8

Answer frequency 62 %

Mandatory standard questions

1. My overall impression of the course is:

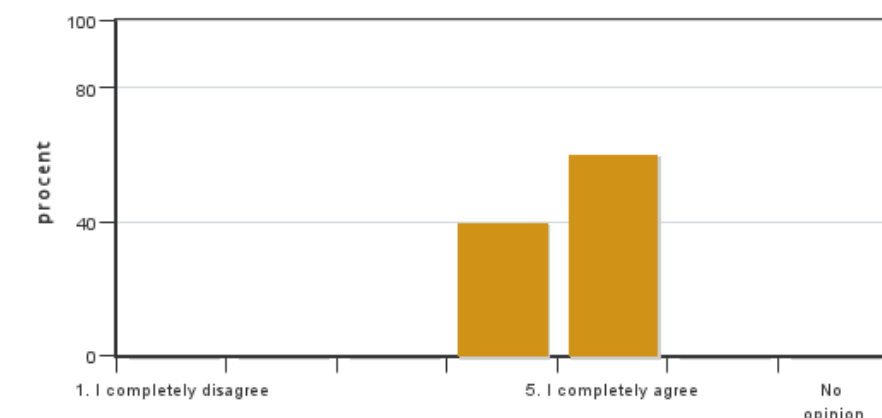


Answers: 5
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 4

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

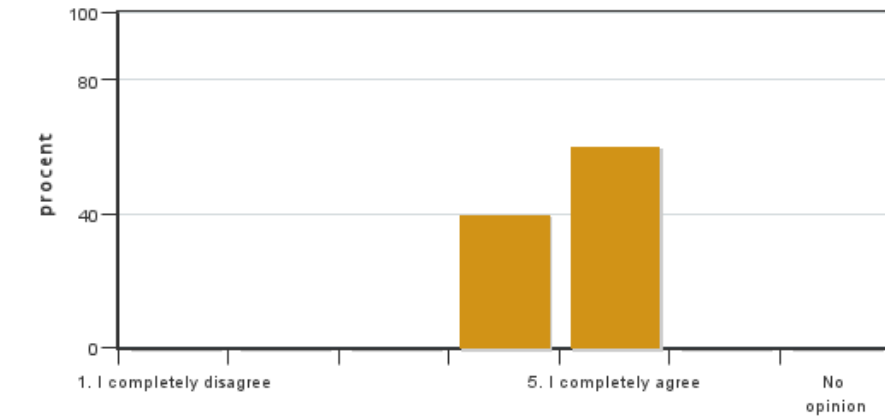


Answers: 5
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 3

No opinion: 0

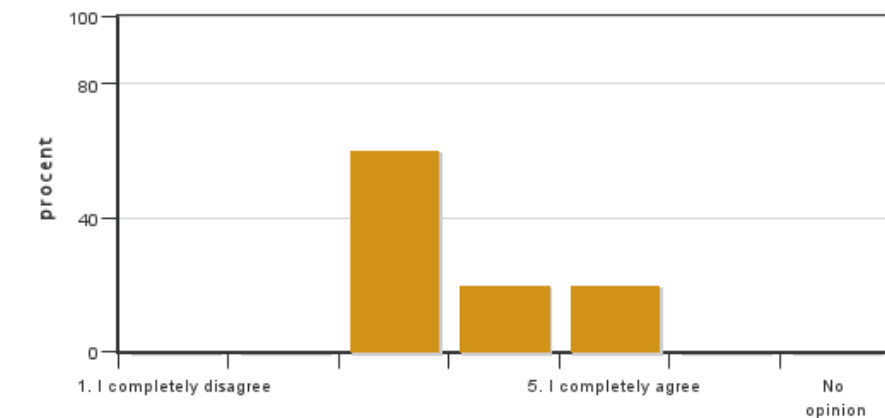
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 5
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 3
 No opinion: 0

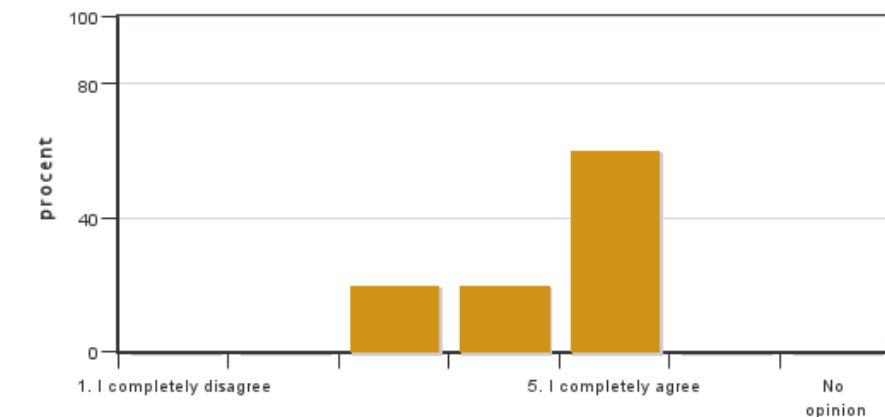
4. The information about the course was easily accessible.



Answers: 5
 Medel: 3,6
 Median: 3

1: 0
 2: 0
 3: 3
 4: 1
 5: 1
 No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 5
 Medel: 4,4
 Median: 5

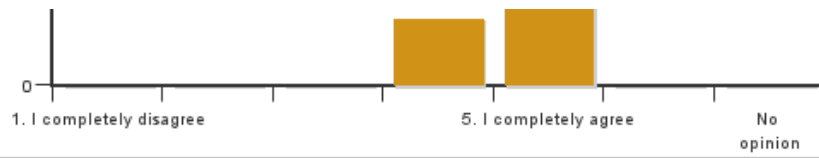
1: 0
 2: 0
 3: 1
 4: 1
 5: 3
 No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



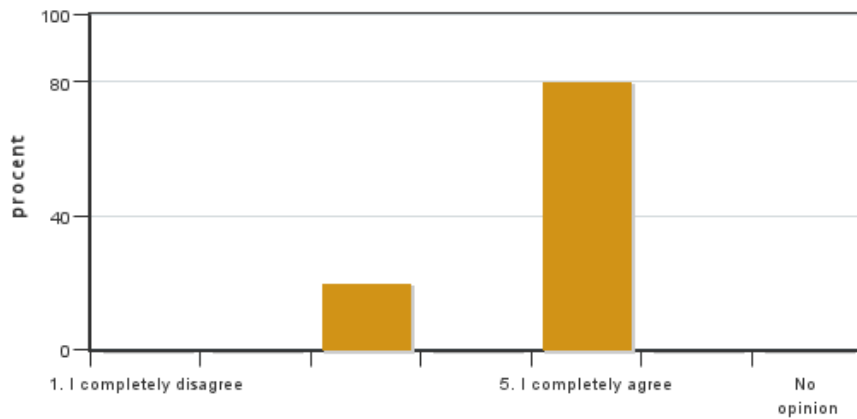
Answers: 5
 Medel: 4,8
 Median: 5

1: 0
 2: 0
 3: 0
 4: 1
 5: 4



No opinion: 0

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.

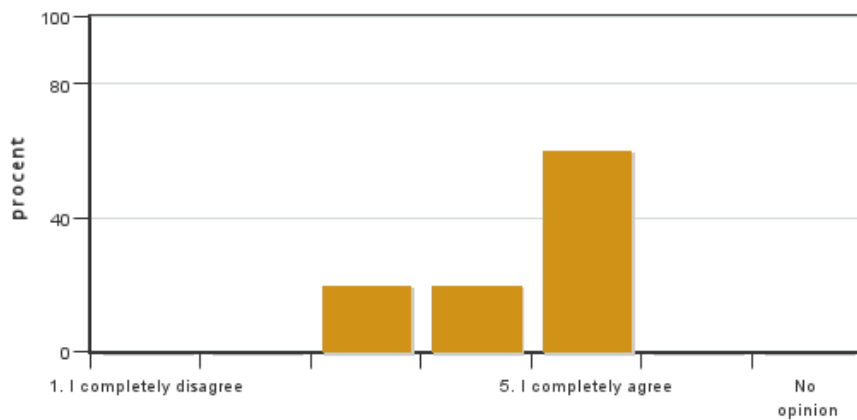


Answers: 5
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 4

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).

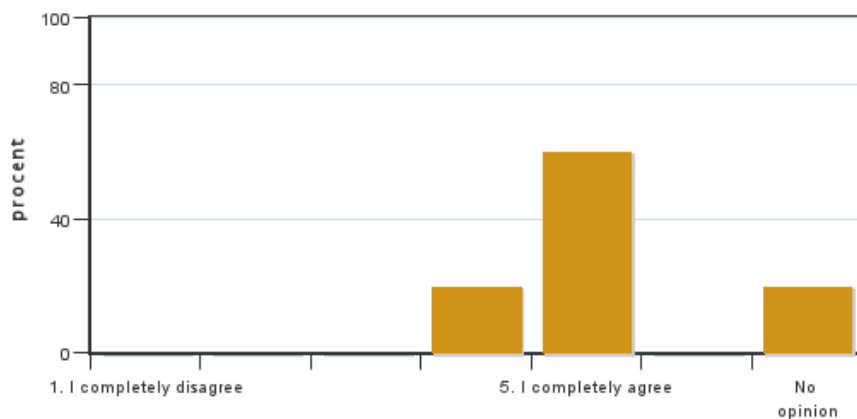


Answers: 5
Medel: 4,4
Median: 5

1: 0
2: 0
3: 1
4: 1
5: 3

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

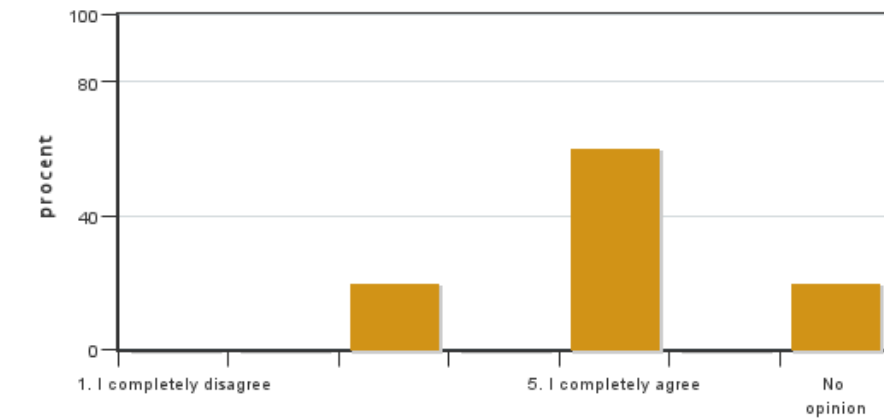


Answers: 5
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 3

No opinion: 1

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

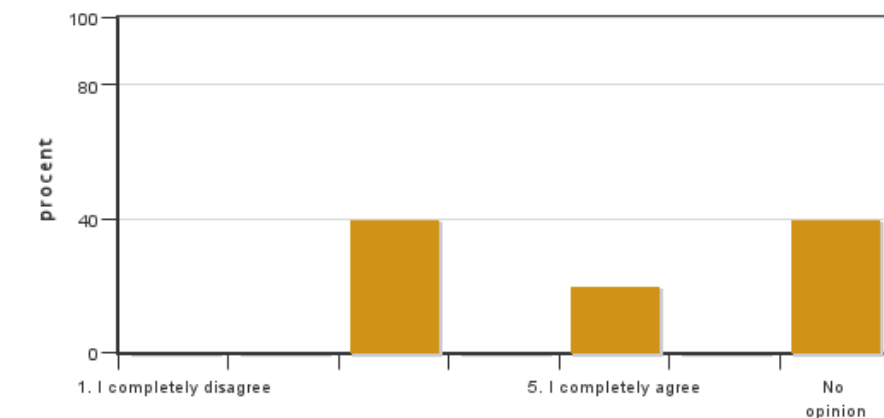


Answers: 5
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1
 4: 0
 5: 3

No opinion: 1

11. The course covered international perspectives.

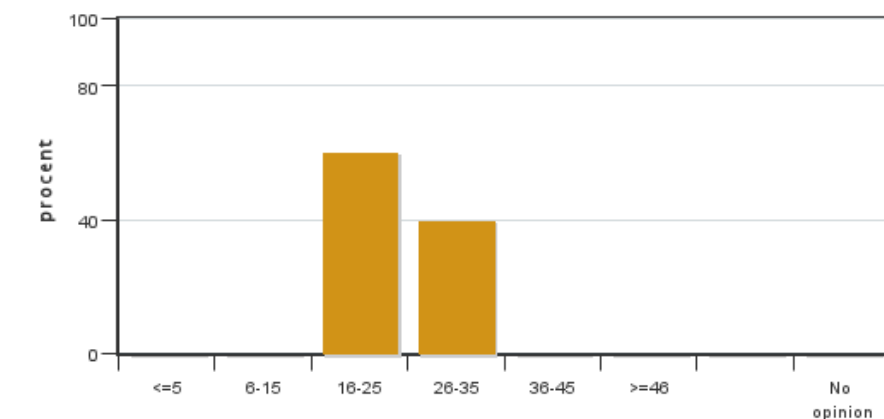


Answers: 5
 Medel: 3,7
 Median: 3

1: 0
 2: 0
 3: 2
 4: 0
 5: 1

No opinion: 2

12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 5
 Medel: 24,0
 Median: 16-25

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 2
 36-45: 0
 ≥46: 0

No opinion: 0

Course leaders comments

Summary of course evaluation by the course leaders, DO0146, 2026

Eight students were active in the course DO0146 in spring 2026, and five of them completed the written course evaluation (62%). Seven out of 8 students (87,5%) participated in the oral course evaluation. This course instance was the first time DO0146 was offered.

The students did not want to exclude any part of the course content; all aspects were considered useful, well-structured, and relevant, according to the feedback expressed during the oral course evaluation. The overall workload of the course was considered appropriate, although some students felt it could have been slightly more demanding. While the schedule initially appeared intensive, students reported that it worked well when followed as planned. On average, students spent 24 hours per week on the course. The social learning environment was

considered excellent (mean 4.6), and a continuous class chat on Canvas was suggested for next year to further facilitate student interaction.

The overall impression of the course was very positive (mean 4.8). The content was considered well aligned with the learning objectives (mean 4.6), and the students' prior knowledge was regarded as appropriate and sufficient. Information about the course could have been provided more clearly beforehand, but the information given during the course was considered sufficient, although some tasks could have been described in greater detail. The various course components supported learning (mean 4.4), and activities involving discussions with peer students, opponents, and teachers were particularly appreciated. Opinions regarding the Padlet activities varied, but all students recommended further developing their use, as was done in some parts of the course.

Several lectures were highlighted as particularly useful during the oral course evaluation, especially the lecture addressing diabetes mellitus. The lectures and practical exercises in periodontal disease (mean 4.3) and BCS/MCS assessments (mean 4.7) were highly appreciated. However, some material could have been distributed beforehand regarding periodontal disease, and more preparation time could have been provided for the articles on BCS/MCS assessments. The lectures in clinical nutrition were considered very good and useful (mean 4.4), as were the nutrition calculations (mean 4.4). A suggestion for next year was to include a refresher on manual calculations before beginning the calculation exercises and to allow slightly more time for final questions with the teacher. The inclusion of conditions such as obesity and diabetes mellitus in combination was highly valued. The human nursing perspectives introduced at the beginning of the course received mixed feedback; some students appreciated starting with a broader perspective, while others saw fewer connections to the course content (mean 3.6). However, the students highly appreciated the integration of quality improvement science from human nursing into the project work.

Opinions regarding the nursing seminar were somewhat divided (mean 3.6). Some students appreciated constructing their own cases, while others suggested that the teachers should prepare the cases for discussion. During the oral course evaluation, students suggested increasing the complexity of future cases by incorporating additional factors such as age (puppy or geriatric) and multiple concurrent conditions introduced as ad hoc "play cards" during the seminar. The seminar debating different trends was appreciated (mean 4.3), and students suggested including dental products in this seminar next year. The lecture and seminar on motivational interviewing were highly appreciated (mean 4.4), and the students provided clear and constructive suggestions for further improving both the seminar and its preparation for next year.

The level of the project work was considered appropriate for a master's-level course. Students appreciated the novelty of the quality improvement assignment and the incorporation of knowledge and tools from the field of human nursing. The lectures and supporting materials were also considered useful (mean 4.0). However, students requested more information beforehand regarding how to select a development aspect, what the final project product would be, and how AI should and should not be used in the project work.

Overall, the examinations provided a good opportunity for students to demonstrate what they had learned (mean 4.4), and the oral examination seminars were appreciated (mean 3.8). Some students valued the repetition and the opportunity to revise their work based on feedback received during the three seminars, while others felt that the examination seminars overlapped. We will investigate how these seminars can be improved for next year. Nevertheless, they served as an effective tool for assessing students' individual knowledge, as they generated in-depth discussions among presenters and opponents. Students requested more time for unassessed discussions during the project work, for example through written Canvas discussions or peer discussions via Zoom. The written plan of the project was also appreciated (mean 4.0), but the instructions in the study guide will be revised to make the template clearer and more user-friendly and to avoid overlap between sections. Students appreciated becoming familiar with the scientific methodology and tools of quality improvement, and the project work was considered valuable and relevant to professional veterinary nursing practice. During the oral course evaluation, students reported that they had gained confidence in conducting quality improvement projects and leading such initiatives in their workplaces.

Overall, the students were highly satisfied with the course and its content. During the oral course evaluation, the students expressed appreciation for the course leaders' organisation, support, and engagement throughout the course.

Many thanks for all your contributions during the course.

Sincerely,

The course leaders, Josefin and Karolina

Student representatives comments

Summary course evaluation DO0146

There was an oral course evaluation from which 7 out of 8 (87,5%) students attended and a written course evaluation which 5 out of 8 (62%) students answered. The answers of the written course examination are anonymous.

Overall questions

The overall assessment of the course is mostly excellent although the questions regarding accessibility of information and the question regarding international perspectives received good grades. Some comments from the students involved; spare information prior to the course, that some instructions were vague or confusing and a suggestion that a discussion page for students and teachers for questions and overall information could be provided. Some highlighting comments were; interesting course, creative tasks, sufficient information during the course and an engaging group of teachers and lecturers. The average time students spent on the course was 16-25 hours per week.

Additional questions

The additional questions (excluding the part about the QI project) were mostly excellent although 3 questions had good grades and 1 question had lower grades. The students have written a lot of comments both positive and suggestions for improvement. Most comments were positive. Some comments for improvement stated how time could be used more efficiently and how different instructions, tasks and practical training could be clearer to facilitate learning in a better way. The highlights from the course stated by the students were; diabetes mellitus lecture, BCS/MCS practices, periodontal disease, motivational interviewing, the debate in trends and clinical nutrition. Discussions, oppositions, working in pairs and formulating complex questions were stated to promote learning.

Questions regarding the QI project

The questions regarding the QI project received excellent grades. The level of the QI project was appropriate according to the students. The students have noted that they had no information regarding QI projects beforehand but are now confident in trying to perform QI projects in the future and state that they know what information they need to find for it. The lectures and information was according to the students necessary in order to perform this. Some points of improvement from the students include updated instructions, rearranging the written template and that it might be feasible with smaller discussion groups instead of three seminars hence a lot of repetition.