

COURSE REPORT

Course code: INTH321A/INTH921 Course title: Experimental epidemiology	Semester: Spring 2017	Department of Global Public Health and Primary Care
Course coordinator: Thorkild Tylleskär	Approved in: Programme Committee for Global Health Date: December 2017	

INTRODUCTION

Learning outcomes:

On completion of the course

the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:

Knowledge	Skills	General competence
<p>The student :</p> <ul style="list-style-type: none"> - demonstrates understanding of the principles of clinical and field trials, - explains the principles behind adjustment for repeated measurement of outcomes in the same individuals 	<p>The student is able to:</p> <ul style="list-style-type: none"> - contribute to the planning and conduct of clinical and field trials in accordance with the EU Directive 2001/20/EC on Good Clinical Practice and the highest ethical principles, including those reflected in Article 6 of the Treaty on the European Union, in the Charter of Fundamental Rights of the European Union and the Council of Europa's Convention on Human Rights and Biomedicine - assess and select relevant designs for clinical/field trials, - for both individually and community-randomized trials, conduct: sample size estimations, random allocation and blinding/masking - analyze clinical and field trial data-sets, also from community-randomized trials - identify interaction (in trials with stratified as well as un-stratified randomization) - identify and adjust for any confounding effect (mainly relevant for trials with limited sample size). 	<p>The student is able to:</p> <ul style="list-style-type: none"> - critically interpret published results from clinical/field trials - write a competitive research grant proposal for funding of a clinical/field trial.

STATISTICS INTH321A:

Number of students: 6	Number of students completing the course: 6					
Grade distribution ->	A: 0	B: 3	C: 3	D: 0	E: 0	F: 0
Or ->	Pass:			Fail:		

STATISTICS INTH921:

Number of students: 15	Number of students completing the course: 15					
Grade distribution ->	A: 2	B: 8	C: 5	D: 0	E: 0	F: 0
Or ->						

SUMMARY OF THE STUDENT EVALUATION:

2017 Course evaluation INTH321A & 921

First, we ask you to put in your overall rating of various aspects of the course (by circling the relevant score/rating where 1 means Poor and 5 means Excellent or 1=not useful, 5=very useful).

		Mean	Low	High
1. Relevance of the course (all in all)	4.65	3	5	
2. Quality of the teaching (all in all)	4.30	2	5	
3. Quality of lectures		4.10	2	5
4. How would you rate the usefulness of MittUiB?	4.79	4	5	
5. How did you find the daily assignments?	4.50	3	5	
6. How did you find the height measurement assignments?	4.05	3	5	
7. How did you find the group assignments (article and protocol)?		4.45	2	5
8. How was the recommended literature?	4.21	2	5	
9. Course management/administration	4.25	3	5	
10. How well did the course fulfil your expectations?	4.20	2	5	
11. Your overall evaluation of the course	4.35	3	5	

In the next section we ask you to provide us with suggestions on how we can improve the different aspects of the course.

12. How can we improve the relevance of the course?

- By adding more challenging daily assignments
- Too much focused on clinical trials, it should include other types of randomised trials
- If possible increase the duration, especially lab hours
- Make the students read the book or some literature before the course. Esp. if you're not into statistics yet.
- It is already very relevant but if the students have some datasets of their own they'll benefit on the go as far as their data analysis is concerned.
- To focus on advance statistical analysis, cluster randomised trial analysis
- Include community trials as well in a sufficient manner. The course almost depended on clinical trials while most students are not clinicians.
- The course should give weights to assumptions to be taken rather than a presentation of many items broken down into pieces.
- Add examples, lectures on community interventions.
- It is better to include public health problems
- Improve the content/revise the content

13. How can we improve the teaching?

- Invite guests who have the competency on the course
- Include seminars on some topics to be presented by students
- Make participatory lectures rather than more of presentations
- Go into randomization techniques and study designs in more detail
- Some of the things were not clear in the slides
- For me it was an excellent way of teaching
- Everyone was excellent as professor in the course. Should it be possible to move some PhD students in the subsequent teachings so that they don't forget what they learnt and apply the knowledge as they prepare for their defence, etc.
- It is very good
- Maybe you can make it more interactive, some of the lectures were like reading from slides
- I will suggest that some (few) parts of the course presented by a student (group of students) just to practice.
- Reduce number/frequency of home assignments
- Give students more articles to read for each concept taught in class
- The overall teaching was very good
- Teaching was good, but for videotaping a mic should be provided for questions from the class. It could not be heard.

14. How can we improve the administration?

- Very nice!!
- Nice
- Good
- Administration was very supportive and very helpful.
- How the exam will take place

15. How can we improve the overall learning experience?

- The afternoon lab sessions could be improved
- Time management, especially the afternoon sessions
- However, MittUiB at times had locked exams
- If few things are given for students to prepare and present
- Question lectures and more time for study
- PhDs should be mandated to teach this when they get back to their countries

- Again make it more participatory
- Work in practical exercises and give more time for that

16. How can we improve the use of group and daily assignments?

- Good
- It is ok but try to assign individuals to group based on their research experiences and the like
- In some home assignments, I perceived there may be some misunderstanding and only little flexibility in the way answers were interpreted and grade
- Give feedback on most common mistakes
- Readings were too much and almost impossible to do on top of the assignments and full days lectures
- Good
- The daily assignment is good, very good even but consider time
- Some group members once they know that the assignment will not add anything on the final exam they don't participate effectively in the group assignments. So don't tell whether it will contribute or not
- Group and daily assignments were very good and well organised
- Group work was very time consuming and also challenging due to language issues. Perhaps one group work or presentation earlier could be good.

17. What do you think should be changed/removed/added in order to make a better course/programme?

- Instead of going through the Stata commands (which could be read) I would find it more useful to go through the interpretation of the results
- I think all the elements of the course are very relevant
- Add other types of trials that may not be related to clinical aspects
- Extend the course to 4 weeks
- More emphasis on the interpretation and meaning of some statistical outputs, even by assignments
- Add statistics more
- Answers of Stata exercises should be uploaded on the MittUiB
- Minimise lecturing too much of broken pieces and concentrate on scientific bases and reasoning so that participants understand more of concepts
- Most of lectures were focused on clinical trials but for who any going to do community intervention?
- Pharma cut/remove
- Avoid repetitions

18. Other comments?

- I am really happy with the course and I have got a lot
- Course arrangement should be modified, especially course material, ppt. It is not well organised and not in order of relevance
- I consider the course was overall very good. It encourages students to develop analytical skills, and abilities to critically appraise RCTs, as well as main principles to design with high quality standards, randomised clinical trials
- Some techno problems with MittUiB
- Making exams open book might help to focus on concepts rather than memorizing
- Course was very useful. Overdose for those without prior trial experience
- The admission purpose was not clear to me

19. Anyone you would like to give extra praise to? Motivate!

- I think Pro Thorkild was exceptionally motivating and clear in his lectures. I enjoyed them immensely.
- All facilitators
- All lecturers => EXCELLENT!
- Excellent team. All of you are amazing.
- The course coordinator! Really was good!
- To course coordinator and all staff who teach experimental epidemiology
- Everybody was excellent – in their teaching and sharing their experience!
- Height exercise, peanut butter exercise were very nice it made it easier
- All the software exercises were very exciting also
- I appreciate Prof Thorkild for presenting most practical aspects