

Course code: INTH302

Course title: Epidemiology

Semester:
Autumn 2017

Department:
Centre for international health, Department of global public health and primary care

Course coordinators:
Cecilie Svanes and Hallgeir Kismul

Approved in:

Date:

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:

<i>Knowledge</i>	<i>Skills</i>	<i>General competence</i>
The student is able to: <ul style="list-style-type: none">- describe basic epidemiological concepts and epidemiological study designs- discuss how bias and confounding may influence research results- discuss causality in epidemiological studies	The student is able to: <ul style="list-style-type: none">- plan an epidemiologic study, under supervision- measure disease occurrence- measure risk associations- recognize how confounders are accounted for in analysis- justify and explain choices of different epidemiological research designs	The student is able to critically evaluate and interpret results from epidemiological research presented in scientific and popular media

statistics:

Number of students: 35

Number of students completing the course: 35

Grade distribution ->:

Or ->:

A: 8

B: 20

C: 5

D: 1

E: 1

F: 0

Pass:

Fail:

summary of the STUDENT Evaluation (main points):

- **Practical implementation** The students found the course to be well administrated. Mitt UiB was assessed to be a useful platform, ensuring good communication between students and course coordinators. Rooms allocated for group work were unsuitable.
- **Students' evaluations and feedback** Students overall evaluation of the course was reasonably good 3-4 (scale 1-5). Their response to the quality of the lectures varied from very good to satisfactory. They were very content with the online learning tool EpiVille and the recommended literature. There were very different opinions about the group work. In groups the students used the Strobe Statement to review epidemiological articles with some students finding this too difficult. Most students found EpiVille suitable for group work, while others would have preferred to work individually with this tool. The course content is comprehensive and most students thought that the course should have been longer. They were satisfied with the lecturer and particularly content with Catherine Schwinger and Hallgeir Kismul

Course coordinators evaluation:

- **Teaching and assessment methods:** The course consists of too many traditional lectures and a better system for interactive learning needs to be developed. Instead of having daily lectures from 08 30 to 12 00, this should be split, starting with a 45 minutes lecture followed by a session with individual student work supervised by the lecturer. Possibly, the number of lecturers should be reduced. The use of Mitt Uib could be better utilised by for example uploading more learning material and using it more extensively for submission of student group work.

- Curriculum: The curriculum is found to be appropriate
- Information and documentation: Mitt UiB is a good tool for information sharing and documentation.
- Grade distribution: Generally, there were many students who appeared to have a high level of understanding, in agreement with the grade distribution.
- Localities/equipment: The locations are inappropriate with the auditorium not fitting for interactive teaching/group work while the rooms allocated for group were unsuitable.
- Field trip (if relevant): not relevant
- Changes done during the course: none

Goals and objectives for next evaluation period improvements to be made:

More time The course in statistics HELSTA should be moved so that the epidemiology course is given 3 full weeks. If this is impossible, the course content should be reduced. The course structure should be modified in order to facilitate more interactive learning. The group work sessions need to be better organized and only elements from the STROBE statement should be used. The course should be organized in way that it better allows for students preparations before the lectures. Epiville can be used as a tool for students preparation. The teacher ought to provide their Power point presentations before the lectures.

COURSE REPORT

Course code: INTH321A/INTH921	Semester: Spring 2017	Department of Global Public Health and Primary Care
Course title: Experimental epidemiology		
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