

# Epidemiology Fall 2018, 7.5 /10 credits

Epidemiology (HT18)

Resultat på utvärdering

Startade: den 28 november 2018

Avslutad: den 15 december 2018

Svarsfrekvens: 79% ( 31 / 39 )

# Epidemiology Fall 2018,

## 7.5 /10 credits

Hi guys! Thank you all for these intense but at least for me very enjoyable month together! When you complete the course evaluation, please be as comprehensive and frank as possible; the course evaluation is the most important tool for me to improve the course for next year. Since most questions in the evaluation refer to the expected learning outcomes of the course, I attach them here. Let your voice be heard, and let it echo into eternity! :) Per Expected learning outcomes

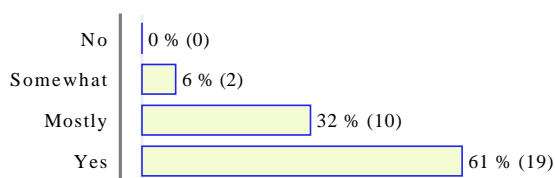
**Knowledge and understanding**  
After this course the student is expected to: Explain, assess and discuss basic concept and theory within epidemiology, such as causality, bias, confounding and effect modification Assess and discuss strengths and weaknesses with different epidemiological study designs and methods for data collection Exemplify and describe applications of epidemiology in research and practice

**Skills and Abilities**  
After this course the student is expected to: Conduct independent calculations and interpretations of measures of disease frequency, effect, confounding and effect modification Apply and interpret epidemiological data analysis to address research questions Critically assess and synthesize epidemiological research Communicate epidemiological results in academic writing Judgement and approach

After this course the student is expected to: Compare and evaluate epidemiological methods to approach problems within research and practice, and in this context identify and handle sources of bias and confounding Demonstrate insight in ethical, philosophical and societal aspects of epidemiology, and in its possibilities and limitations as a scientific discipline

Kurs/grupp-frågor:

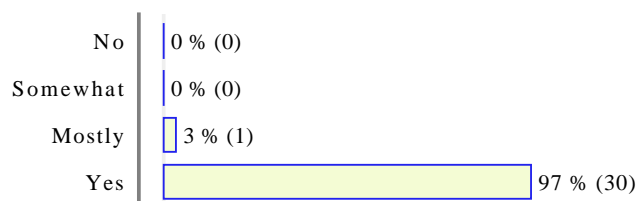
### 1. Do you think you have been given the opportunity to achieve the learning outcomes for the course?



Antal svar: 31

Viktat genomsnitt: 3,55

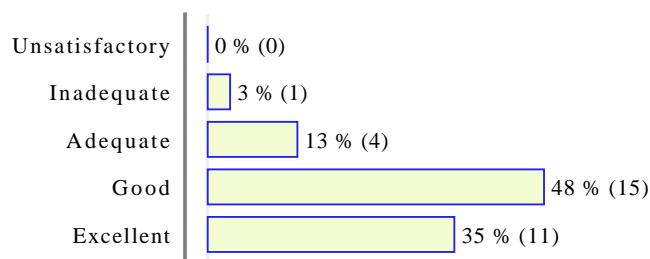
### 2. Do you think that all students on the course have been given the same opportunity to pursue studies on equal terms, regardless of gender, ethnicity, religion or belief, disability, sexual orientation, gender identity or age?



Antal svar: 31

Viktat genomsnitt: 3,97

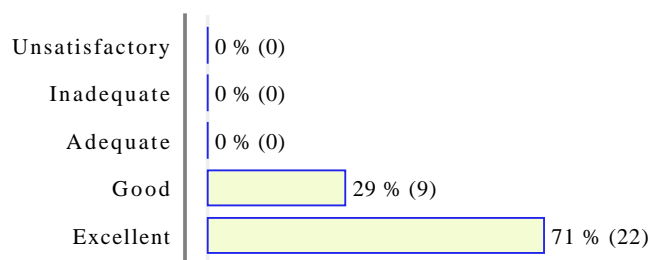
### 3. To what extent did the structure/implementation of the course help you to achieve the learning outcomes?



Antal svar: 31

Viktat genomsnitt: 4,16

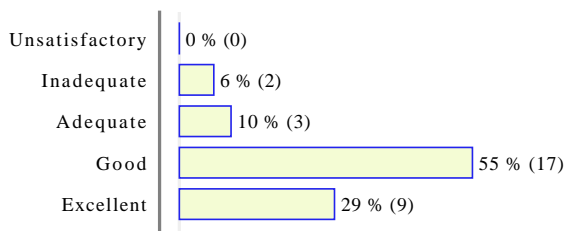
### 4. How would you assess the way you have been treated in general as a student during the course?



Antal svar: 31

Viktat genomsnitt: 4,71

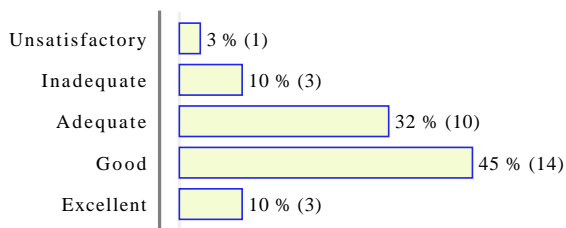
## 5. How do you evaluate your learning process during the course?



Antal svar: 31

Viktat genomsnitt: 4,06

## 6. How did the examination reflect the expected learning outcomes and the content in the course?



Antal svar: 31

Viktat genomsnitt: 3,48

## 7. Mention the most useful aspect of the course.

- the instructors are very good and make the learning process fun especially per very good teacher
- Enthusiastic teachers were like a breath of fresh air during these cold times
- Really good exercises during the course, for improving understanding. Stata lessons were very good with the answers on the sheet.
- It was a good variation of theoretical and practical sessions. I really like the way Per communicates and teaches because it was so relaxed and he was really there for us to understand.
- Learning new
- The organizing and being able to ask about anything I may not have understood
- We learnt so much in so little time. The course was well organised. Per managed to brighten up even the most dreary of November days while bombarding us with a lot of new information at the same time. I would like to thank him for his effort. This course opened a whole new world to me regarding quantitative research and it equipped me with the knowledge to understand different research designs and what their results mean. It also made me more discerning of what is a good design and what is not.
- enjoying lectures as it was well organized
- stata data analysis
- Practice with stata
- I found the course very useful, all the aspects were intertwined.
- Lectures were very well structured. Really appreciated the group exercises (could have had even more of them!) as well as the computer labs. Overall a very useful course.
- Excellent, engaged teachers, good spread of topics and mix of lectures and seminars.
- After this epidemiology course, I understand more about different types of study design and research in general.
- Practical sessions
- Well-organised. Teacher is energetic.
- This course will be useful after my studies in research such as how to measure the disease occurrence and association
- The computer sessions were one of the most useful aspects as we will need them throughout our career and it was very well structured which made me eager to come down to all the classes even in the gloomiest and darkest weather.
- Stata activities
- The practical aspect was very useful.
- Stata sessions and group works
- Lectures
- Group discussions and spontaneous lectures
- Interpretations of linear and logistic regressions
- Lectures and stata sessions

Antal svar : 25

## 8. Please give some advice how to further develop the course and give us other reflections you might have.

- More practice exercises
- It is a bit unpractical to have the exam so long after the main course but understandable why it is done this way.
- To have the examination closer to the course.
- Need more time
- It would have been helpful to have an extra week of epidemiology. Perhaps the time dedicated to global public health was excessive as it is not as intense as epidemiology. So my suggestion would be to shorten GPH by a week and extend Epidemiology by the same amount.

On another note, it is hard to rate the examination in this survey when we still have not had it!

- keep up the good work
- a few more more stata practice sessions
- It would be nice if the schedule can be re-arranged in such a way that exmas come after lectures, just as the other courses.

The lecture on stata introduction should be done in computer lab.

Note: question 6 requires an answer before submission, but we have not written the exmas yet! kindly ignore the score coz I just marked to be able to submit (smiling).

- Shorten the global health course in order to finish the epidemiology course before Christmas. Having another course in between + Christmas holidays before the exam is a bit stressful, as you feel that you cannot let go of the epi-course and fully concentrate on the qualitative course. It's ok to have the assignment after Christmas and New Years', because enough time is allocated to it, but one will have to study for the exam during the holidays.
- Maybe not have to supper crammed days. 5 days a week for 6 hrs is quite intense.
- Adding some ( extra ) home exercises and questions for each topics to be answered (not necessary to be obligatory but it will help those who need more practice ) especially if these questions be as the same pattern to the final exam questions.

Change the exam and home assignment dates .the exam should be 20 Jan . and the home assignment should be 10 Jan. That will be very helpful especially to the international students.

adding at the end of each lecture one slide or more summarizing the important points and showing what we should memorized .That will help us to focus on the critical topics .

Thanks for all the teachers efforts.

- Some lectures are very long, teachers should recap important points at the end, so students can study the necessary parts.
- I liked the teaching methodology, the class was really interactive and fun.
- 1. If we had some more of those calculation exercises regarding the measures of effects and standerdization.
- Bring more article discussions during the classes to exemplify the content
- More practical exercise will be useful to help students internalize the concepts of the topic concern.
- The course may need more time of study allocated
- more group discussion about regression models and different studies like cohort, cross-sectional and case-control
- i was expecting to learn about calculation of sample size. What happened?
- Let the exam come directly after the course.

Antal svar : 20

## **Course coordinator's reflection on the course and on student evaluation, 2019-02-26**

The course went smoothly and was appreciated by the students, which was also the impression from my time with the students during the course and from the oral evaluations that are part of weekly open discussion sessions. The students particularly highlighted the interaction with the teachers and the practical sessions as valuable.

One structural change from last year is that the written exam was taken after 6 weeks after finishing the course, with another course completed in-between as well as a winter break. As reflected in the written course evaluation, in the oral evaluations during the course and also in the post-examination oral evaluation in February 2019, this was perceived as very inconvenient for the students and made it challenging to study for the written exam. The reasons for this arrangement were external reasons in the light of the other courses on the fall semester rather than motivated from the point of view of this specific course. In light of this critique, we are planning to arrange for upcoming epidemiology course 2019 so that the written exam is indeed taken in conjunction with the teaching weeks of the course. A risk with this change is that the students will get less effective time to study for the exam, which will be taken into consideration in the planning of next year's course, and will likely necessitate having less in-class sessions during the last week.

Another issue that is recurrent on the course is that they would like to have more time to study during the course, but at the same time more (practical) sessions. With the given ELOs, this creates a bit of dilemma. For the 2018 course I shifted some sessions from lectures to new practical exercises, which turned out well and could be a further move. More time on the course (e.g. moving one week from the less intense Global Public Health course, as suggested by some students) is difficult to implement in practice since the course is given also as a 7.5 credit course and need to conform to the dates for course start/end at other parts of the university. As noted above, with earlier placement of the written exam, this issue needs special consideration in the end of the course.

The written exam was evaluated orally in a separate session in February 2019. The students appreciated the exam as it covered what they expected and also was targeting deeper understanding of epidemiological issues. The requested that the grading of the exam questions are explicitly stated in the exam. I am not sure this is a good idea, since in some cases it can lead them to answers, and also that some grading need to be modified in the light of unexpected answers to complex questions.

Course coordinator

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