

PART B. REQUIRED COURSE FORM

Course title:	Clinical Epidemiology
Sponsoring department or unit:	School of Public Health, Dept of Epidemiology; School of Medicine, Multiple Departments
Name of course director:	Josef Coresh, M.D., Ph.D.; Frederick L. Brancati, M.D., MHS; Leon Gordis, M.D., DrPH

List all organizational units (e.g., physiology department, nursing school, library), including the lead department, with ongoing involvement in the course, and the number of instructional staff from each such unit:

Organizational Unit	Number of Teaching Staff Involved
School of Public Health	5*
School of Medicine	16

*Most of the faculty have joint appointments in the School of Medicine and the School of Public Health.

Course Objectives

Are there written objectives for the course? (check)

Yes	√	No	
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Briefly summarize the objectives/content areas covered in the course.

- Knowledge of basics of epidemiologic methods and study design (cross-sectional, case-control, cohort studies, and randomized clinical trials)*
- Knowledge of basic statistical principles and methods used in the medical literature*
- Applications of epidemiology and biostatistics to clinical medicine and clinical investigation*
- To be able to review published medical papers critically and assess the validity of their design and inferences*
- Understand the place of epidemiology and biostatistics in clinical medicine and clinical investigation and how they are used for:*
 - o identifying causes of disease in order to develop preventive methods*
 - o identifying populations at high risk for particular diseases,*
 - o evaluating new drugs and other therapeutic modalities*
 - o screening and early disease detection*
 - o appreciating the value of prevention and evidenced-based medicine*

Preparation for Teaching

If graduate students, postdoctoral fellows in the biomedical sciences, or residents teach in the course (as lecturers, small group facilitators, laboratory instructors), describe how they are informed about the course objectives and prepared for their teaching role.

A highly qualified pre-doctoral or post-doctoral teaching assistant is employed to provide daily office hours/review sessions and assist students who need additional help in the course.

If the entire course is taught at more than one site (e.g., at geographically separate campuses), describe how faculty members at all sites are oriented to the objectives and grading system.

Not applicable.

Student Evaluation

If NBME subject (shelf) examinations are used, give the mean scores for the last three classes:

Not applicable.

Year:			
Score:			

Check all the formats that are used in examinations or other evaluations that students must take in order to pass the course:

X	Multiple-choice, true/false, matching questions		Laboratory practical items
	Fill-in, short answer questions	X	Problem-solving exercises
	Essay questions or papers		Presentations
	Oral exams		Other (describe)

Briefly describe any formative assessment activities (practice exams, quizzes, etc.)

Small group discussions and related problem sets.

Clinical correlations.

Midterm examination.

Final examination

Is there a narrative evaluation submitted in addition to the course grade? (check)

Yes		No	X
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Course Outcomes/Evaluation

Comment on the adequacy of faculty and other resources to teach the course (e.g., educational space, computer hardware and software, support personnel).

The faculty who participate in this course are outstanding. The educational space is adequate for our needs. The computer systems are fine; however we do not use them intensively in this course. There are a large number of outstanding faculty engaged in clinical research who volunteer their time for this course and serve as excellent mentors to the students.

Provide a summary of student feedback on the course (and any other available evaluation data) for the past two years. If the course is new or significantly revised, provide evaluation data for the new version of the course only. If problems have been identified by student evaluations or other data, describe how they are being addressed.

Summary of student evaluations (“Overall assessment of the course”):

YEAR	Excellent	Good	Fair	Poor	N
2004	28%	49%	21%	2%	117
2003	26%	45%	25%	3%	97

Identify major successes in the course and problems to be overcome.

Successes:

- We have been extremely successful in motivating students and getting them to understand and appreciate epidemiology as the basic science of clinical research
- We have also been extremely successful in recruiting high-profile guest speakers to lecture in this course (regular lecturers include DA Henderson, Al Sommer, and Jon Samet)
- The laboratory exercises have worked well

Problems to overcome:

- It would be helpful to work more with the existing school of medicine curriculum to reinforce these concepts throughout the training of the students