

Al-Farabi Kazakh National University  
Faculty Medicine and Health Care  
Education program on specialty:  
«8D101 Medicine»

**PROGRAM OF THE FINAL EXAM IN DISCIPLINE  
OF COURSE “MODERN EPI METHODS IN MEDICINE”**

3 credits

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**TMC OF COURSE IS CONFIRMED**

**On Academic Council of Medicine and Public Care Faculty**

Protocol N , .

Reviewed and recommended at the meeting of Epidemiology,  
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**Recommended by the faculty methodical bureau**

« 04 » 09 2019., *Protocol N 1*

Almaty, 2019

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**PROGRAM**  
**OF THE FINAL EXAM ON COURSE “MODERN EPI METHODS IN**  
**MEDICINE”**  
3 credits

Study topics for the exam: The final exam will be in writing form. The thematic content covers all types of work: topics of lectures and seminars, as well as assignments for independent work of master's students.

Outcome of learning:

It is necessary for masters to repeat the main theoretical content of the course, terminology and methods in preparation for the exam.

Based on the results of studying the course, the master's student should be able to:

- Define the main content of modern epidemiological research methods (observational, interventional; descriptive, analytical and experimental);
- Explain the main characteristics of modern epidemiologic studies, benefits and limitations;
- Confirmed using of modern epidemiologic studies for solving of Clinical Medicine and Public Health issues;
- Classify modern epidemiologic studies on criteria (research question, role of the investigator, data collection, type of data, study setting and standard classification)
- Interpret level of measures of association between exposure and outcomes (OR, RR, AR, PAR);
- Prove results of epidemiologic studies;
- Analyze validity of measures of associations between exposure and outcome;
- Know and prove using of epidemiologic studies for solving clinical problem.

**List of examination items for a preparation to exam**

Module I. Introduction to modern epidemiologic studies.

Class 1. Definitions and relationship of Epidemiology and Clinical Epidemiology. Quantitative and Qualified Epidemiology.

Content. Epidemiology is the study of frequency and determinants related with diseases that are distributed in specific group of population. In recent years epidemiology has become an increasingly important approach in both public health and clinical practice. Epidemiology is the basic science of disease prevention and plays major roles in the development and evaluation of public policy as well as in social and legal arenas. Clinical

Epidemiology studies using of epidemiologic studies in Medicine. So Epidemiology and Clinical Epidemiology have close relationship for solving problem of People's health. Quantitative and Qualified Epidemiology.

Class 2. Classification of Epidemiologic studies, using of systematization criteria. Observational research. General information of descriptive methods, general information: case study, case reports, case series.

Content. Epidemiologic studies divide to observational and interventional. Observational studies can be descriptive and analytical. Descriptive studies identify patterns among cases and in populations by time, place and person. From these observations, epidemiologists develop hypotheses about the causes of these patterns and about the factors that increase risk of disease. Descriptive research answer what, when, where, when and how questions, but not why and how questions. Hypothesis is formed on base of descriptive study. A descriptive research design use a wide variety of quantitative and qualitative methods to investigate one or more variables. The researcher observes and measures variables related with disease and outcomes of them. In other words, epidemiologists can use descriptive epidemiology to generate hypotheses.

Class 3. Descriptive studies: ecological and cross-sectional studies. Estimation of advantages and disadvantages. Using in Medicine. Measurement of associations.

Content. An ecological study design is used to monitor population health, make large-scale comparisons, to study the relationship between population-level exposure to risk factors and disease, or in order to look at the contextual effect of risk factors on the population. In a cross-sectional study, the investigator measures the outcome and the exposures in the study participants at the same time on the inclusion and exclusion criteria set for the study. The investigator follows the study to assess the exposure and the outcomes.

Class 4. Design and Planning of an epidemiological study: problem definition, scientific justification, protocol, design, measurement of associations of exposure to risk factors and disease outcomes, the effect of confounding factors and conclusion.

Content. There are basic principles and practical issues in designing and planning epidemiological studies. good epidemiological study relies basically on planning, and planning and planning again. And planning refers to thinking ahead, to ensure that the study is probability capable of answering to the research question and predicting all things that can happen to bias the study – we must consider all issues from conceptual framework in which the study is based on, objectives, data collection and analysis and how those elements contribute to achieve the objectives of the study. The place to start doing this is the research protocol.

Class 5. Overview of observational descriptive studies. Estimation of advantages and disadvantages. Choosing and using in Clinical Practice.

Content. Descriptive study is one that is designed to describe the distribution of one or more variables, without regard to any causal or other hypothesis. Descriptive studies can be of several types, namely, case reports, case series, cross-sectional studies, and

ecological studies. In the first three of these, data are collected on individuals, whereas the last one uses aggregated data for groups.

**Class 6. Analytical studies. Case-control study: strength and limitations, measure association, using in Medicine. Practical work: analysis of case- control study using scientific articles from websites as an example.**

**Content.** Analytic studies are then undertaken to test specific hypotheses. Samples of subjects are identified and information about exposure status and outcome is collected. The essence of an analytic study is that groups of subjects are compared in order to estimate the magnitude of association between exposures and outcomes. Case-control study.

**Class 7. Analytical studies. Cohort study: strength and limitations, measure association, using in Medicine. Practical work: analysis of case- control study using scientific articles from websites as an example.**

**Content.** Analytic studies are then undertaken to test specific hypotheses. Samples of subjects are identified and information about exposure status and outcome is collected. The essence of an analytic study is that groups of subjects are compared in order to estimate the magnitude of association between exposures and outcomes. Cohort study.

**Class 8. Evaluation and measurement of the occurrence of diseases. Measurement of expose in studies: RR, OR, AR, AR%, PAR, PAR%. Practical work using scientific articles from websites as an example.**

**Content.** Summary measures of population health are measures that combine information on mortality and non-fatal health outcomes to represent the health of a particular population as a single number. A wide array of summary measures have been proposed (for example, active life expectancy, disability-free life expectancy, dementia-free life expectancy, disabilityadjusted life expectancy, health-adjusted life expectancy, healthy life-years, Years of Healthy Life, disability-adjusted life years, etc.). On the basis of a simple survivorship curve, these measures can be divided broadly into two families: health expectancies and health gaps.

**Class 9. Exposure or outcome. Measurement of expose in studies: RR, OR, AR. Practical work using scientific articles from websites as an example.**

**Content.** The term “exposure” can be applied to the primary explanatory variable of interest and to other variables that may be associated with the outcome, such as confounders or effect modifiers, which also must be addressed in the analysis of the primary outcome.

**Class 10. Bias and confounding factors in studies. Practical work using scientific articles from websites as an example.**

**Content.** Bias may be defined as any systematic error in an epidemiological study that results in an incorrect estimate of the true effect of an exposure on the outcome of interest. Bias results from systematic errors in the research methodology. More than 50 types of bias have been identified in epidemiological studies, but for simplicity they can

be broadly grouped into two categories: information bias and selection bias. Confounding provides an alternative explanation for an association between an exposure (X) and an outcome. It occurs when an observed association is in fact distorted because the exposure is also correlated with another risk factor (Y). This risk factor Y is also associated with the outcome, but independently of the exposure under investigation, X. As a consequence, the estimated association is not that same as the true effect of exposure X on the outcome.

### Module III. Experimental studies

Class 11. Experimental studies. Randomized controlled trial and non-randomized trial. Stratified, crossover, factorial design and group randomization. Strength and limitations. Practical work using scientific articles from websites as an example.

Content. Experimental studies are studies in which the investigator artificially manipulates study factors or subjects, such as therapeutic regimen, or some other parameter. An experimental study is the preferred means of hypothesis testing in most laboratory settings, and relevant methods are subject to continuing improvements. Types of experimental studies are randomized and non-randomized trials.

Class 12. Design of clinical trials (phases, safety and effectiveness of drugs). Algorithm of clinical trial.

Content. Clinical trials for drug development are classically divided into four phases: I to IV. After preclinical study in the laboratory, a drug is generally first tested in humans in Phase I trials that generate key safety and pharmacokinetic and pharmacodynamic data for small numbers of participants. Phase I trials are generally dose-finding trials that might aim to establish the maximally tolerated dose for adults or identify the dosing for children that yields exposure equivalent to that of adults. Phase II trials confirm safety and explore efficacy to facilitate decisions about further development. Phase III trials are pivotal trials that confirm safety and establish efficacy among a larger number of participants; Phase III data are generally required for regulatory approval of a new drug for adults. Phase IV trials generate data on long-term safety and/or efficacy for a new drug after it has been licensed in real-world conditions across different populations.

Class 13. Diagnostic and screening tests. Sensitivity and specificity of tests.

Content. A diagnostic test is used to determine the presence or absence of a disease when a subject shows signs or symptoms of the disease. A screening test identifies asymptomatic individuals who may have the disease. The diagnostic test is performed after a positive screening test to establish a definitive diagnosis.

The probability of having the disease, given the results of a test, is called the predictive value of the test. Positive predictive value is the probability that a patient with a positive (abnormal) test result actually has the disease. Negative predictive value is the probability that a person with a negative (normal) test result is truly free of disease.

Sensitivity is the ability of the test to identify correctly those who have the disease. Specificity is the ability of the test to identify correctly those who do not have the disease.

Class 14. DEPTH model in Medicine. Implementation of epidemiologic studies in

Medicine. Practical work using scientific articles from websites as an example.

Content. DEPTH model in Medicine. There are diagnostic, etiologic, prognostic and therapeutic researches for solving problem of Clinical Medicine.

Class 15. Overview of Clinical Trials. Discussion.

Content. Clinical trials are conducted to collect data regarding the safety and efficacy of new drug and device development. There are several steps and stages of approval in the clinical trials process before a drug or device can be sold in the consumer market, if ever. Drug and device testing begins with extensive laboratory research which can involve years of experiments in animals and human cells. If the initial laboratory research is successful, researches send the data to the Food and Drug Administration (FDA) for approval to continue research and testing in humans. Once approved, human testing of experimental drugs and devices can begin and is typically conducted in four phases. Each phase is considered a separate trial and, after completion of a phase, investigators are required to submit their data for approval from the FDA before continuing to the next phase.

### Typology and approximate content of examination tasks:

Each exam ticket includes 3 questions on the above course topics.

1) key competency; 2) general competency relate to a certain circle of subjects and educational areas; 3) subject competency relates is private in relation to the two previous ones, having a specific description and the possibility of forming educational subjects.

Block	Example question	Determining the level of competencies
Block 1. Questions aimed at identifying of cognitive competenciesre.	Explain classification of epidemiologic studies according to criteria.	Master's student shows ability to justify definition.
Block 2. Questions defining system competencies.	Analyze scientific researches, and its results.	Master's student shows ability to analyze results of epidemiologic studies.
Block 3. Questions regarding to a definition of functional competencies.	Prove using epidemiologic studies to make decision in Medicine and Public Health.	Способен выявить философского содержание проблем в профессиональной области

### Grades:

<b>Traditional Grades</b>	<b>Scores</b>	<b>Requirements</b>
Excellent	90-100	<p>The work was done independently and at a high scientific and methodological level.</p> <p>The text of the answer shows that the student is able to evaluate and process learned scientific methods and methods of activity, and is also able to offer concepts, models and use new methods and tools of professional activity.</p> <p>The paper presents an independent vision of the problem and the corresponding argumentation.</p> <p>The work was done neatly, the student has professional terminology and writing skills for scientific papers.</p>
Good	75-89	<p>The work as a whole was well written, but the author did not disclose or did not fully cover certain issues of the topic. The author's vision of the problem and argumentation are not presented in the work. The paper made some inaccuracies, but they do not relate to the main content of the work.</p> <p>The answer reveals knowledge and understanding of the material by no less than 75%.</p>
Satisfied	50-74	<p>The task as a whole has been completed, but the author has not demonstrated the skills of analyzing the problem, individual issues of the topic have not been disclosed or missing. The author's vision of the problem is not presented in the work. The author does not have sufficient knowledge of the methodology of scientific research. In the answer there were inaccuracies related to the main content of the question.</p>
Unsatisfied	0-49	<p>The task is not completed, or completed less than 50%,                      The task is not completed correctly.</p>

### Required and Recommended Reading

#### Required reading:

1. Aschengrau A., Essentials of Epidemiology in Public Health, 3rd Edition, 2008

#### Recommended reading:

1. Gordis: Epidemiology, 5th Edition, Saunders 2013
2. Rothman K., Modern Epidemiology, 3rd Edition, 2008
3. Pickles A. Epidemiological Methods in Life Course Research, 1st Edition, 2007
4. Webb P and Bain C. Essential Epidemiology: An introduction for Students and Health Professionals. Second Edition. Cambridge University Press. 2011.

5. Wolfgang, A. Handbook of Epidemiology. Vol.1//Ahrens Wolfgang, Peugeot Iris. - 2 ed.- Springer Reference, 2014.- 469 p.
6. Principles and methods of Epidemiology. 3-d Edition. R. Dicker Ooffice of epidemiologic program CDC, USAID. -2012.-457 P.
7. Principles of Epidemiology in Public Health Practice. Third Edition. An introduction to Epidemiology and Biostatics.US, CDC, Atlanta. -2012.-6-75 p.
8. Hennekens, C., & Buring, J. (1987). Epidemiology in Medicine, Boston/Toronto: Little, Brown and Company.
9. Kelsey, J., Whittemore, A., Evans, A. & Thompson, D. (1996). Methods in Observational Epidemiology, Second Edition, New York: Oxford University Press.

Electronic source:

10. [www.who.org](http://www.who.org)
11. [www.cdc.gov](http://www.cdc.gov)
12. [www.medline](http://www.medline)
13. [www.cockraine.library](http://www.cockraine.library)
14. [www.PubMed](http://www.PubMed)