

**Clinical and Statistical Epidemiology**

Code: 42147  
ECTS Credits: 10

Degree	Type	Year	Semester
4312326 Applied Clinical Research in Health Sciences	OT	0	1

**Contact**

Name: Xavier Bonfill Cosp  
Email: Xavier.Bonfill@uab.cat

**Use of Languages**

Principal working language: spanish (spa)

**Teachers**

Maria Montserrat Martín Baranera  
Maria Teresa Puig Reixach  
Francesc Xavier Castells Oliveres  
María Montserrat Ferrer Fores  
Antonio Pascual Lopez  
Joaquin Lopez Contreras Gonzalez  
Ignasi Bolibar Ribas  
Gerard Urrutia Cuchi

**External teachers**

Gemma Mas Dalmau  
Ivan Solà Arnau  
Judit Solà Roca  
Laura Martínez García  
M. Jesús Quintana  
Marta Roqué Fíguls  
María José Martínez Zapata  
Pablo Alonso Coello

**Prerequisites**

Basic understanding of Statistics and scientific English is recommended.

Completing the previous module of research methodology is mandatory.

**Objectives and Contextualisation**

Epidemiology is defined as the science that studies the frequency and distribution of health conditions within the population, as well as the determinants of this distribution. Epidemiology is the core discipline of public health, since it offers the scientific basis for prevention and health promotion strategies.

The objective of this module is to provide the student with tools that will allow him to develop and assess information on health sciences. The epidemiological methodology will allow the students to become familiar with the methods used to measure health conditions, as well as with their main epidemiological study designs used to obtain and analyse information. In exchange, by knowing epidemiological methodology the students will acquire a critical attitude to assess the scientific ground of the information

## Competences

- Act respecting the Independent Ethics and legal aspects of the research and of the professional activities.
- Critically evaluate, identify and classify the sources of scientific information according to the type of evidence and the scientific relevance.
- Development of habilidades autoaprendizaje y su formación Motivación to continue to postgraduate level.
- Development scientific knowledge, creativity and Critical Thinking.
- Participate in the development of a protocol for basic, clinical or experimental research, based on scientific methodology.
- Prove that the methodologies covering estadísticas básicas utilizadas in the biomedical and clinical estudios y análisis use the tools of the modern computational technology.
- Working as part of a group along with other professionals, understand their views and cooperate constructively.

## Learning Outcomes

1. Act respecting the ethical and legal aspects of research and professional activities.
2. Critically evaluate the technologies and scientific information sources to obtain, interpret and communicate clinical, scientific and health information.
3. Describe in depth training on the different research designs depending on the assumptions.
4. Develop a critical reading of the scientific literature structured according to the different designs.
5. Develop scientific knowledge, critical thinking and creativity.
6. Develop self-learning skills and motivation to continue their education at the graduate level.
7. Establish and develop a protocol for clinical research in the field of epidemiology.
8. Identify the basic statistical techniques to analyze data from different studies and be able to apply descriptive.
9. Interpret the results of studies for application in both groups of patients and individual levels through the perspective of evidence-based medicine.
10. Operation procedures for clinical and epidemiological documentation.
11. Working as part of a group along with other professionals, understand their views and cooperate constructively.

## Content

### a) Therapeutic studies

Posing therapeutic questions. Comparing different designs to answer therapeutic questions: observational versus experimental studies. Quasi-experimental cross-over studies, before and after studies. Critical appraisal of therapeutic studies. Data analysis of experimental and quasi-experimental studies. Survival analysis.

### b) Diagnostic studies

Posing diagnostic questions. Cross-sectional studies: characteristics. Technical attributes of a diagnostic test: sensitivity, specificity, predictive values, odds ratio, ROC curves. Differences with screening studies. Stages of diagnostic test assessment. Critical appraisal of diagnostic test studies. Data analysis of diagnostic test studies.

c) Prognostic and follow-up studies

Posing prognostic questions. Prognostic studies: characteristics. Follow-up studies: characteristics. Critical appraisal of prognostic and follow-up studies. Integrated use of different clinical databases. Data analysis of prognostic and follow-up studies: Poisson, Cox, among others.

d) Aetiological studies

Posing aetiological questions. Comparing the different designs to answer aetiological questions: retrospective versus prospective studies. Critical appraisal of aetiological studies. Data analysis of aetiological studies. Multivariate analysis.

e) Systematic reviews and clinical practice guides

General concepts for developing literature reviews. Systematic versus narrative reviews. Experimental versus observational study reviews. Evidence scales. Critical appraisal of systematic reviews. Clinical practice guidelines. Critical appraisal of clinical practice guides. Degrees of recommendation. Data synthesis. Meta-analysis.

f) Studies on quality of care and clinical safety

General concepts related to quality of care and specific methods to assess it. Effectiveness and outcome studies. Quality of life measurement. Cost and cost-effectiveness studies. Qualitative studies.

Find the programme for course 2014-15 online:

[http://icacs.uab.cat/Castellano/index.php#!/Metodología-Básica en investigación clínica\\_269\\_1 /](http://icacs.uab.cat/Castellano/index.php#!/Metodología-Básica en investigación clínica_269_1/)

## Methodology

As described in the list

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practice: Planning and resolution of case studies	20	0.8	3, 4, 7, 8, 9, 10, 11, 2
Conceptual lessons supported by ICTs and group discussions	25	1	3, 5, 4, 7, 8, 9, 10, 2
Developing essays and monographs	25	1	3, 5, 4, 7, 8, 9, 10, 2
Laboratory practices	5	0.2	1, 3, 6, 4, 7, 8, 9, 10, 11, 2
Mentoring - Supervision and support in conducting essays	85	3.4	3, 5, 4, 7, 8, 9, 10, 2
Public presentation of works - Individual presentations and round of assessments	20	0.8	3, 5, 6, 4, 7, 8, 9, 10, 11, 2
SELF-STUDY	70	2.8	3, 6, 4, 7, 8, 9, 10, 2

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## Assessment

The competences of this module will be assessed through: mandatory participation in 80% of the guided lessons.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in class	30%	0	0	1, 3, 5, 6, 4, 7, 8, 9, 10, 11, 2
Oral and written tests	30-40%	0	0	1, 3, 5, 6, 4, 7, 8, 9, 10, 11, 2
Submitting and assessing essays	30-40%	0	0	1, 3, 5, 6, 4, 7, 8, 9, 10, 11, 2

### Bibliography

- Basic Epidemiology, Bonita, Beaglehole, 2005, WHO
- Hernández-Aguado I, Gil A, Delgado M, Bolúmar F (eds.). Manual de Epidemiología y Salud Pública. Madrid. Panamericana, 2005.
- Piédrola Gil G et al. Medicina Preventiva y Salud Pública. 10ªed. Masson, 2001.
- Martínez Navarro F, Antó JM, Castellanos PL, Gili M, Marset P, Navarro V. (eds.). Salud Pública. Madrid: McGraw-Hill - Interamericana de España, 1998.
- Gordis L. Epidemiología. 3ª ed. Madrid, Elsevier, 2005
- Nordness R. Epidemiología y Bioestadística. Madrid: Elsevier, 2006
- Fletcher RH, Fletcher SW, Wagner EH. Epidemiología clínica. Aspectos fundamentales. 2ª ed. Barcelona: Masson, 2003.
- Rothman K. Epidemiology-An introduction. Oxford: Oxford University Press, 2002