

Syllabus Chronic disease epidemiology

≠ 211	Chronic disease epidemiology
Coordinator	Dr Olivier GRIMAUD
Dates	November 14 to 18, 2022
ECTS	3 ECTS
Duration	5 days of 6 hours = 30 hours
Location	Room: XX, EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	<p>This module will concentrate on the contribution of epidemiology for studying the growing burden of chronic diseases (CD) and present the specific concepts and methods which apply to this field of research and practice. The course will address trends and impact of CD including the process of epidemiological transition. The course principle relies on using specific CDs to illustrate key concepts (e.g. natural history of disease, risk factors, screening) and key methods/tools (e.g. disease registry, measurements of severity, of impact, standardisation and principles of survival analysis). Cardiovascular diseases, cancer and neurodegenerative diseases will be addressed during the course. However, the aim is not to cover the all spectrum of CDs but rather to provide students with an epidemiological framework that can be applied to any specific chronic disease. The program includes: lecture and interactive discussion with CDs epidemiological experts; in class exercise using data; group work for the construction of a “summary epidemiological brief” on a specific CD.</p>
Prerequisites	Prior coursework in Epidemiology and Statistics is strongly encouraged
Competences	<p>At the end of the module, the students should be able to :</p> <ol style="list-style-type: none"> 1. Discuss the key concepts of chronic diseases and identify their natural history and related risk factors 2. Apply epidemiologic tools and methodologies for chronic diseases, such as cancers and CVD 3. Design a summary epidemiological brief regarding a specific CD. 4. Critically assess and interpret the findings of chronic disease epidemiology papers 5.
Course learning objectives	<p>Ability to describe the key features of the epidemiology of the significant causes of morbidity and mortality in the population for which they have responsibility</p> <ul style="list-style-type: none"> - Ability to use vital statistics and health indicators effectively to increase knowledge and generate evidence about population health, including within at-risk and vulnerable groups - Ability to retrieve, analyse and appraise evidence from all data sources to support decision-making - Awareness of the health needs of the population based on considerations of the burden of disease, indicators, characterization of risks and demand for and access to health care - Ability to develop and implement standards, protocols and procedures that incorporate national and/or international best practices in the health system <p>Teaching activities : Lectures and interactive discussions with CDs epidemiological experts, in class exercise using data; group work for the construction of a “summary brief” on a specific CD</p> <p>Evaluation : Group assignment along the program (30%) and an individual examination (multiple choice and short questions) at the conclusion of the course (70%).</p>

<p>Structure (details of sessions title/speaker/date/duration)</p>	<p><u>Details of the sessions:</u></p> <p>Session 1- CVD epidemics of the 20th century O Grimaud</p> <p>Session 2 - Epidemiological transition, A Desesquelles</p> <p>Session 3 – Disease registry, illustration with end stage renal failure, C Couchoud</p> <p>Session 4 – Applying standardisation to describe Breast Cancer Risk, O Grimaud</p> <p>Session 5 – Measuring disease stage, severity and impact, O Grimaud</p> <p>Session 6 – Net Survival, principles and illustration with cancer, J Goungounga</p> <p>Session 7 – Rationale and scope of Cancer research for prevention, C Sauvaget</p> <p>Session 8 – Epidemiology of neurodegenerative disease, E Leray</p> <p>Session 9 – Pharmaco-epidemiology, E Leray</p> <p>Session 10 – Health services research contribution to managing NCD, O Grimaud</p>
<p>Resources</p>	<ul style="list-style-type: none"> - Website of the Institute of health metrics and evaluation, data visualisation of Global Burden of Disease project: http://www.healthdata.org/gbd/2019 - Wong ND. Epidemiological studies of CHD and the evolution of preventive cardiology. <i>Nat Rev Cardiol.</i> 2014;11(5):276-289. doi:10.1038/nrcardio.2014.26 - Website of the Global Cancer Observatory, a platform presenting global cancer statistics to inform cancer control and research: https://gco.iarc.fr/ - Couchoud C, Lassalle M, Cornet R, Jager KJ. Renal replacement therapy registries--time for a structured data quality evaluation programme. <i>Nephrology Dialysis Transplantation.</i> 2013;28(9):2215-2220. doi:10.1093/ndt/gft004
<p>Course requirements</p>	
<p>Grading and assessment</p>	<p>Group assignment along the program (30%) and an individual examination (multiple choice and short questions) at the conclusion of the course (70%).</p>
<p>Course policy</p>	<p>Attendance & punctuality</p> <p>Regular and punctual class attendance is a prerequisite for receiving credit in a course. Students are expected to attend each class. Attendance will be taken at each class. The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations http://mph.ehesp.fr EHESP Academic Regulation Article. 3).</p> <p>If students are not able to make it to class, they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.</p> <p>Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.</p> <p>Lateness: Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See http://mph.ehesp.fr EHESP Academic</p>

	<p>Regulation Article. 3 Attendance & Punctuality)</p> <p>Maximum absences authorized & penalty otherwise Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <p>Exceptional circumstances Absence from any examination or test, or late submission of assignments due to illness, psychological problems, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations).</p> <p>Courtesy: <u>All cell phones/pages MUST be turned off during class time.</u> Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
Valuing diversity	<p>Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.</p>
Course evaluation	<p>EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.</p>