



**Short Course on  
Clinical Research and Evidence-based Medicine  
(SCREM)  
2019-2020**

**STUDENT HANDBOOK**

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**Short Course:  
“Clinical Research and  
Evidence-based Medicine”  
(SCREM)**



Welcome to the short course  
“Clinical Research and Evidence-based Medicine”, in short SCREM.  
This guide provides some essential information about the course and your stay at  
ITM in Antwerp.  
We wish you a wonderful and enriching time at our Institute!

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## **1. Introduction**

SCREM is a blended training targeting professionals who are responsible for clinical research and local guidelines/algorithm development.

Clinical research in low to middle income countries is often implemented by specialised institutions. Clinicians in national, regional and district hospitals are aware that there is much information they could use to perform “low-scale” research to enhance their own decision-making. While academically oriented clinicians develop their research through doctoral study programs, the others often miss training opportunities.

The SCREM aims at filling this gap, targeting professionals who are responsible for clinical quality assurance, for local guideline and/or algorithm development and for coaching junior staff in clinical research.

The course is taught exclusively **in English**.

## **2. The course content**

### **2.1 General learning objectives**

After completion of the course, participants should be able to:

1. Design a research project in the field of aetiology of health problems, effectiveness and efficiency of diagnostics or clinical management and disease prevention in low resource settings;
2. Apply principles of evidence-based medicine (EBM). This includes the ability to use gathered evidence in guideline and algorithm development, and the ability to evaluate guidelines;
3. Retrieve relevant published articles related to a research question and evaluate relevance of clinical research results in relation to a concrete low resource setting;
4. Communicate research results to both professional and scientific communities in a written and oral way.

In addition, the participant will gain basic comprehension of:

5. Pitfalls of implementation of research projects;
6. Good Clinical Practice (GCP) and ethics in clinical research;
7. Writing a research grant application including budget and identifying sources of funding for small-scale research projects.

## 2.2 Programme

Starting from a practical question participants encountered in their clinical work (“draft personal project” as mentioned below under selection criteria), a critical analysis of literature is done and an applied research protocol is identified at the start of the course. The following contents will be contextualized in a specific setting, e.g. in a specific low-resource setting, usually the professional contexts of the students, and worked out individually and/or in small groups (2-3 participants).

1. Protocol development: from observation to hypothesis, from hypothesis to study methodology and sampling populations;
2. Presenting medical statistics: how to present statistical information for a proposal, a paper or a report;
3. Presentation of results in a written (executive summary) and oral (power point presentation) way;
4. Critical reading: pitfalls in research (bias in hypothesis, in inclusion, in analysis, in interpretation, in applicability);
5. Literature Search: how to run a literature search, levels and types of evidence of published research;
6. Principles of EBM and introduction to constructing and evaluating guidelines and algorithms;
7. IT skills: Excel, Reference Manager, Statistical programme (“R”);
8. Seminars:
  - Ethical aspects of research;
  - Research funding;
  - Introduction to principles of GCP.

**Table 1:** Overview of the different components of the SCREM including principal responsible and contact hours\*

	Contact hours*	Self-study time
<b>eSCREM**</b>	/	95h
<b>Component I: Clinical Epidemiology</b> (M. Bottieau)	35	
<b>Component II: Generic Protocol</b> (J. van Griensven, E. Diro)	35	
<b>Component III: Personal Protocol</b> (J. van Griensven, E. Diro)	35	
<b>Component IV: Guidelines development</b> (L. Lynen, R. Henriquez)	35	
<b>Component V: Statistics and Seminars</b> (J. Buyze, A. Buvé, ...)	35	
<b>TOTAL :</b>	<b>175h</b>	<b>95h</b>

\*1 contact hour is approximately 50 minutes

\*\* eSCREM schedule

eSCREM module (responsible)	Time schedule	Submission deadline
Introduction week: get started, self-presentation, get familiar with Moodle forum, upload & download files, quizzes... Learn about meaningful discussions, Netiquette. <b>PRE-TEST</b> <i>From 02 December till 08 December 2019</i>		
<b>Module 1: Measures of disease frequency</b> (J. Buyze)	From 09 to 15 December	Submit Excel file: 15 December
<b>Module 2: Clinical epidemiology</b> (L. Lynen)	From 16 to 22 December	Submit Excel file: 22 December
<b>Module 3: Searching and appraising literature</b> (M. Zolfo)	From 06 to 12 January	Submit Word file: 12 January
<b>Module 4: Describing data</b> (J. Buyze)	From 13 to 19 January	Submit Excel file: 19 January
<b>Module 5: Measuring association</b> (J. Buyze)	From 20 to 26 January	Submit Word file: 26 January
<b>Module 6: Preparing the literature for your protocol</b> (M. Zolfo)	From 27 January to 02 February	Submit Final Assignment: 02 February; Complete <b>POST-TEST</b> : 02 February

### 2.3 Teaching and learning methods

The SCREM course mainly uses adult learning methods, based on problem oriented Socratic approach (the Socratic Method in Adult Learning is a problem-based inductive methodology) with assignments in small groups (2-3 participants) coached by a tutor, with regular plenary sessions. Consultants will be invited to discuss specific problems such as ethics, statistical methods, funding etc. based on the different protocols developed by participants, taking them as field examples.

Except for the seminars, there will be no classical ex-cathedra teaching.

Moodle is used as Learning Management System (LMS) for the distance learning phase and for the F2F in house management of the students.

The online lectures, for the distance learning component of the course, have embedded:

- Self-assessments;
- MCQ quizzes;
- Compulsory discussion forum participation.

### 2.4 Admission requirements

1. Holders of a medical or a paramedical university degree of min 240 ECTS credits;
2. Minimum of two years professional experience in the clinical field;
3. Past or current involvement in one of these fields:
  - Research and/or application of EBM,
  - Development of clinical guidelines and/or algorithms,
  - Coaching of medical or paramedical thesis projects in health sciences higher education,
  - Teaching clinical epidemiology / EBM.

4. Basic knowledge of statistics and epidemiology (descriptive and inferential/bivariate statistics and basic clinical epidemiology), equivalent to the level of a core course in international health;
5. Computer skills: Word, PowerPoint, Excel (basics);
6. Proficiency in English (students should be able to read and interpret perfectly English texts. Non-native English speakers or participants who did not use English as course-language during previous academic studies must provide proof of a TOEFL score 580 (paper based), 230 (computer based), or an IETLS of 6.5.

## **2.5 Selection criteria**

- Personal motivation;
- Involvement in actual or past research / EBM application;
- Scope of professional experience;
- Personal project. Participants are asked to apply with a draft outline of a personal project;
- Future career perspectives;
- Enrolment in MPH, (tropEd) MIH or MGH.

### **3. Student assessment - Exams**

SCREM evaluation consists of the following assessment methods:

-Portfolio assessment with:

- 1) **written weekly assignments** during the distance learning component (eSCREM) (30% of the final mark);
- 2) writing of an **executive summary**, 500 words (20% of the final mark); and
- 3) **oral presentation** of personal research project – max. 10 slides (50% of final mark).

To obtain the credit certificate, students need to obtain at least 50% in total and 50% for every part. In case of an insufficient mark (<50%) for one of the three parts, but a total mark of at least 50%, students will be deliberated if the missing points do not exceed 2.5% of the total number of points to be obtained for this part.

A maximum of 16 students are admitted to the face-to-face component of the course (SCREM F2F at ITM). Selection and attribution of scholarships at eSCREM will follow according to the online students' performance, through weekly tasks submissions.

For the written weekly assignments in the distance learning component there are no re-sits. For the executive summary and the oral presentation of the personal project a **re-sit** is possible with the same requirements, within 4 weeks after the end of the course (if necessary through Skype).

### **4. Course evaluation**

Formal and informal **feedback** from participants on the course has been very useful for the internal quality assurance of this programme, and often led to new ideas and improvements to the programme.

Participants are most welcome to share ideas and thoughts in small **groups** (3 times, 2 people invited), during informal encounters with the course coordinator. Close monitoring of participants' perceptions of the course programme and organisation often helps to find solutions on the very short term. Moreover, as you will quickly notice, teaching staff are also very accessible and open for discussion.

Besides these informal moments of feedback, a **formal written and oral evaluation** is organized at the end of the course. The participation to this formal evaluation is mandatory. The results of this evaluation are discussed with individual lecturers, and major problems or cross-cutting issues are dealt with in the steering group of this course.

**Contacts with former participants** are also a way to receive continuous feedback on the relevance of the programme. This can either be through informal e-mails or through a formal **alumni survey**. We may at times ask for your opinion on a certain change in the programme we are considering.



Through an alumni e-newsletter and the ITM magazine, we also keep our alumni informed on what's happening at ITM. You are most welcome to share your experiences or thoughts related to the course, as well as your field experience with your colleagues. The e-newsletter published quarterly is made available through the ITM website.

## 5. Course management structure

The course is organized by the Department of Clinical Sciences of the Institute under the supervision of its educational coordinator: Dr. ([mzolfo@itg.be](mailto:mzolfo@itg.be)).

The management of the course is in the hands of the course coordination team:

- Prof. dr. Johan van Griensven, course leader  
(e-mail: [jvgriensven@itg.be](mailto:jvgriensven@itg.be); tel: 03 247 64 26)
- Dr. Maria Zolfo, course coordinator  
(e-mail: [mzolfo@itg.be](mailto:mzolfo@itg.be); tel : 03 247 63 64 )
- Mrs. Jasmien Adams., course secretary  
(e-mail: [SCREM@itg.be](mailto:SCREM@itg.be) – 03 345 58 32)

Maria Zolfo, the **course coordinator** remains at your disposal for any support on academic and programmatic aspects (course content). She ensures the information flow between lecturers and participants and liaises with the **course leader**, Johan van Griensven, and the educational coordinators (at Department of Clinical Sciences and Govert Van Heusden, ITM Academic Coordinator) regarding the internal quality assurance of the course.

Jasmien Adams takes care of all **administrative issues**, such as certificates, attestations, student cards, electronic badge, copies of lectures notes, logistics for lectures and group work. For advice on cultural and social events in town or on addresses for medical help or other matters you can contact the Student Service: [studdienst@itg.be](mailto:studdienst@itg.be).

The **academic coordinator**, Govert Van Heusden, is also the 'ombudsman' for participants of all courses, dealing with major complaints. You can contact him by e-mail: [gvheusden@itg.be](mailto:gvheusden@itg.be) or tel: 03 247 62 33.

## 6. Practicalities

### ITM-identification card & electronic badge

Each student receives an electronic badge to allow access to ITM's buildings, departments and bicycle parking. If you lose the electronic badge, you should immediately inform the course secretariat. A new electronic badge costs 20 euros. The electronic badge should be returned at the end of the course; if not, there's a 20 euros fine.

The student card is your ITM-identification card, and also gives you discounts in our Karibu Cafeteria and for cultural events throughout Belgium.

- *You need to have both badges with you at all times when at the Institute!*

### ITM access

Class rooms, laboratory practice rooms and group work rooms are spread over two buildings: Campus Nationalestraat and Campus Rochus.

The Institute is open from 8:00 till 19:00 hrs.

If you wish to study late at the Institute during the week, you can book a room\* in the main building Nationalestraat until 21:00 hrs.

During weekends, you can book a room in the main building Nationalestraat from 9:00 till 17:00 hrs.

You can't stay at Campus Rochus after 19:00 hrs and you don't have access to Campus Rochus during weekends.

There are three bicycle parkings: on the corner of Nationalestraat/Kronenburgstraat, in the corner of the Campus Rochus garden and across Campus Rochus at n° 40. Access is only possible with an electronic badge, but bikes should still be locked individually. Bicycles have to be parked appropriately and allow free passage.

- *\*Only Room C and Computer Room will be made available and should be booked at the reception Nationalestraat. Rooms can only be used for studying, with respect for other students.*

### Course venues

Leave classrooms clean and tidy. Don't leave anything on the tables, don't leave personal belongings. Use the big bins in the corridors. When smoking in the garden, don't leave cigarette butts on the terrace, on the grass or in the arbors: there are ashtrays at the different entrances to the building. Food nor beverages are allowed in the classrooms. Tables, chairs, flipcharts, black boards etc. can't be moved from the class rooms. Garden furniture should be put back on the terrace, after use on the grass.

- *In case of fire alarm, you leave the institute immediately through the nearest exit and from a group across the street. Leave the class room by the shortest way. Don't linger but don't run, don't take the elevator. Under no circumstances you should go back if you think you have forgotten something. Once outside and across the street, a staff responsible will check on you and give further instructions.*

### Attendance

**Lecturers have a lot to share: please come to class in time!**

Attendance is expected at all obligatory course sessions. Attendance to the courses is an essential part of the learning process.

Turn off your mobile phones during courses.

**Distribution of course notes, timetables & other information**

All documents are placed on Moodle, our open-source platform. Students are expected to **consult it on a daily basis**, given the regular updates.

If documents have to be read before a lecture, you are notified by e-mail.

Students keep access to Moodle until three years after the course.

However, we advise you to download everything during the course: internet will not always be accessible when working abroad in the future.

A printout of the timetables of the upcoming week is posted at the entrance of the secretariat and should be checked regularly for eventual last minute changes which could not be communicated anymore by e-mail or Moodle.

Each student has an individual tray. Your tray is the one above – and not under - your name. These trays can't be used to store personal belongings, food or beverages.



## **ANNEX 1. Timetable 2019-20**

## WEEK 1 - SCREM - SHORT COURSE ON CLINICAL RESEARCH & EVIDENCE-BASED MEDICINE

Basic clinical reasoning & epidemiology, suspicion, confirming & excluding power, OR, threshold

Monday 25/05/20	Tuesday 26/05/20	Wednesday 27/05/20	Thursday 28/05/20	Friday 29/05/20
<p>9:00 - 13:00</p> <p>Welcome, course overview Student service 10:00-10:30 Moodle account 10:30 - 11:00 Post-test highlights (JB) 11:30</p> <p><i>M. Zolfo; J. Van Griensven</i> <i>J. Buyze</i> Rochus NORTH</p>	<p>9:00 - 13:00</p> <p>Clinical epidemiology</p> <p><i>M. Bottieau</i> Rochus NORTH</p>	<p>9:00 - 13:00</p> <p>Clinical epidemiology</p> <p><i>M. Bottieau</i> Rochus NORTH</p>	<p>9:00 - 13:00</p> <p>Clinical epidemiology</p> <p><i>M. Bottieau</i> Rochus NORTH</p>	<p>9:00 - 13:00</p> <p>Clinical epidemiology</p> <p><i>M. Bottieau</i> Rochus NORTH</p>
<p>13:00 - 14:00 LUNCH BREAK</p> <p>14:00 - 16:30</p> <p>Protocols feedback J. Van Griensven</p> <p>16.30 - 17.00</p> <p>Check on installation software <i>C. Kiyar</i> Rochus NORTH</p>	<p>13:00 - 14:00 LUNCH BREAK</p> <p>14:00 - 17:00</p> <p>Data Management in Medical Research (part1)</p> <p><i>D. Arango</i> <i>H. Landuyt</i> Rochus NORTH</p>	<p>13:00 - 14:00 LUNCH BREAK</p> <p>14:00 - 16:00</p> <p>Data Management in Medical Research (part2)</p> <p><i>D. Arango</i> <i>H. Landuyt</i> Rochus NORTH</p>	<p>13:00 - 14:00 LUNCH BREAK</p> <p>14:00 - 17:00</p> <p>R (1): Introduction</p> <p><i>J. Buyze</i> Rochus NORTH</p>	<p>13:00 - 14:00 LUNCH BREAK</p> <p>14:00 - 17:00</p> <p>R (2): Housekeeping</p> <p><i>J. Buyze</i> Rochus NORTH</p>

WEEK 2 - SCREM - SHORT COURSE ON CLINICAL RESEARCH & EVIDENCE-BASED MEDICINE									
Generic protocol: identifying a clinical care problem; formulating a research question: hypothesis, objectives; projected results									
Monday 1/06/20	Tuesday 2/06/20	Wednesday 3/06/20	Thursday 4/06/20	Friday 5/06/20					
Holiday	9:00 - 13:00 Generic protocol	9:00 - 13:00 Personal work	9:00 - 13:00 Presentation of protocols	9:00 - 13:00 Individual ideas on own protocol					
	<i>E. Diro</i> <i>J. Van Griensven</i> Rochus NORTH-SOUTH		<i>E. Diro</i> <i>J. Van Griensven</i> Rochus NORTH-SOUTH		<i>E. Diro</i> <i>J. Van Griensven</i> Rochus NORTH-SOUTH				
	13:00 - 14:00 LUNCH BREAK	13:00 - 14:00 LUNCH BREAK	13:00 - 14:00 LUNCH BREAK	13:00 - 14:00 LUNCH BREAK	13:00 - 14:00 LUNCH BREAK				
14:00 - 17:00 Excel: advanced		14:00 - 17:00 How to present in public - the 7 rules - slides & public discussion	14:00 - 17:00 R (3): analysis of diagnostic algorithm	14:00 - 17:00 R (4): confounding					
<i>C. Kiyari</i> Rochus NORTH		Jan K. / Maria Z. Auditorium NATIONALESTR		<i>J. Buyze</i> Rochus NORTH		<i>J. Buyze</i> Rochus NORTH			
Home job: generic protocol									

WEEK 3 - SCREM - SHORT COURSE ON CLINICAL RESEARCH & EVIDENCE-BASED MEDICINE									
Personal protocol: protocol development; presentation & initial discussion of drafts of projects of participants									
Monday 8/06/20		Tuesday 9/06/20		Wednesday 10/06/20		Thursday 11/06/20		Friday 12/06/20	
9:00 - 13:00 Personal protocol		9:00 - 13:00 Personal protocol		9:00 - 13:00 Personal work		9:00 - 13:00 Personal protocol (methodology)		9:00 - 13:00 Presentation personal protocols	
		<i>E. Diro</i> <i>J. Van Griensven</i> Rochus NORTH-SOUTH		Rochus NORTH-SOUTH		<i>E. Diro</i> <i>J. Van Griensven</i> Rochus NORTH-SOUTH		<i>A. Buvé</i> <i>E. Florence</i> Rochus NORTH-SOUTH	
13:00 - 14:00 LUNCH BREAK		13:00 - 14:00 LUNCH BREAK		13:00 - 14:00 LUNCH BREAK		13:00 - 14:00 LUNCH BREAK		13:00 - 14:00 LUNCH BREAK	
14:00 - 17:00 Powerpoint, multimedia principles		14:00 - 17:00 Statistical analysis for personal protocol personal project		14:00 - 17:00 Principles of Sample size calculation + Sample Size in R		14:00 - 17:00 Sample size calculation for personal project		14:00 - 16:00 Presentation (continued)	
<i>C. Kiyari</i> Rochus NORTH		<i>J. Buyze</i> Rochus NORTH		<i>J. Buyze</i> Rochus NORTH		<i>J. Buyze</i> Rochus NORTH		<i>A. Buvé</i> <i>E. Florence</i> Rochus NORTH	
Assignment: personal project									

<b>WEEK 4 - SCREM - SHORT COURSE ON CLINICAL RESEARCH &amp; EVIDENCE-BASED MEDICINE</b>									
<b>Algorithms, scoring systems and guidelines</b>									
<b>Monday 15/06/20</b>		<b>Tuesday 16/06/20</b>		<b>Wednesday 17/06/20</b>		<b>Thursday 18/06/20</b>		<b>Friday 19/06/20</b>	
9:00 - 13:00 Algorithms: exercises		9:00 - 13:00 Scoring systems		9:00 - 13:00 Personal work		9:00 - 13:00 Guidelines		9:00 - 13:00 Guidelines	
<i>R. Henriquez</i> <i>L. Lynen</i> Rochus NORTH		<i>R. Henriquez</i> <i>L. Lynen</i> Rochus NORTH		<i>Rochus NORTH</i>		<i>R. Henriquez</i> <i>L. Lynen</i> Rochus NORTH		<i>R. Henriquez</i> <i>L. Lynen</i> Rochus NORTH	
13:00 - 14:00 LUNCH BREAK		13:00 - 14:00 LUNCH BREAK		13:00 - 14:00 LUNCH BREAK		13:00 - 14:00 LUNCH BREAK		13:00 - 14:00 LUNCH BREAK	
14:00 - 17:00 Scoring systems: principles		14:00 - 17:00 Decision trees: principles		14:00 - 17:00 Decision trees: exercises		14:00 - 17:00 R (5): scoring systems		14:00 - 17:00 Revision & Evaluation of Guidelines	
<i>R. Henriquez</i> <i>L. Lynen</i> Rochus NORTH		<i>R. Henriquez</i> <i>L. Lynen</i> Rochus NORTH		<i>R. Henriquez</i> <i>L. Lynen</i> Rochus NORTH		<i>J. Buyze</i> Rochus NORTH		<i>R. Henriquez</i> Rochus NORTH	
Assignment: writing an executive summary									







**ANNEX 2.  
Study guide eSCREM 2019-20**

Dear SCREM participants,

In this study guide you will find all the information you should require to use and navigate through the distance learning component of the SCREM training. We hope this information will help make your experience with us a pleasant one.

## Index

1. [The structure of eSCREM](#)
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Simply click on one of the titles above to go directly to the relevant study guide.

## 1. The structure of eSCREM

The eSCREM is divided in 6 weeks starting with an introductory week to get you familiar with the tool we will use during this distance learning component (and during the face-to-face /F2F course, for whom finally admitted to the F2F training!) and with some few simple concepts.

The complete SCREM course lasts 11 weeks (6 at distance and 5 F2F) with an estimated student workload of on average between 8 to 10 hours a week, for each week of the distance learning component. Part of this time will be spent online interacting on the forum and answering to some self-assessments and quizzes. In order to optimise your learning opportunities, you will be expected to comply with the deadlines you are set. This will ensure that your trainings' needs can be monitored and supported and moreover that you will be ready to join Antwerp well prepared!

### Introduction week

This vital introduction week runs from **Monday 02<sup>nd</sup> of December 2019 until Sunday 08<sup>th</sup> December 2019** and it is designed to allow you to familiarise with eSCREM's different resources. It will also allow you to meet your colleagues, the tutors and the eSCREM team at ITM and post a **short presentation of yourself** in the discussion forum. In addition you will have access to quizzes and be able to test yourself with several self- assessments.

At the end of the week you will be required to complete a "**Pre-test**". This pre-test consists of multiple choice questions regarding clinical epidemiology. This test is part of our quality assurance system and serves as a measure of the impact of eSCREM on your knowledge.

### The eSCREM modules

The **6 e-modules** are (responsible):

#### Module 1: Measures of disease frequency (J. Buyze)

- From 09<sup>th</sup> December to 15<sup>th</sup> December 2019

#### Module 2: Clinical Epidemiology (L. Lynen)

- From 16<sup>th</sup> December to 22<sup>nd</sup> December 2019

**Module 3: Searching and appraising literature + Epidemiological studies (M. Zolfo)**

- From 06<sup>th</sup> January to 12<sup>th</sup> January 2020

**Module 4: Describing data (J. Buyze)**

- From 13<sup>th</sup> January to 19<sup>th</sup> January 2020

**Module 5: Measuring association (J. Buyze)**

- From 20<sup>th</sup> January to 26<sup>th</sup> January 2020

**Module 6: Preparing the literature for your protocol (M. Zolfo)**

- From 27<sup>th</sup> January to 02<sup>nd</sup> February 2020

Week	Time schedule	Deadline
Introduction week: get started, self-presentation, get familiar with Moodle forum, upload & download files, quizzes... Learn about meaningful discussions, Netiquette. <b>PRE-TEST</b> <i>From 02 December till 08 December 2019</i>		
<b>Module 1: Measures of disease frequency</b>	From 09 to 15 December	Submit Excel file: 15 December
<b>Module 2: Clinical epidemiology</b>	From 16 to 22 December	Submit Excel file: 22 December
<b>Module 3: Searching and appraising literature</b>	From 06 to 12 January	Submit Word file: 12 January
<b>Module 4: Describing data</b>	From 13 to 19 January	Submit Excel file: 19 January
<b>Module 5: Measuring association</b>	From 20 to 26 January	Submit Word file: 26 January
<b>Module 6: Preparing the literature for your protocol</b>	From 27 January to 02 February	Submit Final Assignment: 02 February; Complete <b>POST-TEST</b> : 02 February

## 2. What educational resources are available?

### Online

#### A. Lectures

Every module is taught through lectures. Some of these are in the form of presentations you may read through at your convenience. The others are audio-visual and are accompanied by an explanation from the author of the lecture.

[Click here to learn more about accessing lectures.](#)

#### B. Assignments

These may take the form of multiple choice questions or essays. To upload your assignment simply follow the link on the introduction page of the relevant module.

#### C. The Discussion Forum

For each module a discussion forum will be available during the week, while the module runs. The discussion forum is one of the most valuable resources of the e-course as it enables you to ask questions to the expert tutors and students in addition to serving as a platform on which articles

and issues may be debated. In this way it allows as much interchange as it would occur during a face-to-face course.

The forum is considered an important aspect of the eSCREM legacy – your participation in this is valued. Therefore we suggest you fully familiarise yourself with this tool through participation during the course. Please read the topic '[How to use an online discussion forum](#)' prior to your first post online.

#### D. Self-Assessments

This is a resource for your own personal development. It is at your disposal to use as a tool to monitor your understanding of the course material.

#### E. Full Text Articles

If you find that you require access to an article in order to improve your knowledge of a particular module, we can arrange to send you the full text version. Please send the exact details of the article in question (author, title, journal, year, volume and pages) to the tutor.

### 3. The eSCREM Team

The team comprises expert tutors, a technical tutor and your course tutor.

The expert tutors are available to answer questions, and will provide advice on the discussion forums.

The tutor and technical tutor are both available to provide help should there be any technical difficulties. In addition the tutor will liaise between participants and expert tutors, and can be contacted at any time for issues regarding content, and administrative issues. The course tutor will provide or obtain support for any problems that may arise.

By clicking on the box entitled "Participants" in the left hand menu (when online) you can gain access to all the members of the eSCREM team.

[Click here to learn more about accessing eSCREM online](#)

### 4. Things to check before you start

Before embarking on this online course you will need to ensure three things: 1) that you have installed certain **plug-ins**, then 2) that you allow **pop-ups**, 3) that either Mozilla or Google Chrome are set as your **web browser**.

#### Plug-Ins

Depending on your Operating System you will need to install certain plug-ins.

Please click on the websites below to ensure you have the plug-ins needed to view all the eSCREM courses.

- [Adobe flash player](#)
- [Adobe Acrobat Reader](#)
- [Java Virtual Machine: click here to go to the Java link.](#)
- [Skype: click here to go to the Skype link](#)

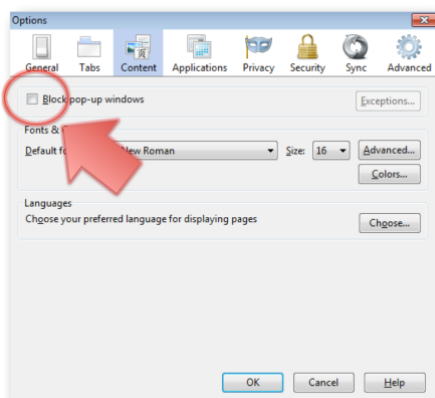
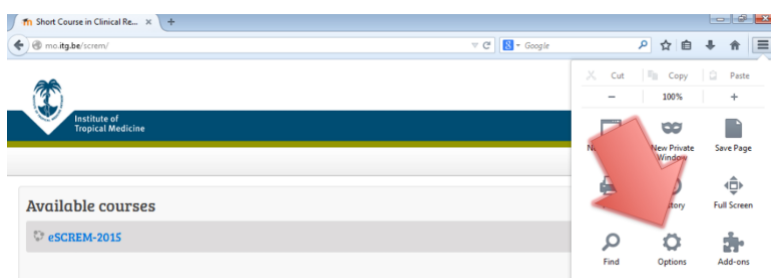
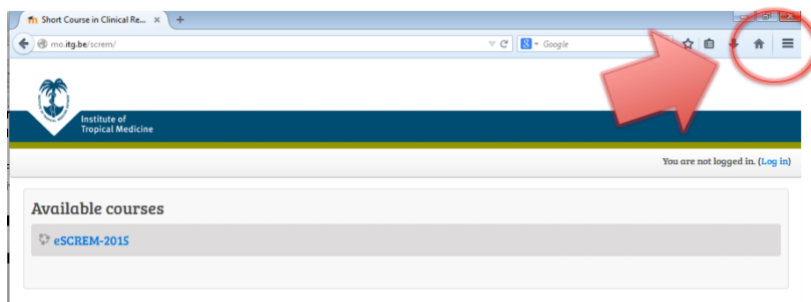
**IMPORTANT:** if your internet connection is slow or unstable, do not use the links above, use the DVD instead. You will find the plug-ins in the folder of the same name. Make sure you choose the appropriate plug-in for your Operating System.

**If you want to download the plug-ins from the Web, follow this quick guide:**

1. Make sure you know which operating system your computer is running on (Windows, Mac, Linux, Solaris ...);
2. Click on one of the links listed above (Flash Player, Java Virtual Machine, Pdf reader, Skype) - a window will open;
3. Look within the window for the operating system you have;

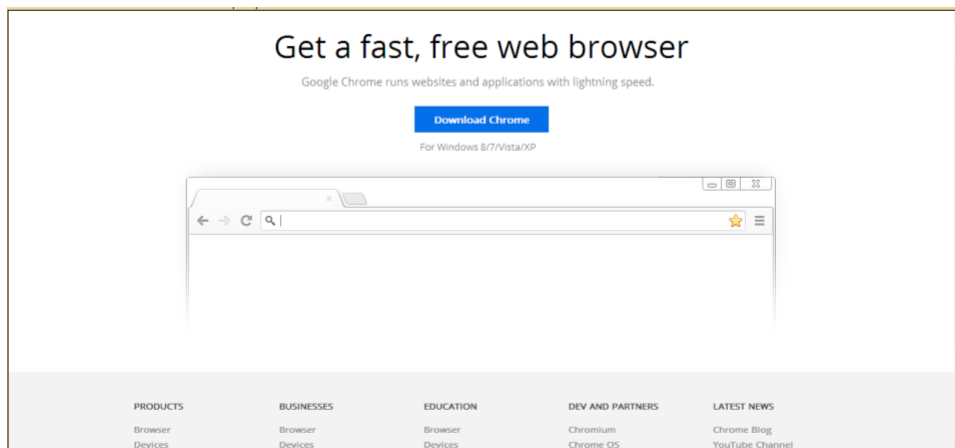
4. Click on the link that fits with your operating system;
5. Click on the 'download' button;
6. Once the download is completed, click on the downloaded program;
7. The computer will ask whether you want to install this on your computer or open it. Click to install (yes or accept);
8. Follow the instructions of the program as it installs on your computer. You will need to allow your Mozilla Firefox browser to enable the pop-ups (**be sure that the "Block pop-up windows" is unselected**) in order to be able to see all the content online.

You can find it under "tools" in your toolbar (see picture below).



## 5. How to access eSCREM

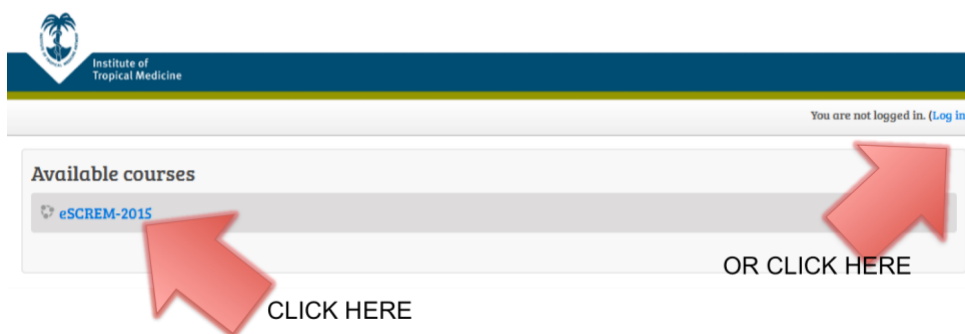
To access the course you need a computer with an internet browser. The modules used in eSCREM have been designed to be displayed optimally [Google Chrome](#), therefore please set this of as your web browser.

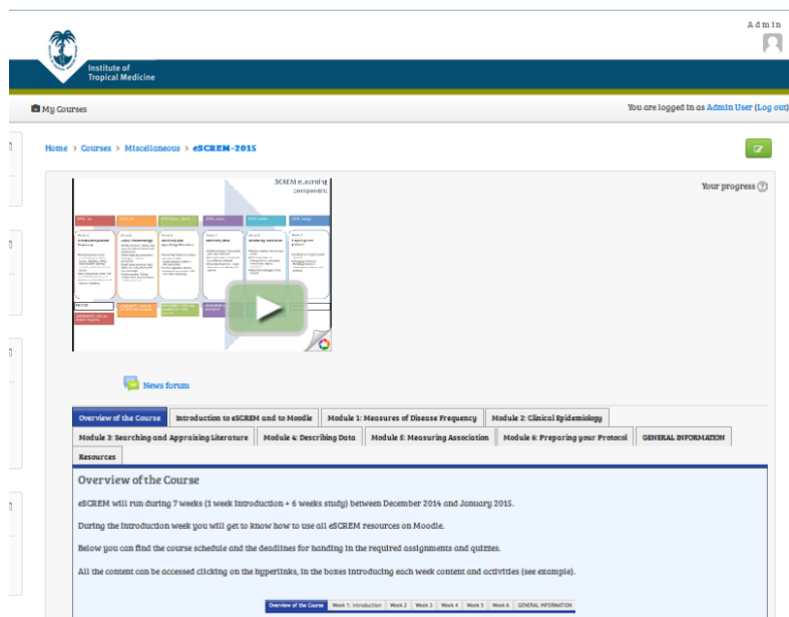


### Login to the eSCREM course

eSCREM is accessible through the website: <http://mo.itg.be/screm/>

Click on the eSCREM logo to go to the sign in page. Enter your personal username and password (this is sent to you by the Course Tutor) and login.



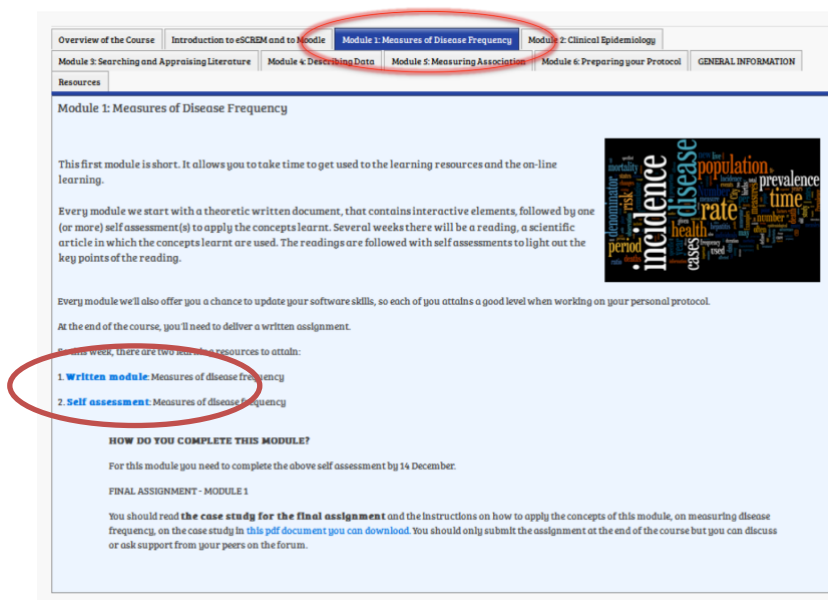


When you first login, you will arrive at the welcome page. Resources for each module will be made accessible here when appropriate as the course progresses. This means that when you first login during the introduction week you will only have access to the first module and related exercises.

### How to navigate through the page?

### How to access lectures

Each module has an introductory page with a brief outline of the week and overview of assessments. To reach this page simply click over the title of the module in the boxes on the top of the course page.




Within the outline the link to the lecture can be accessed by clicking on the word 'lecture'.



Module 1: Measures of Disease Frequency

This first module is short. It allows you to take time to get used to the learning resources and the on-line learning.

Every module we start with a theoretic written document, that contains interactive elements, followed by one (or more) self assessment(s) to apply the concepts learnt. Several weeks there will be a reading, a scientific article in which the concepts learnt are used. The readings are followed with self assessments to light out the key points of the reading.



Every module we'll also offer you a chance to update your software skills, so each of you attains a good level when working on your personal protocol.

At the end of the course, you'll need to deliver a written assignment.

So this week there are two learning resources to attain:

- 1. **Written module** Measures of disease frequency
- 2. **Self-assessment** Measures of disease frequency

**HOW DO YOU COMPLETE THIS MODULE?**

For this module you need to complete the above self assessment by 14 December.

FINAL ASSIGNMENT - MODULE 1

You should read the **case study** for the final assignment and the instructions on how to apply the concepts of this module, on measuring disease frequency, on the case study in **this pdf document you can download**. You should only submit the assignment at the end of the course but you can discuss or ask support from your peers on the forum.

Tip:


Use the full screen feature whenever possible. If you are using a Windows Operating System you can click on F11 to open and close the full screen.

## 6. How to use the discussion forum?


You will be trained on how to use this forum properly during the introduction week. During this week, only one forum, **Presentation forum**, will be open and you will be asked to post a presentation of yourself in this forum.

The forum can be accessed through a link in the right menu or a link in the first page of each module (see picture below).

Module 5: Measuring Association



**Jozefien Bugze**



2 more weeks on-line to go! We are in module 5 of eSCREM.


This week you will:

- Understand **the concept of risk** and how it is measured with a very short **written module**. You refresh how to calculate **measures of association** and the use of Relative Risk, Attributable Risk and Odds Ratio with a **self-assessment (SA1)**;
- Choose **regression** models to express the association between binary or continuous variables, in a **second self-assessment (SA2)**, to end the learning on statistics with a beautiful climax;
- Write a short abstract** on your personal project. Format that document in **MS Word**, following **some instructions you get in a pdf file**. At the end of the week, you will be assessed on the Word file you've uploaded with the icon below.

There is the **Module 5 eSCREM Forum** for any question you might have.

**HOW DO YOU COMPLETE THIS MODULE?**

This module is assessed through a Word File you submit with the link below. You also need to complete the two self assessments. All of that by 25 January at the latest.








Every week new discussions will be started, linked to the module of the week. Discussions in the forum are organised by topic. If you open a specific forum, you will see the list of all the topics discussed so far in this forum. To participate in a discussion simply click on the topic in question.

Welcome to the forum on Virology and Immunology.  
Please put all your questions or comments to our expert, Prof Kestens






Add a new discussion topic

Discussion	Started by	Replies	Unread ✓	Last post
Halfife of HIV virus	 Stella Namirembe	1	0	Luc Kestens Mon, 12 Mar 2012, 10:01 AM
HIV testing and blood donation	 Asma Ahmed	1	0	Luc Kestens Mon, 12 Mar 2012, 9:55 AM
Virology	 Riziki Kisonga	1	0	Luc Kestens Mon, 12 Mar 2012, 9:51 AM
Virology and Immunology	 Riziki Kisonga	1	0	Luc Kestens Mon, 12 Mar 2012, 9:35 AM
Viral shedding through inestinal tract.	 Pamela Martev	1	0	Luc Kestens

There are two ways to post your questions and comments in a forum. You can either start a new topic (1), or answer an existing one (2).

**(1) Start a new discussion by ‘adding a new discussion topic’**



Discussion	Started by	Replies	Last post
Immunology	 Iejoma Mbakwe	1	Luc Kestens Tue, 22 Feb 2011, 11:13 AM
IMMUNOLOGY VIROLOGY	 Zewdu Gashu	4	Luc Kestens Tue, 22 Feb 2011, 11:08 AM
virology	 Maisoon Abdelrahman	1	Luc Kestens Tue, 22 Feb 2011, 11:07 AM

Go to “Add a new discussion topic” on the forum of eSCREM (as shown above).

Put the name of the topic you wish to introduce in the “subject” box. Try to choose a name that will be understood by all. Then type your text in the main box.

When it is done, scroll down the page and click post to forum.

Below the text box, you can add an attachment if needed (max size 500 KB) by browsing for a document (see bottom arrow in picture below).

Your new discussion topic

Subject\*

Message\*

Subscription ⓘ

Attachment ⓘ

Path:

Send me email copies of posts to this forum

Maximum size for new files: Unlimited, maximum attachments: 1


Mail now

Post to forum

There are required fields in this form marked \*

## (2) Reply to an existing topic

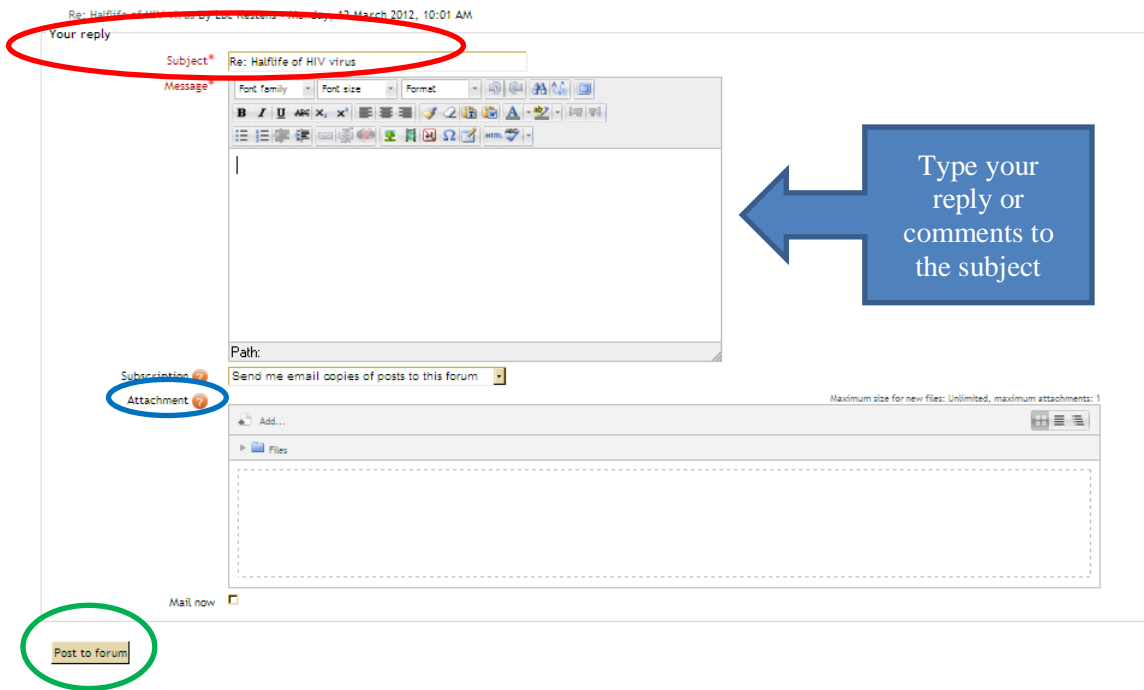
If you wish to answer or comment on an ongoing topic in the forum you can click on 'reply' and then post your comment in the text box that appears (see picture below).

 **virology**  
by Maisoon Abdelrahman - Saturday, 19 February 2011, 11:47 AM

Hello Prof Kestens: Many thanks for your nice lecture,i would like to ask about Dual-tropic virus,is it more invasive than single -tropic virus because it enter through both co-receptors or there is other reason.Also is there any relationship between clinical latency and non- progressors.

Reply 

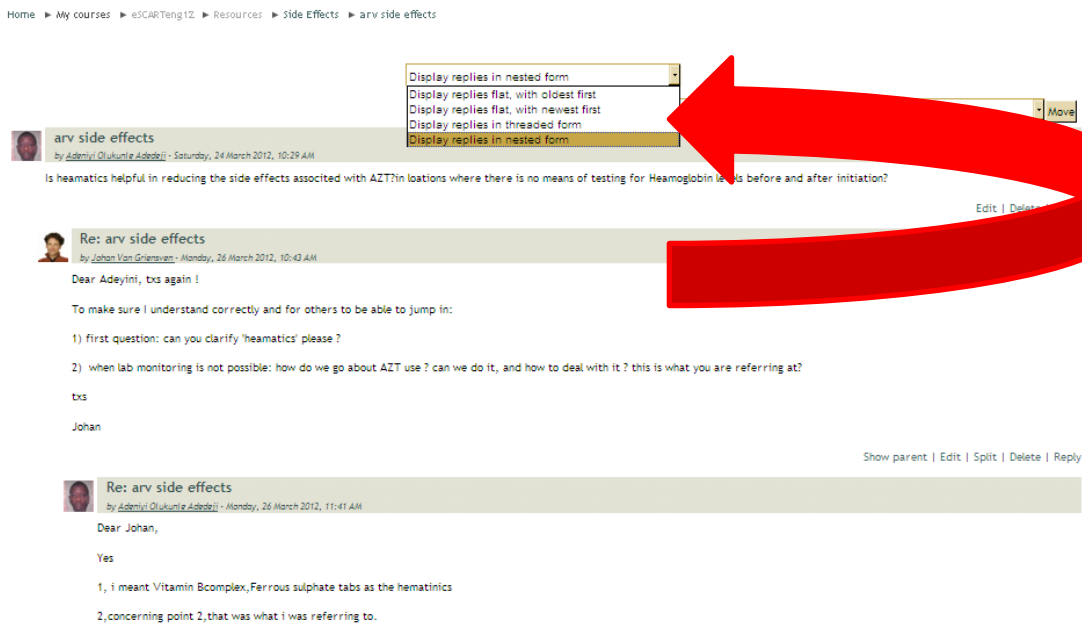
Note that there is no need to add a subject name as you are replying to an existing topic. Again you can add an attachment by following the same steps outlined above. For example, if you agree with something one of your colleagues has written why not back him/her up by posting some additional references? Do not forget to scroll down and click "post to forum" (see picture below).



# Please

- use the reply function whenever you would like to add something to a certain topic already under discussion;
- use the function “new topic” only if you are in fact starting a new topic!

When clicking on the a discussion topic, a box will appear allowing you to choose how you prefer the content of an existing discussion displayed (see picture below).



## Other communication tools

### - Contact Lists

In one of the left hand menus you will see a heading for eSCREM students, by clicking here you can see your fellow students profiles.

You will have the chance to practise using the various communication tools during the Introduction week. Moodle is a safe environment: so you may experiment freely. If things are not clear or if you run into trouble, don't hesitate to contact our helpdesk ([ckiyan@itg.be](mailto:ckiyan@itg.be)).

## How to use other tools

Suggested readings, links to trustworthy websites and full text articles, will be provided according to the needs, during the course.

## Warning:

Moodle is a digital learning environment: once you are logged in everything you click on can be traced by tutors. It is not our aim to track what you are doing but if you experience any difficulties in Moodle, we will be able to find the source of the problem and therefore better help you.

## 7. Criteria that must be fulfilled to receive a certificate of attendance at the end of the F2F course

At the end of every module for this e-course, you will need to hand an assessment (quiz or essay). To successfully complete the e-course all the assessments must be finalised.

## 8. Net Etiquette: 10 easy steps to keep online knowledge exchange optimal

1. **Be courteous and considerate in what you write.** Take care when constructing your sentences as written words have the tendency to come across a bit harsher than spoken words. Different cultures may also have different language nuances.
2. **Only post relevant questions and/or answers.** Please stay on topic to ensure professionalism throughout the discussion forum.
3. **Use a clear title in your comments and answers.** This will enable easy retrieval of specific topics afterwards (titles of comments are always readable) and will ease reading through discussions for your colleagues and yourself.
4. **Be clear and concise in your written comments.** If possible avoid non-specific terms. A lot of us are not native English speakers, which means some of our nuances can get lost in translation. Keeping it simple always helps.
5. **Include arguments in your comments.** Do not just disagree or agree with your colleague. Back up your post with well-founded arguments (facts or references rather than mere opinions) in order to give your colleague a better understanding of your train of thought.
6. **Be tolerant about the comments you read.** Do not feel threatened by the language that is used even if you suspect the comment is offensive; ask the author what he or she meant specifically before jumping to conclusions.
7. **Do not use capital letters except for abbreviations.** Capital letters are considered shouting on the Internet.

8. **In the event that a rude or threatening message is addressed to you, do not respond.** Inform the tutor (if he or she has not already seen it). Be the wiser person and neglect the remark.
9. **When replying to a comment, quote only that part** that is necessary to better understand your reply. This enables your colleagues to quickly relate to what you are saying.
10. **If a discussion is not related to the topic, please do not answer it.** If a discussion is off topic the tutor will move it to the relevant thread, or simply delete it.

## 9. Glossary

*Operating System* refers to the system your computer uses to operate its software on i.e. Windows XP.

*Plug-ins* are essential additives to your software that allow you to play the videos and audio files on Moodle.

*Pop-Ups* generate new Windows displaying the newly downloaded content.

*Moodle* stands for Modular Object Orientated Dynamic Learning Environment and is an eLearning software platform.

**eSCREM students around the world, we hope you'll enjoy the course!!**

