



Evaluation of Epidemiological Research Training Course VII-2

There is a growing need of basic training in practical survey methods among medical doctors in Vietnam. We report about the eleventh research-training course (Course VII-2) jointly organized by University of Medicine and Pharmacy, Ho Chi Minh City (UMP) and Fukushima Medical University (FMU). The primary objective of the course was to equip participants with data analysis skills. Our innovative approach this time was to teach analysis of not only quantitative (medical data), but also qualitative data (patients' voices). Underling intention was to improve patient-doctor communication through facilitating doctors' understanding of patients' view of health care. (Pictures: Teaching and learning qualitative research)



1. Characteristics of participants

Participants were recruited mainly through internet channels. There were 72 registrants, and 59 completed the course successfully. Eight were from outside Ho Chi Minh City: Long An, An Giang, Can Tho, Binh Duong, and Dong Thap.



2. Course evaluation survey

Forty-one participants answered the end-course evaluation survey. Median duration of working in medicine was 4 years (ranged from 0 to 34). Forty-one percent of participants were first time attendants. Most agreed that the course was useful and at an adequate level, and were interested in attending a future course. Of note, qualitative research was taught for the first time and 78% answered that topic selection was adequate.

		N (%) (Total N=41)					
		1	2	3	4	5	
Usefulness of the course	Poor	-	-	3 (7)	<u>20 (49)</u>	18 (44)	Superior
Overall level	Easy	-	-	<u>21 (51)</u>	18 (44)	2 (5)	Difficult
Selection of topics	Poor	-	-	9 (22)	<u>20 (49)</u>	12 (29)	Superior
Usefulness of exercises	Poor	-	2 (5)	4 (10)	<u>21 (51)</u>	14 (34)	Superior
Usefulness of materials	Poor	-	1 (2)	2 (5)	<u>23 (56)</u>	15 (37)	Superior
Course duration	Too short	1 (2)	5 (12)	<u>25 (61)</u>	8 (20)	2 (5)	Too long
Interest in future course	Not at all	-	-	3 (7)	14 (34)	<u>24 (59)</u>	Very much

Note: Most frequent answers are underlined.

3. Self-evaluation of achievements

Along with the course evaluation, 40 participants responded to the self-evaluation items. Highest self-evaluation was about knowledge gain on qualitative research (% of 4 and 5: 95%). Accordingly, 83% agreed that learning from the course would help improve their communication with patients. On the other hand, confidence gain in study designing, data analysis and conducting research was below 60%.

	N (%) (Total N=40)				
	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
"Learning will help incorporate comprehensive assessment of patients."	-	1 (3)	6 (15)	<u>18 (45)</u>	15 (38)
"Learning will help improve my communication with patients."	-	-	6 (15)	<u>17 (43)</u>	<u>17 (43)</u>
"My knowledge in Epidemiology increased."	-	-	3 (7)	<u>29 (71)</u>	9 (22)
"My knowledge in Biostatistics increased."	-	-	6 (15)	<u>29 (71)</u>	6 (15)
"My knowledge in Qualitative Research increased."	-	-	2 (5)	18 (44)	<u>21 (51)</u>
"I gained confidence in understanding scientific evidence / articles."	-	-	11 (27)	<u>23 (56)</u>	7 (17)
"I gained confidence in my skills to design a study."	2 (5)	3 (7)	17 (38)	<u>21 (47)</u>	3 (7)
"I gained confidence in analyzing data."	-	1 (2)	16 (39)	<u>19 (46)</u>	4 (10)
"I gained confidence in conducting epidemiological research."	-	3 (7)	15 (37)	<u>17 (41)</u>	6 (15)

Note: Most frequent answers are underlined.

Comments or suggestions for future courses

" Continue to teach about qualitative study deeper to publish articles."

" I am looking forward to attending future courses to improve my knowledge about epidemiology."

" Do more exercises especially about statistical tests."

4. Summary

Our first trial of teaching qualitative research was successful as reflected in participants' course evaluation and self-evaluation of achievements. We will continue teaching both quantitative and qualitative methods aiming to improve actual application of learned skills in research and clinical practice.

(Pictures: Closing ceremony)



September 13, 2017
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