

GENEVA FOUNDATION FOR MEDICAL EDUCATION AND RESEARCH



Training course in research methodology and research protocol development 2022

Course Evaluation Report

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Acknowledgement

The Geneva Foundation for Medical Education and Research team expresses its heartfelt appreciation to the Department of Sexual and Reproductive Health and Research of the World Health Organization (WHO) for its collaboration in organizing this course.

Our profound gratitude also goes to the Course Coordinator, Dr Moazzam Ali (Department of Sexual and Reproductive Health and Research, WHO) and Dr Karim Abawi (Geneva Foundation for Medical Education and Research) for their support throughout the course.

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Special thanks to WHO headquarters and all regional offices who sponsored participants of the course, and to other institutions that funded their employees to take the course.

Finally, our appreciation goes to all the participants and coaches who completed the course evaluation surveys, inspiring us and helping us to improve our course.

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Background

The GFMER “Training course in research methodology and research protocol development 2022” is one of the online training courses organized by the Geneva Foundation for Medical Education and Research (GFMER). It was organized in collaboration with the World Health Organization’s (WHO) Department of Sexual and Reproductive Health & Research. The goal of this course was to provide basic knowledge on research methodology and how to develop a research protocol. The course coordinator was Dr Moazzam Ali of Department of Sexual and Reproductive Health and Research, WHO and Dr Karim Abawi (GFMER). The duration of the course was eight weeks from 21 September 2022 to 15 November 2022.

The course core team comprised:

WHO Headquarters

- Dr Moazzam Ali

External contributors

- Dr Khalifa Elmusharaf (University of Birmingham, Dubai Campus)
- Professor Jane Hirst (University of Oxford)

Geneva Foundation for Medical Education and Research

- Dr Karim Abawi
- Prof Aldo Campana
- Dr Raqibat Idris
- Ms Fionna Poon
- Dr Fariza Rahman

About the course

A total of 125 health professionals from 39 countries (Table 1) participated in the course in 2022. Most of the participants were from the ages of 25 - 54 years (95%) (Figure 1) with almost equal gender distribution (Male 51%, Female 49%) (Figure 2). Participants were working mostly as doctors, program managers/ implementers, professors/ lecturers / researchers, and midwives/ nurses (83%) (Figure 3), and mostly from international NGOs, government organizations, international organizations, and government hospitals / clinics / medical offices (80%) (Figure 4). Majority of enrolled participants were from Africa (70%), Western Pacific region (10%), Southeast Asia (9%) and Eastern Mediterranean region (8%) (Figure 5). Of the total 125 enrolled participants, 104 were active (83% participation rate) and 83 completed the course (80% completion rate) and were awarded with certificates co-signed by WHO and GFMER.

Table 1: Participants' country of residence

Country of residence	No. of participants
Zambia	13
Papua New Guinea	12
Ethiopia	10
Kenya	9
South Sudan	8
Sri Lanka	8
Nigeria	7
Burkina Faso	5
Tanzania	4
Liberia	3
Madagascar	3
Myanmar	3
Somalia	3
Uganda	3
Botswana	2

Cameroon	2
DR Congo	2
Iraq	2
Malawi	2
Morocco	2
Namibia	2
Pakistan	2
Saudi Arabia	2
Egypt	1
Gambia	1
Haiti	1
Lesotho	1
Mali	1
Nepal	1
Russia	1
Rwanda	1
Somaliland	1
South Korea	1
Sudan	1
Tchad	1
United Kingdom	1
United States	1
Yemen	1
Zimbabwe	1
Total	125

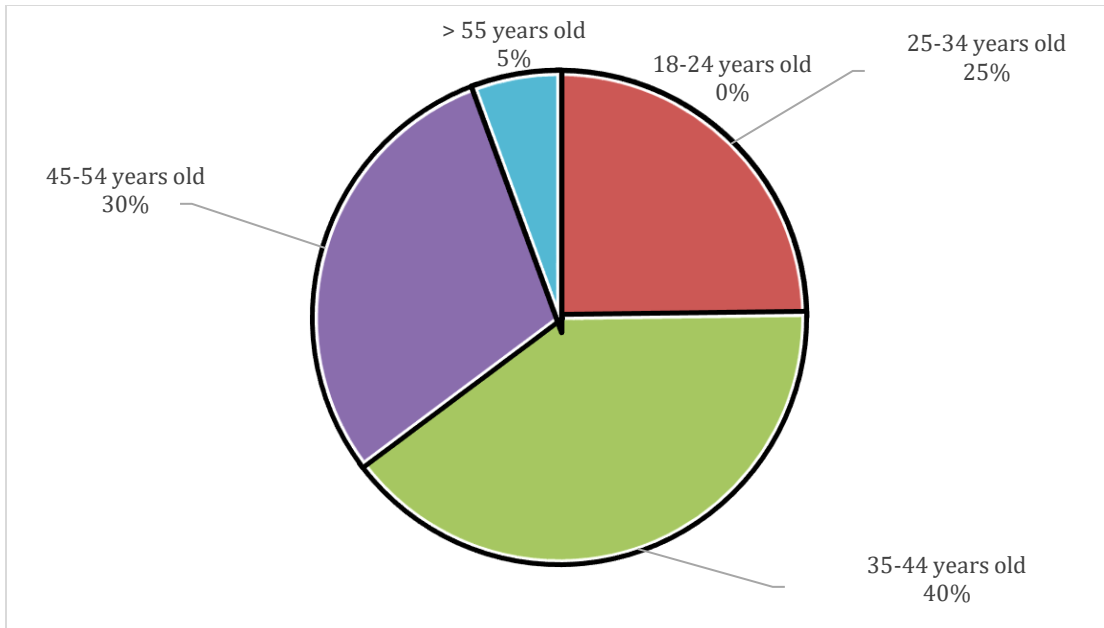


Figure 1: Age distribution of the participants

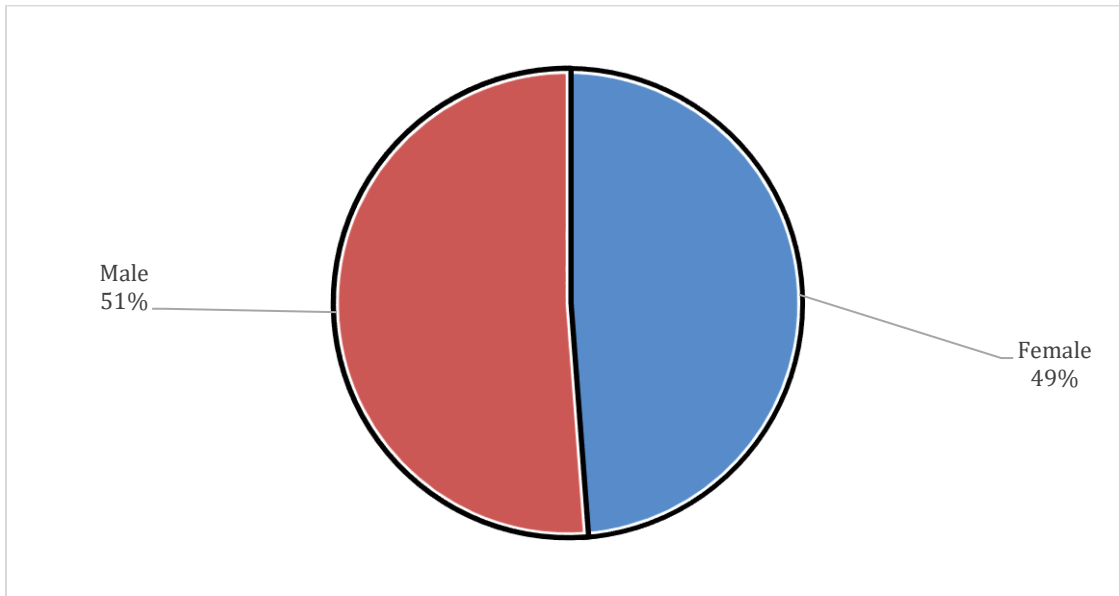


Figure 2: Gender distribution of the participants

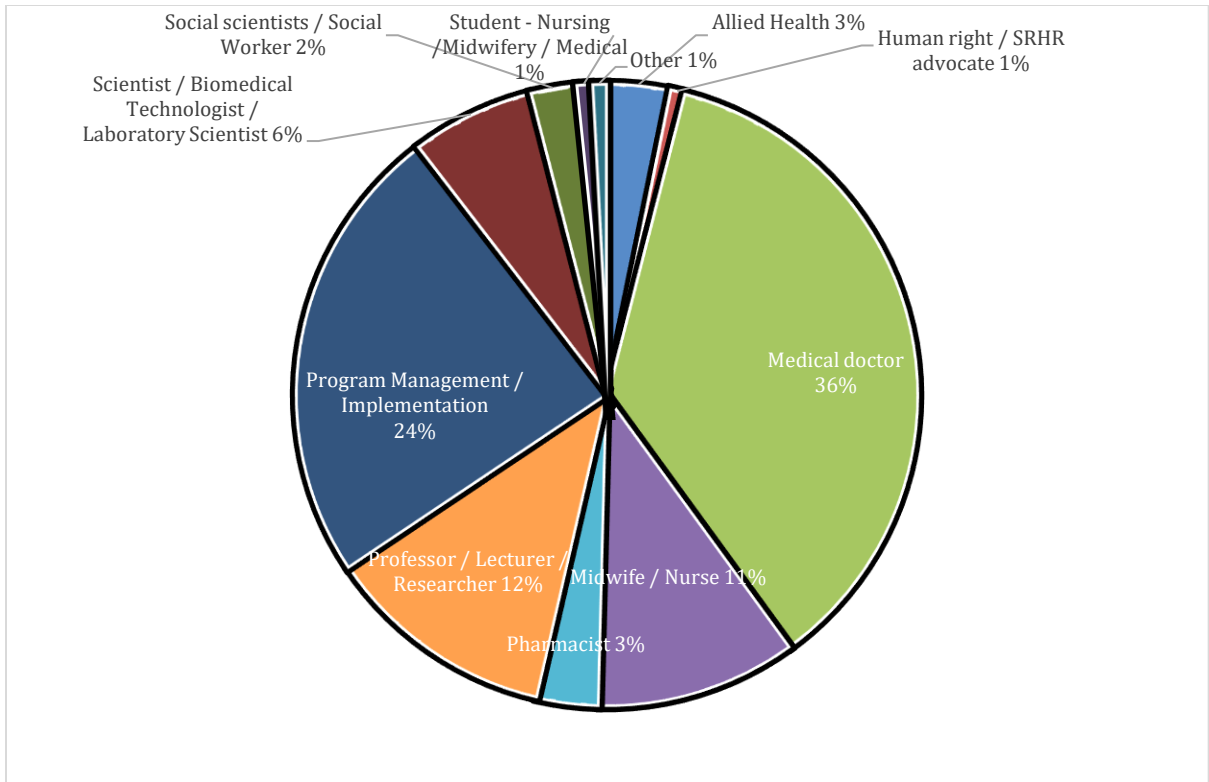
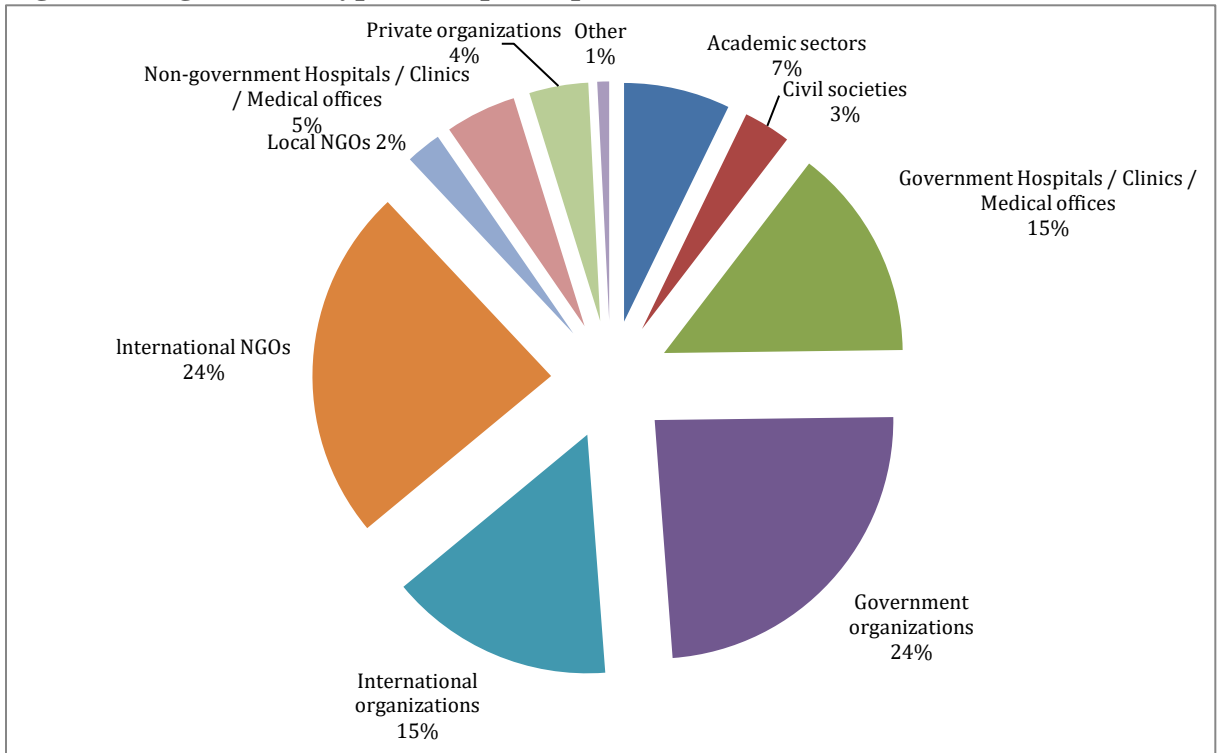


Figure 3: Occupation of the participants

Figure 4: Organization type of the participants



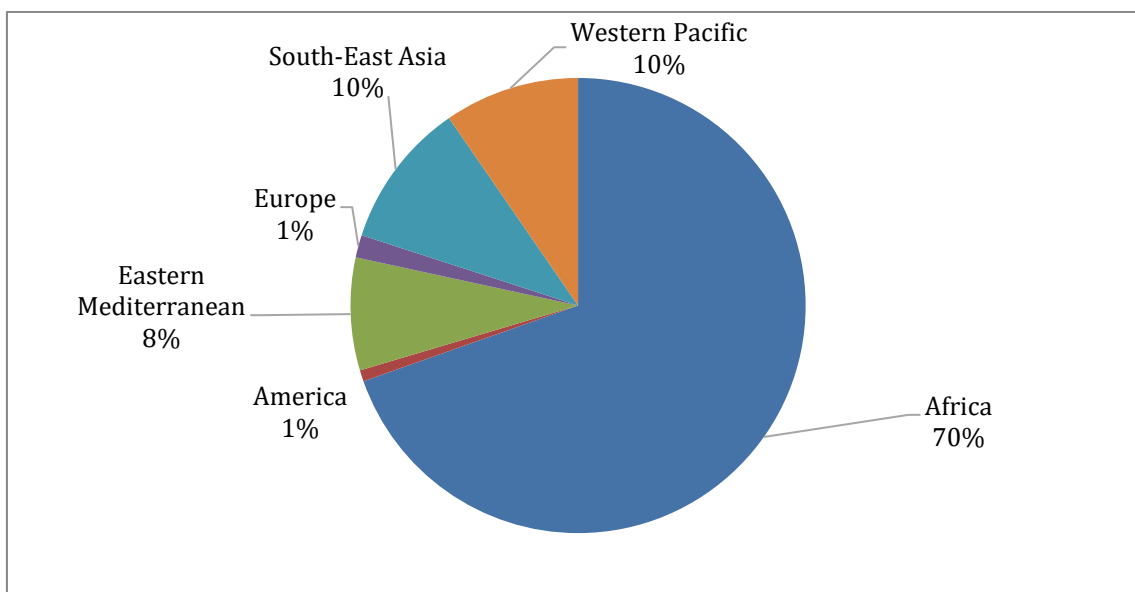


Figure 5: Regional distribution of the participants

Participants of the course were recruited by announcements of GFMER through its website, network, social medias, coaches and country coordinators; by WHO regional and country offices and other WHO network as well as regional NGOs and health ministries. Majority of the participants were self-sponsored or sponsored by their institutions. GFMER engaged 16 coaches from 14 countries to mentor the participants. An orientation session was held for coaches for quality and standardized tutoring. The teaching methods for the course consisted of on-line lectures (video recordings, didactic presentations), key readings, additional references and audio-visual materials, and referrals to related websites. The course materials could be downloaded for offline reading. During the course, two live webinars were organized, the first to answer to questions on the course content from students and coaches and the second, a teaching session. The course was assessed by weekly individual assignments, and individual development of a research protocol at the end of the course along with a MCQ. Coaches reviewed and provided feedback on the assignments and research protocols using the guides provided. Ongoing communications between the organizing partners before and during the course ensured adequate preparation and smooth running of the course.

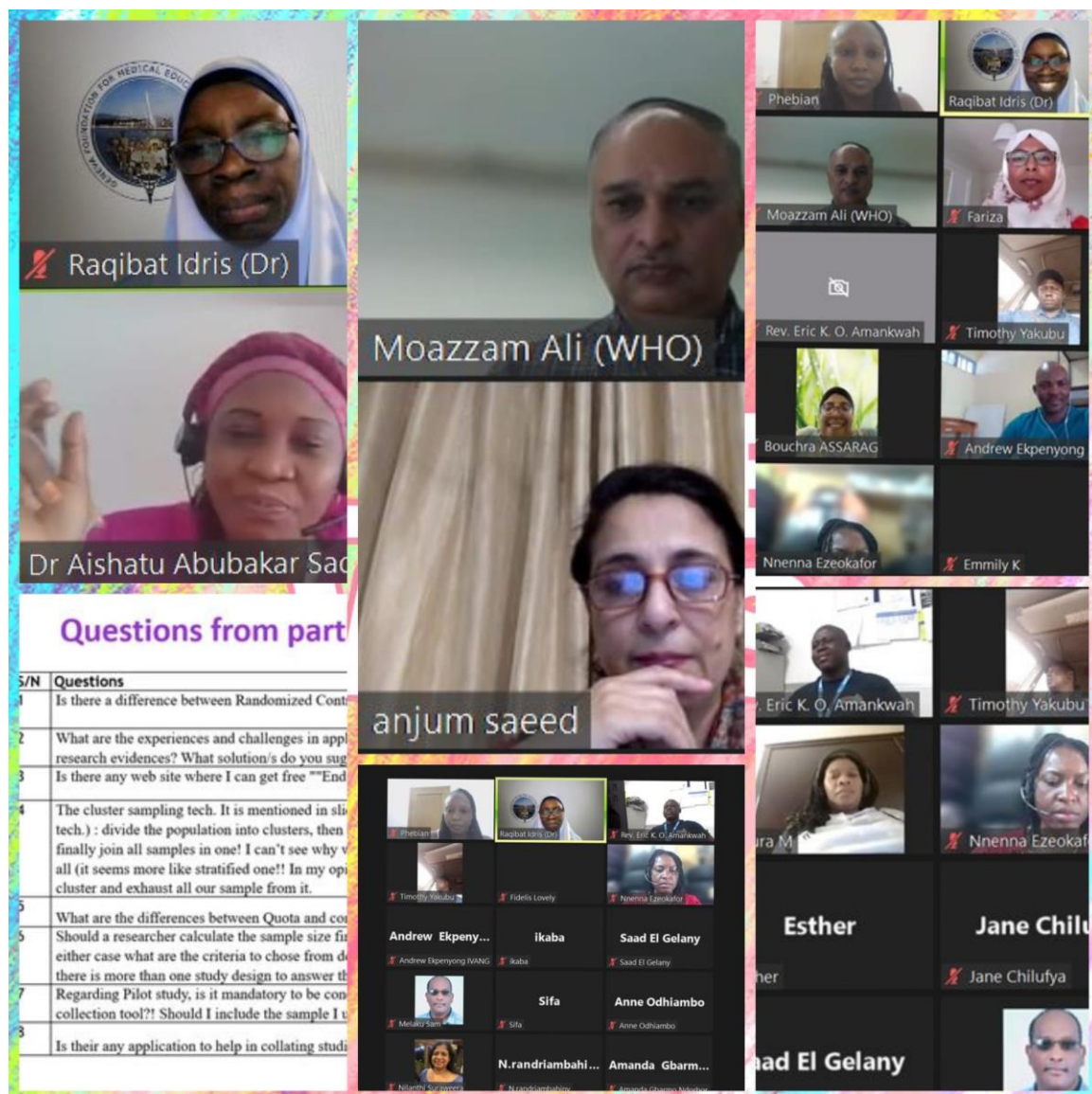
At the end of the course, a Zoom meeting was organized for all participants, coaches, course organizers and course resource persons. A course evaluation survey was performed to assess the satisfaction level and usefulness of the course to participants and to identify areas of improvement (brief report of findings below).

Online Zoom meetings

As previously mentioned, three online meetings were organized to facilitate learning and interactions between participants, coaches, course resource persons and course organizers.

Webinar 1

The [first webinar](#) was held on Friday 28 October 2022. The panelists, Dr Moazzam Ali (WHO) and Dr Aishatu Abubakar-Sadiq (GFMER Coach and Country Coordinator for Nigeria), responded to questions received from the course participants. The peak attendance in the webinar was 48. Below is a group of pictures from webinar 1.



Webinar 2

The [second webinar](#) held on Tuesday 08 November 2022 featured presentations on Critical appraisal and Scientific writing by Prof Jane Hirst of the Nuffield Department of Women's & Reproductive Health at the University of Oxford, UK. The peak attendance was 39. Below is a group of pictures from webinar 2.

Sources of bias in clinical trials

Selection bias	Biased allocation to comparison groups
Performance bias	Unequal provision of care apart from treatment under evaluation
Detection bias	Biased assessment of outcome
Attrition bias	Biased occurrence and handling of deviations from protocol and loss to follow up

Bias

Design, Recruitment, Selection, Interviewer, Chronology, Recall, Exposure or Outcome Misclassification

Dr. Peter Hayo... Mellisachew Fer... Rose

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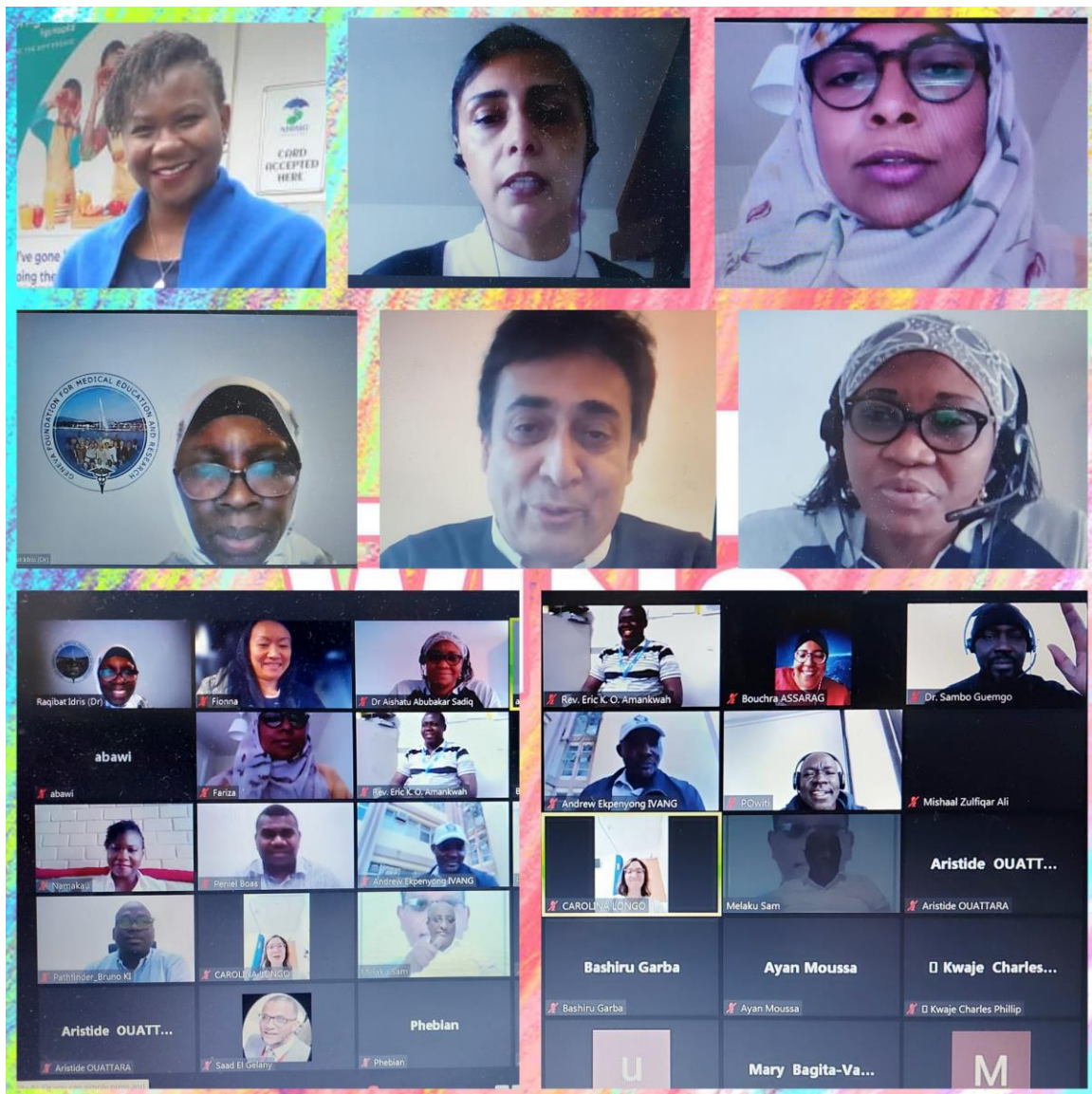
Lillian Nkonge asee mugahed Amelia N. Odo

Saad El Gelany Ginehynne Anis

End of course meeting

The [end of course meeting](#) organized on 18 November 2022 was for participants, coaches, course resource persons and course organizers to reflect on the course. One of the course coordinators, Dr Karim Abawi was present in the meeting to motivate participants to apply the skills from the course to contribute to knowledge in their

respective fields and for professional self-improvement. Below is a group of pictures from the meeting.



Course evaluation

After the course, participants and coaches were invited to complete separate course evaluation survey forms to assess their perceived levels of satisfaction and usefulness of the course and to identify areas of improvement. A link to an anonymous online survey to evaluate the course was sent to participants upon completion of the course. Participation in the survey was voluntary. The survey included questions to collect participants' demographic data, appraisal of the course, open-ended questions for additional comments and to express their likes and dislikes about the course as well as suggestions on how to

improve it.

A total of 40 participants (38% participation) and 12 coaches (75% participation) responded to the survey. The course was highly rated by 97.5% of participants and all coaches (100%) who responded with a rating of 'excellent' or 'good'. The majority of those who responded felt that the course was well structured with clear objectives (95% participants and 100% of coaches). Up to 95% of the participants believed that the course topics were relevant to their professional practices. However, 2.5% of the participants remained neutral or strongly disagreed on this question. Participants were happy with the overall quality of coaching received during the course with an 83% response rating of excellent (58%) and good (25%). But 5% of participants were not pleased with the quality of coaching which will be improved on for future courses. We are also contented to see that most of the participants (98%) said that they would recommend the course to others. Respondents to the surveys gave some suggestions to help improve the course, which the course organizers will consider for future courses bearing in mind the overall course structure and objectives. A few of these suggestions were to have more explanations on sampling technics along with exercises, and to improve on study registration, face-to-face interactions, voice over presentation and regular interaction with the coaches.