



Study Guide

Design of Randomised Controlled Trials (DES)

Semester 2, 2017

Prepared by:

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Design of Randomised Controlled Trials (DES)

Semester 2, 2017

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Background

Experimental designs play a critical role in the conduct of medical research. Underpinning evidence-based medicine are well-conducted randomised controlled trials, which form a basis for clinical practice. A solid introduction to principles of experimental design and issues related to randomised controlled trials is important to facilitate experiments having optimum statistical efficiency.

Unit summary

This subject will introduce randomised comparisons as a major tool used in medical research and the basis of providing evidence for improving clinical practice. This is a one semester course and will be offered in distance learning mode only. This course differs somewhat from many of the other BCA courses in the program in that it does not require much in the way of 'hands on' analysis or application of formulae (though there is some of this!). It mainly involves working through principles and concepts and applying these to real life situations and problems likely to be encountered in the design of trials. Generally the examples and assessment questions are based on actual studies. In many situations there is not necessarily a correct or incorrect answer. What is of importance is the appropriate discussion and consideration of relevant issues. In keeping with the above philosophy, the course material is based around published articles and extracts from books. The use of eLearning is very important in this course as it provides a guide to the course material and opportunities for discussion and clarification of concepts. You are strongly encouraged to make the most of the Discussion Forums to ask about any course-related administration, clarify concepts and to understand the relevance of the articles provided.

Workload requirements

The expected workload for this unit is 10-12 hours per week on average, consisting of guided readings, discussion posts, independent study and completion of assessment tasks.

Prerequisites

Epidemiology (EPI)
Mathematical Background for Biostatistics (MBB)

Co-requisites

None

Learning Outcomes

At the completion of this unit students should be able to:

Identify the benefits of randomisation as a mechanism for reducing bias, and implement a variety of randomisation schemes.

1. Demonstrate knowledge of the principles behind the common experimental designs.
2. Describe the efficiency advantages of crossover designs, and be able to design and interpret the two-period crossover study.
3. Demonstrate an understanding of the principles underlying Phase I, II, III and IV studies, as well as an appreciation of the scientific basis underlying issues in clinical studies including intention-to-treat, blinding, interim analyses, subgroup analyses and the handling of missing data.
4. Appreciate the importance of sample size in clinical studies, and perform sample size calculations for a variety of trial designs with different outcomes.

Unit content

The unit is divided into 5 modules, summarised in more detail below. Each module will involve approximately 2 weeks of study and generally includes the following material:

1. Module notes describing concepts and methods, and including some exercises that have conceptual and application orientation.
2. Selected readings from published articles or textbooks.
3. One or more extended examples illustrating the concepts/methods introduced in the notes and more practically oriented exercises.

Study materials for all Modules are contained in your mail-out package and are additionally downloadable from the eLearning unit site. Assignments and supplementary material, such as datasets will be posted to the unit site. Please note that we are not able to post copies of copyright material (journal articles and book

extracts)—for these you will have to rely on the hard copy mail-out or resources from your home university's library.

Recommended approaches to study

Students should work through each module systematically, following the module notes and any readings referred to, and working through the accompanying exercises. *You will learn a lot more efficiently if you tackle the exercises systematically as you work through the notes.* You are encouraged to post any content-related questions to eLearning, whether they relate directly to a given exercise, or are a request for clarification or further explanation of an area in the notes. You should also work through all of the computational examples in the notes for yourself on your own computer.

Outline solutions to the exercises in each module (except those to be submitted for assessment, as described below) will be posted online at the midway point of the allocated time period for the module. This is intended to encourage you to attack the exercises independently (or via the eLearning site), and yet not make you wait too long to see the sketch solutions.

Method of communication with coordinator

Murthy N Mittinty is the course coordinator and Primali De Silva is the instructor.

Questions about administrative aspects or course content can be emailed to the coordinator, and when doing so please use "DES:" in the Subject line of your email to assist in keeping track of our email messages. Coordinator/s will be available to answer questions related to the module notes and practical exercises, and to address any other issues that require clarification. However, please note that instructors are not necessarily available every day of the week and you should expect that it may take a day or so to respond to questions (possibly longer over weekends and during breaks!).

We strongly recommend that you post content-related questions to the Discussions tool in the DES area of BCA's eLearning site. In 2017 we are using the Learning Management system hosted by the University of Sydney. You may be familiar with the system from previous BCA units, and will receive any specific instructions on using the eLearning site this semester from the BCA Coordinating Office. There is also a "Getting Started" document available on the Student Resources page of the BCA website.

Module descriptions

Below is an outline of the study modules, followed by a timetable and assessment description table

The due date for submission of the required exercises from each module is 11:59pm on the day immediately following the completion of the module, as indicated below.

Module 1: Randomisation

Overview:

This module provides the rationale for experimental studies in medical research and outlines the main principles of experimental studies, in particular randomised controlled trials (RCTs). Various methods of randomisation of patients to treatments within RCTs are discussed.

Aims:

This module aims to:

1. Provide students with an introduction to the main concepts of experimental studies and RCTs, including the rationale for RCTs, and an overview of the features of randomised studies.
2. Provide students with an understanding of the various methods of randomisation used in RCTs, and the advantages and disadvantages of commonly used randomisation schemes.

Module 2: Design of RCTs

Overview:

This module outlines some of the study designs used in randomised controlled trials (RCTs), including parallel designs, crossover designs and n-of-1 trials, and introduces the issue of missing data in RCTs

Aim:

This module aims to provide students with an understanding of the features, advantages and disadvantages of the common study designs for RCTs.

Module 3: Sample Size

Overview:

This module covers concepts important to understanding and calculating sample size for various types of outcomes and study designs.

Aims:

This module aims to provide an understanding of issues important for sample size, such as types of errors, significance level and power, and provide students with practical experience in calculating sample size for different outcomes and study

designs.

Module 4: Phase I and Phase II Studies- Interim Analysis and Early Stopping

Overview:

This module covers design and analysis issues for Phase I and Phase II clinical trials and provides an overview of the issues of interim analyses and early stopping in clinical trials.

Aims:

This module aims to:

1. Provide students with an understanding of the purpose, design, and analysis/interpretation of Phase I (dose finding) and Phase II (safety and efficacy) clinical trials.
2. Provide students with an understanding of when interim analyses are appropriate, and design and analysis issues relating to interim analyses and criteria for early stopping in clinical trials.

Module 5: Analysis and Reporting of RCTs

Overview:

This module introduces issues associated with the analysis and reporting of RCTs and outlines the problems of multiplicity (i.e. multiple outcomes or multiple analyses) and of missing outcome data in RCTs.

Aims:

This module aims to provide students with:

1. An understanding of issues surrounding the analysis and reporting of RCTs.
2. A basic understanding of the issues associated with multiple outcomes and multiple analyses in RCTs.
3. A basic understanding of the issues associated with missing outcome data in RCTs.

Unit schedule

Semester 2, 2017 starts on Monday July 31st.

Week	Week Commencing	Module	Topic	Assessment
1	31 July 2017	Module 1	Randomisation	
2	7 August 2017	Module 1	Randomisation	Assignment # 1 – Available 8 August
3	14 August 2017	Module 2	Design of RCTs	
4	21 August 2017	Module 2	Design of RCTs	
5	28 August 2017	Module 3	Sample Size	Assignment #1 - Due 30 August
6	4 September 2017	Module 3	Sample Size	
7	11 September 2017	Module 4	Phase I and Phase II Studies	
8	18 September 2017	Module 4	Phase I and Phase II Studies	Assignment # 2 Available 19 September
	25 September 2017		Mid Semester Break 1 week only	
9	2 October 2017 Note: Monday is a public holiday in some states.	Module 4	Phase I and Phase II Studies	
10	9 October 2017	Module 5	Analysis and Reporting of RCTs / Multiple Comparisons	Assignment #2 - Due 11 October
11	16 October 2017	Module 5	Analysis and Reporting of RCTs	Assignment # 3 – Available 17 October
12	23 October 2017	Module 5	Analysis and Reporting of RCTs	
13	30 October 2017		Revision	
	6 November 2017			Assignment #3 - Due 8 November

Assessment

The assessment for this unit will involve three written assignments. Assignment 1 will cover Modules 1 and 2 and will be worth 30%. Assignment will cover Modules 3 and 4 and will be worth 30%. Assignment 3 will cover Module 5, as well as Modules 1-4, and will be worth 40%. Assignments will be posted on eLearning three weeks prior to the

submission data. Module solutions/guides will be posted on eLearning after the submission data.

Individual feedback on assignments will be provided to each student. Students will also be provided with summary statistics on the results for the entire class so that they can judge their relative performance for each assignment.

Students are expected to monitor eLearning for the posting of assignments, solutions and feedback. Email notifications and other channels of communication will not be used.

Examples and exercises are contained in each module to enable students to ascertain their level of understanding of various topics. These will not form part of the assessment of this course.

In general you are required to submit your work typed in Word or similar (e.g. using Microsoft's Equation Editor for algebraic work) and we strongly recommend that you become familiar with equation typesetting software such as this. If extensive algebraic work is involved you may submit neatly handwritten work, however please note that marks will potentially be lost if the solution cannot be understood by the markers due to unclear or illegible writing. This handwritten work should be scanned and collated into a single pdf file and submitted via the eLearning site. See the [BCA Assessment Guide](#) document for specific guidelines on acceptable standards for assessable work.

The instructor will generally avoid answering questions relating directly to the assessable material until after it has been submitted, but we encourage students to discuss the relevant parts of the notes among themselves, via eLearning. However **explicit solutions to assessable exercises should not be posted for others to use**, and each student's submitted work must be clearly their own, with anything derived from other students' discussion contributions clearly attributed to the source.

Submission of assessments and academic honesty policy

You should submit all your assessment material via eLearning unless otherwise advised. The use of Turnitin for submitting assessment items has been instigated within unit sites. For more detail please see pages 3-5 [the BCA Student Assessment Guide](#).

This guide will also be included in hardcopy in your package of notes.

The BCA pays great attention to academic honesty procedures. Please be sure to familiarise yourself with these procedures and policies at your university of enrolment. Links to these are available in the BCA Student Assessment Guide. When submitting assessments using Turnitin you will need to indicate your compliance with the plagiarism guidelines and policy at your university of enrolment before making the submission.

Late submission of assessments and extension procedure

For various reasons, you may sometimes experience difficulties in getting your assignments submitted on the due date. Requests for an extension for an assignment must be made **in advance of the due date for that assignment**. The normal grounds for an extension being granted are bereavement, personal illness or illness in a family member requiring you to exercise a significant carer role.

These requests must be made directly to Murthy Mittinty by email. Murthy will note the date and time of the request and reply to the request by email with the decision as to whether an extension has been granted and, if so, stating the length of the extension.

Length of extension: Extensions granted by Unit Coordinator will normally be no longer than two days.

We adhere to standard BCA policy for late penalties for submitted work, i.e. a 5% deduction from the earned mark for each day the assessment is late, up to a maximum of 50%. Extensions are possible, but these need to be applied for (by email) as early as possible. The Unit Coordinator is not able to approve extensions beyond three days; for extensions beyond three days you need to apply to your home university, using their standard procedures.

Learning resources

The text book for this subject is:

Matthews, J.N.S. Introduction to Randomized Controlled Clinical Trials, (Second Edition) Chapman & Hall/CRC Texts in Statistical Science

It will be necessary for you to have access to this book, as some of the course material is contained in the text book. You may be able to access a copy through your place of employment or a local library.

Software

For this subject you will need to have access to STATA, SAS or any online sample size calculator packages.

Feedback

Our feedback to you:

The types of feedback you can expect to receive in this unit are:

- Formal individual feedback on submitted exercises assignments
- Feedback from non-assessed online quizzes
- Responses to questions posted on Blackboard

Your feedback to us:

One of the formal ways students have to provide feedback on teaching and their learning experience is through the BCA student evaluations at the end of each unit. The feedback is anonymous and provides the BCA with evidence of aspects that students are satisfied with and areas for improvement.

Required mathematical background

Successful completion of Mathematical Background for Biostatistics (MBB) or equivalent.

Changes to DES since last delivery, including changes in response to student evaluation

DES was last delivered in Semester 2 2016. Major changes were made to DES in 2007 and 2008 and more recently in 2015 following a BCA curriculum review. Additional changes have been made in response to student feedback. Sections in the notes that generated a large amount of discussion have been updated, as have the reading materials and software programs made available. In 2017 some examples in modules are changed to reflect the changed text book.

Acknowledgments

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