



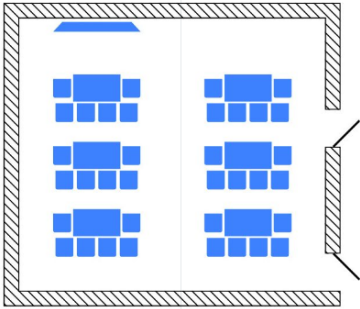
SOCIETY FOR VETERINARY EPIDEMIOLOGY  
AND PREVENTIVE MEDICINE

<http://www.svepm.org.uk>

SVEPM PROPOSAL FORM FOR ORGANIZING A PRE-CONFERENCE WORKSHOP

Please complete the expandable table below and return by email by August 31<sup>st</sup> 2019 to the SVEPM Honorary Secretary, Philip Robinson at [secretary@svepm.org.uk](mailto:secretary@svepm.org.uk).

<i>Title of the Workshop</i>	<b>Mortality rate ratio's: Challenges and solutions when calculating cattle mortality</b>
<i>Workshop facilitators</i> Please provide name, affiliation and email address Underline the name of the contact person One facilitator will receive free registration to the SVEPM annual meeting	Inge Santman-Berends, MSc PhD, Royal GD <a href="mailto:i.santman@gdanimalhealth.com">i.santman@gdanimalhealth.com</a>  Gerdien van Schaik, MSc, PhD, Royal GD and Prof. monitoring and surveillance at Utrecht University <a href="mailto:g.v.schaik@gdanimalhealth.com">g.v.schaik@gdanimalhealth.com</a>
<i>Learning objectives and expected outcomes</i>	<ul style="list-style-type: none"><li>• Provide insight in how to calculate mortality with examples of rate ratio's in cattle populations</li><li>• Compare calf mortality definitions between countries and discuss whether figures can be compared or not between countries.</li><li>• Create awareness that calculating mortality is more complicated than it seems</li><li>• Create awareness on the gap between scientifically correct calculations and farmers understanding</li><li>• Create awareness that small differences in definitions can have a high impact on the outcome</li><li>•</li></ul>
<i>Content and structure</i>	Introduction <ul style="list-style-type: none"><li>• The issue with mortality figures</li><li>• Explaining mortality rate ratios</li><li>• Pitfalls when calculating mortality</li></ul> Interactive session 1: in groups of four/ five people <ul style="list-style-type: none"><li>• Evaluate the different ways <b>mortality is recorded</b> in each of the countries present in the workshop (we ask each participant to gather this information beforehand, if possible)</li><li>• Evaluate the <b>different definitions</b> that are applied to calculate mortality</li><li>• Why are the specific definitions used =&gt; with which aim</li><li>• What do people find an acceptable level of cattle mortality</li><li>• <b>Discuss</b> the pro's and cons of each definition from the perspective of a policymaker, a farmer and a scientist</li></ul>

	<p>Coffee break in which the workshop facilitators summarise the results of the interactive session in a powerpoint presentation followed by a plenary discussion</p> <p>Plenary discussion</p> <ul style="list-style-type: none"> <li>• Each of the groups is assigned the perspective of either the policymaker, the farmer or the scientist. The groups have to defend the definitions from the assigned perspective in a debate with the other groups. The discussion will be overseen and steered if necessary by the workshop facilitators.</li> </ul> <p>Wrap up: what is the best definition according to the participants from each of the different perspectives. Concluding remarks.</p> <p>Time depending:</p> <p>Interactive session 2</p> <ul style="list-style-type: none"> <li>• Reach agreement on the best definition to be used for: <ul style="list-style-type: none"> <li>▪ policymakers, farmers, scientists, the general public</li> <li>▪ comparing mortality figures between countries</li> </ul> </li> </ul>
<i>Materials provided by the facilitators</i>	Hand-outs with lecture notes.
<i>Maximum number of participants</i>	30
<i>Assumed knowledge of participants</i>	Basic epidemiological knowledge and preferably something on how mortality is registered and calculated in their own country.
<i>Required meeting room set-up and equipment, including number of power points (for laptops)</i>	<p>A set-up to enable group-wise discussion. Preferably round table or cabaret with multiple groups:</p>  <p>The diagram shows a rectangular room with a hatched border. Inside, there are two groups of participants, each represented by a 3x3 grid of blue squares. The groups are positioned on opposite sides of the room, facing each other. A door is indicated on the right wall with an arrow pointing outwards.</p>