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from the study of a sample, usually a relatively small group of individuals, are used to make an inference about the large population, from which the sample was taken. These as well as other principal differences have direct implications for the ability to teach epidemiologic concepts on real individuals. A clinical diagnosis can be made in a moment and can be demonstrated on one individual. In contrast, the epidemiologic diagnosis is usually based on an investigation of a number of subjects lasting for a long period of time. It follows that during the time of epidemiology we are not able to establish very definite relationships of cause and effect. We cannot offer to our students even a participation for epidemiologic investigation of an outbreak. So, how to practice the epidemiologic concepts? One option is to use this exercise book. CIP 2005-2

The majority of the exercises offered in this text are based on a real life experiences. On the one hand, they are selected in the way to cover typical situations, on the other hand to facilitate better understanding of the epidemiologic concepts and their mutual relationships. Each section of the text includes the key to exercises and illustrative answers; therefore, it is easy for readers to evaluate themselves.

Readers can test their knowledge of common epidemiologic terms and their general epidemiologic knowledge in the section "Control questions".