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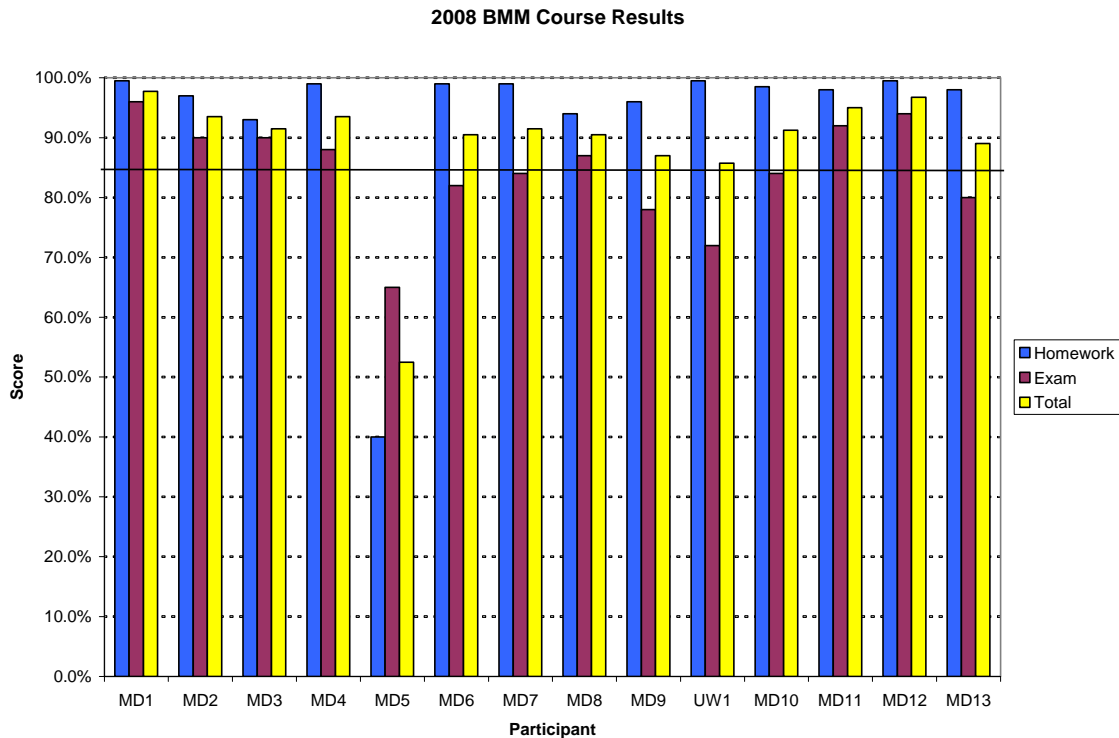
Valerie Kaufman, MD
Chair, AAIM CME Committee

Re: Basic Mortality Course; Oct 4-5, 2008

The Basic Mortality Course was offered at the fall 2008 AAIM meeting in Manhattan. In addition to myself, Tom Ashley and David Winsemius presented lectures. Of 14 students who initially registered, 13 completed the homework assignment and 14 took the final exam. Of these, 13 were physicians and 1 was an underwriter. The following is a summary of student performance and feedback received on the course evaluation forms.

The format of the course was essentially the same as presented in the past several years. Students were required to complete an extensive homework assignment and submit that work prior to the start of the course. This assignment was worth 50% of the student's final grade. There were over 100 separate calculations or short essay responses required for completion of the workbook.

Per the Board of Insurance Medicine guidelines, students obtaining a 90% or better on the homework were offered the option to "test out" of the classroom session (pre-test). Although all but one student achieved 90% or better on the homework, 10 chose to attend the lectures anyway.



Data regarding the number of hours spent in preparation for the course was collected anomalously. All students submitted data on how long it took them to complete the homework. The average time spent in preparation was 23 hours (range 12 – 40 hours).

A combined score of 85% on the homework and written exam with both components equally weighted was necessary to pass the course. All but one student (a foreign medical director) passed the course. This student also did not complete the homework assignment. The average score of all students on the homework was 93.6% and the average of all students on the written exam was 84%. The average of all students on the final written exam, excluding the one student who failed, was 86%,

Course evaluation form

As in previous years, students were asked to evaluate the course. 10 of the 14 students completed a course evaluation form. The results of this evaluation are shown below.

| 2008 AAIM Basic Mortality Methodology Course Evaluation: Summary | | | | | | | | | | | | | | |
|--|---------|---------|----------------|----------------|----|----|----|----|------|----|----|----|----|-----------------------|
| | Scale | | No Value NA | Greatest value | | | | | | | | | | |
| | 0 | 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| | Average | | Student | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Article selection | WB | Lecture | | | | | | | | | | | | |
| Homework | 8.0 | | little value | 9 | 8 | 7 | 8 | | 7 | 10 | 9 | 5 | 8 | 9 highly valuable |
| Lectures | | 8.8 | little value | 9 | 8 | 9 | 10 | | 8 | 10 | 10 | 5 | | 9 highly valuable |
| Life table construction including cumulative survival and l-w-d methods | | | | | | | | | | | | | | |
| Homework | 8.9 | | little value | 8 | 8 | 9 | 10 | 10 | 9 | 10 | 10 | 5 | 10 | 9 highly valuable |
| Lectures | | 9.1 | little value | 10 | 8 | 10 | 10 | 10 | 9 | 10 | 10 | 5 | | 9 highly valuable |
| Interpretation of mortality results | | | | | | | | | | | | | | |
| Homework | 8.7 | | little value | 8 | 8 | 8 | 10 | 10 | 9 | 10 | 9 | 5 | 10 | 9 highly valuable |
| Lectures | | 9.0 | little value | 10 | 8 | 8 | 10 | 10 | 10 | 10 | 10 | 5 | | 9 highly valuable |
| Use of EDR and calculation of select RMR | | | | | | | | | | | | | | |
| Homework | 8.5 | | little value | 8 | 8 | 8 | 10 | 10 | 8 | 10 | 10 | 5 | 7 | 9 highly valuable |
| Lectures | | 8.9 | little value | 10 | 8 | 9 | 10 | 10 | 8 | 10 | 10 | 5 | | 9 highly valuable |
| Understanding elements in published life tables and the differences between published life tables | | | | | | | | | | | | | | |
| Homework | 8.5 | | little value | 8 | 8 | 8 | 10 | 10 | 9 | 9 | 8 | 5 | 8 | 10 highly valuable |
| Lectures | | 8.9 | little value | 10 | 8 | 9 | 10 | 10 | 9 | 9 | 10 | 5 | | 9 highly valuable |
| Understand how LE is calculated | | | | | | | | | | | | | | |
| Homework | 7.5 | | little value | 7 | 5 | 8 | 10 | 8 | 8 | 6 | 6 | 5 | 10 | 10 highly valuable |
| Lectures | | 8.6 | little value | 10 | 8 | 9 | 10 | 10 | 9 | 6 | 10 | 5 | | 9 highly valuable |
| Statistical Concepts (Accuracy, Predictive value) | | | | | | | | | | | | | | |
| Homework | 8.7 | | little value | 8 | 8 | 9 | 10 | 10 | 8 | 10 | 9 | 5 | 9 | 10 highly valuable |
| Lectures | | 9.0 | little value | 10 | 8 | 10 | 10 | 9 | 9 | 10 | 10 | 5 | | 9 highly valuable |
| Revising the probability of disease based on test results using Bayes theorem, likelihood ratios, and decision trees | | | | | | | | | | | | | | |
| Homework | 8.4 | | little value | 8 | | 8 | 10 | | 7 | 10 | | 5 | 9 | 10 highly valuable |
| Lectures | | 8.8 | little value | 10 | | 9 | 10 | | 9 | 10 | | 5 | | 9 highly valuable |
| Instructors | | | | | | | | | | | | | | |
| Knowledge | | 9.7 | uninformed | 10 | 9 | 10 | 10 | 10 | 10 | 10 | 10 | 9 | | 9 highly expert |
| Professionalism | | 9.3 | unprofessional | 10 | 9 | 9 | 10 | 10 | 10 | 10 | 9 | 7 | | 9 highly professional |
| Clarity of lectures | | 9.2 | confusing | 10 | 9 | 9 | 10 | 9 | 10 | 10 | 9 | 7 | | 9 clear |
| Willingness to entertain questions | | 8.8 | unwilling | 10 | 10 | 9 | 10 | 0 | 10 | 10 | 10 | 10 | | 9 enthusiastic |
| Slides | | 8.9 | confusing | 10 | 8 | 8 | 9 | 9 | 9 | 10 | 10 | 7 | | 9 clear |
| Handouts | | 9.0 | little value | 10 | | 6 | 9 | | | 10 | 10 | | 9 | 9 highly valuable |
| Frequency of breaks | | 5.9 | too few | 8 | 5 | 6 | 5 | 5 | 5 | 8 | | 5 | | 9 too many |
| Facilities (room, refreshments) | | 7.2 | inaequate | 9 | 5 | 4 | 10 | 5 | 7 | 9 | 8 | 5 | 10 | 9 superb |
| Hours spent on homework | | 27.8 | | 20 | 22 | 36 | 20 | 30 | 37.5 | 18 | 75 | 20 | 12 | 15 |
| How well did this course fulfill its primary purpose: To introduce the student to analytic methodologies that can help quantify relative mortality and demonstrate how to apply this information in life underwriting? | | | | | | | | | | | | | | |
| Fulfilling its primary purpose | | 9.1 | Not at all | 10 | 8 | 9 | 10 | 10 | 8 | 10 | 9 | 7 | 9 | 10 Completely |
| Overall value of the course | | 9.4 | Little | 10 | 8 | 9 | 10 | 10 | 10 | 10 | 10 | 7 | 9 | 10 Highly valuable |

Suggestions for future course and improvements include the following:

One mentioned that it would have been good to have handouts distributed at the beginning of the lectures (Handouts were delayed because I did not clearly communicate the need to print handouts to Unconventional Planning before the course)

One mentioned the room was cold.

One thought periodic reviews on these topics should be given

Discussion

This year's class of 14 students was a good size. Every student that needed personal attention was able to receive it. A larger number of students would have made this more difficult to achieve.

Because of logistics, it was necessary to allow course registration up to one month before the course date and to allow homework to be submitted as late as 2 weeks before the course date. The short time between the registration deadline and the start of the course made it difficult to grade all the homework before the course. Fortunately all but one student did well on the homework. If any others had had difficulty there might not have been sufficient time to provide the necessary help prior to the course.

Three instructors taught the course this year. While one would not have been sufficient, three was probably not necessary. Two instructors may be optimum unless the course grows to more than 15 students.