

PUBH 6414, SECTION 320

Biostatistical Literacy
 Summer 2020

COURSE & CONTACT INFORMATION

Credits: 3 credits

Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Canvas at <http://canvas.umn.edu>.

Contact Type	Contact Information	Role	When to Contact
Instructor	Marta Shore shore007@umn.edu	Instructor	<p>Please post questions on lectures, readings, group projects, and quizzes to the weekly general questions forums in the Canvas site. Instructors and Teaching Assistants (TAs) will respond on a regular basis to posted questions.</p> <p>If you have questions or concerns you do not wish to share with the entire class, feel free to email the instructor directly. Your instructor is your first line of contact. Feel free to email them about</p> <ul style="list-style-type: none"> <input type="checkbox"/> Questions or concerns about the class, material, assignments, deadlines, etc. <input type="checkbox"/> Arranging a meeting (via phone call)
Teaching Assistants	Jen Czachura czach005@umn.edu Melissa Wong wong0626@umn.edu Wyatt Tarter tarte017@umn.edu	Monitor collaborative keys and general questions forums, and grade end-of-unit quizzes	<p>Your TAs are your second line of contact. Feel free to email them about</p> <ul style="list-style-type: none"> <input type="checkbox"/> Questions about concepts.
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, quizzes or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within 24 hours.

COURSE DESCRIPTION

PubH 6414: Biostatistical Literacy will cover the fundamental concepts of

- study design,
- descriptive statistics,
- hypothesis testing,
- confidence intervals,
- odds ratios,
- relative risks,
- adjusted models in multiple linear,
- logistic and proportional hazards regression, and
- survival analysis.

The focus will be when to use a given method and how to interpret the results, not the actual computation or computer programming to obtain results from raw data.

This course will involve minimal calculation and offer no formal training in any statistical programming software.

COURSE PREREQUISITES

The course presupposes a basic knowledge of mathematics (including algebra). A Math Refresher website has been created by the University of Minnesota School of Public Health to help you review these concepts (<http://www.sph.umn.edu/current/resources/>). It is entirely up to you whether you utilize the review site. However, it's there to help you feel confident of the basic mathematical operations that may be referred to in the course.

COURSE GOALS & OBJECTIVES

PubH 6414: Biostatistical Literacy has the primary goal of developing student ability to read and interpret statistical results in the primary literature of their specific scientific field of interest.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

PubH 6414: Biostatistical Literacy is a 3-credit course. The University expects that for each credit, you will spend a **minimum** of three hours per week attending class, reading, studying, and completing assignments, etc. over the course of a 10-week term. Thus, this course requires approximately 135 hours of effort spread over the course of the term in order to earn an average grade.

Methods of Instruction

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc.

NOTE: The online section is not self-paced. This course covers a large amount of material in a short time. The group and class activities depend on the active and timely participation of all students. Therefore, **late assignments or quizzes will not be accepted.**

The emphasis in this class will be on learning by doing. Collaborative groups are used both to facilitate learning and to obtain experience in collaborating with others on a research team. Weekly learning activities will focus on exploring the concepts and applying them to reading the research literature. Students will read and critically analyze at least one article from the medical or public health literature each week. Students will also work in groups to design, analyze and report a research study, in order to develop a deeper understanding of what is involved in designing and carrying out a study.

Here is the breakdown of the weekly work expectations:

- **Preceding weekend / early part of the week:** Students are expected to prepare for the week by reading several selections from the textbook and viewing several short (10-20 minute) online presentations. An online readiness quiz covering the basic terms and definitions from the readings and lecture material will be **due each Wednesday by 11:55pm**. Students are encouraged to work with other students on the readiness quizzes.
- **During the week / later part of the week:** The week will be devoted to working collaboratively in small and large groups to explore and apply the concepts. Your learning experience is thus dependent—to some extent—on your classmates and vice versa. Because of this, it is essential that you not only participate in the activities and discussions, but that you show up prepared, having completed the preceding weekend tasks. The exploration (concept) and application (literature) activities are best carried out with a partner or study group in real time, either in person or via teleconference, chat, Skype, FaceTime, Google Hangouts, or similar means, but you may also work independently if you prefer. Plan to spend 2 – 3 hours per week working on the learning activities, alone or with your study group. We will also work collaboratively as a class to create the answer keys for the concept and literature activities. Each student is expected to contribute at least once to each key each

week. Your contributions to the collaborative keys are **due each Sunday by 11:55pm**. However, in order to have a complete picture before people take quizzes, we encourage you to contribute by **5 p.m. on Saturday**. Teachers and T.A.s will “wrap up” many discussions Saturday evenings and will not interact with the key on Sunday.

- **At the end of the week:** An online end-of-unit quiz covering the concept and literature activities of the week, as well as concepts from earlier weeks, will be **due each Sunday by 11:55pm**. Students are expected to complete the end-of-unit quizzes independently.

Technology

You will use the following technology tools in this course. Please make yourself familiar with them.

- Google Docs for the activity collaborative keys. Training is available via [OIT](#).

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)
- Communicating any changes to proposals with all interested parties.

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

There is a required textbook for the course:

- Harvey Motulsky’s *Intuitive Biostatistics: A Nonmathematical Guide to Statistical Thinking* (Oxford University Press, 3rd edition, 2014, or 4th edition, 2018).

The book is available through the University of Minnesota bookstore. The activities and literature articles used in this course are available on the course website. This course uses journal articles, which are available via the University Libraries’ E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

Week	Topic	Readings	Activities/Assignments
Week 1 June 8-14	Unit 1: INTRODUCTION TO BIOSTATISTICS	<p>Textbook Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 1. Statistics and Probability are not Intuitive <input type="checkbox"/> Ch 2. The Complexities of Probability <input type="checkbox"/> Ch 3. From Sample to Population <p>Online Lectures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biostatistical Literacy <input type="checkbox"/> Cycle of Research <input type="checkbox"/> Sampling Methods <input type="checkbox"/> Study Designs 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce yourself (due Wednesday, June 10th) <input type="checkbox"/> Readiness Quiz (due Wednesday, June 10th) <input type="checkbox"/> Concept and Literature Activities <input type="checkbox"/> Contribution to Concept & Literature Activity Collaborative Keys (due Sunday, June 14th) <input type="checkbox"/> End-of-Unit Quiz (due Sunday, June 14th)
Week 2 June 15 - 21	Unit 2: INTRODUCTION TO SURVIVAL DATA AND CONFIDENCE INTERVAL FOR A PROPORTION	<p>Textbook Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 4. Confidence Interval of a Proportion <input type="checkbox"/> Ch 5. Confidence Interval of Survival Data <p>Online Lecture:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Survival Data <input type="checkbox"/> Types of Variables <input type="checkbox"/> Confidence Interval for Proportion 	<ul style="list-style-type: none"> <input type="checkbox"/> Readiness Quiz (due Wednesday, June 17th) <input type="checkbox"/> Concept and Literature Activities <input type="checkbox"/> Contribution to Concept & Literature Activity Collaborative Keys (due Sunday, June 21st) <input type="checkbox"/> End-of-Unit Quiz (due Sunday, June 21st)
Week 3 June 22 - 28	Unit 3: SUMMARIZING CONTINUOUS VARIABLES AND CONFIDENCE INTERVAL FOR A MEAN	<p>Textbook Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 7. Graphing Continuous Data <input type="checkbox"/> Ch 9. Quantifying Scatter <input type="checkbox"/> Ch 10. The Gaussian (Normal) Distribution <input type="checkbox"/> Ch 12. Confidence Interval of a Mean <input type="checkbox"/> Ch 14. Error Bars <p>Online Lecture:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarizing Continuous Data <input type="checkbox"/> Confidence Interval For a Mean 	<ul style="list-style-type: none"> <input type="checkbox"/> Readiness Quiz (due Wednesday, June 24th) <input type="checkbox"/> Concept and Literature Activities <input type="checkbox"/> Contribution to Concept & Literature Activity Collaborative Keys (due Sunday, June 28th) <input type="checkbox"/> End-of-Unit Quiz (due Sunday, June 28th)

<p>Week 4 June 29 – July 5</p>	<p>Unit 4: HYPOTHESIS TESTING</p>	<p>Textbook Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 15. Introducing P-values <input type="checkbox"/> Ch 16. Statistical Significance and Hypothesis Testing <input type="checkbox"/> Ch 17. Relationship Between Confidence Intervals and Statistical Significance <input type="checkbox"/> Ch 18. Interpreting a Result that is Statistically Significant <input type="checkbox"/> Ch 19. Interpreting a Result that is not Statistically Significant <p>Online Lecture:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hypothesis Testing 	<ul style="list-style-type: none"> <input type="checkbox"/> Readiness Quiz (due Wednesday, July 1st) <input type="checkbox"/> Concept and Literature Activities <input type="checkbox"/> Contribution to Concept & Literature Activity Collaborative Keys (due Sunday, July 5th) <input type="checkbox"/> End-of-Unit Quiz (due Sunday, July 5th)
<p>Week 5 July 6 – July 12</p>	<p>Unit 5: CHALLENGES IN STATISTICS</p>	<p>Textbook Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 20. Statistical Power <input type="checkbox"/> Ch 22. Multiple Comparisons Concepts <input type="checkbox"/> Ch 23. The Ubiquity of Multiple Comparisons <input type="checkbox"/> Ch 24. Normality Tests <input type="checkbox"/> Ch 25. Outliers <input type="checkbox"/> Ch 26. Choosing a Sample Size <p>Online Lectures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple Comparisons <input type="checkbox"/> Normality <input type="checkbox"/> Outliers <input type="checkbox"/> Sample Size 	<ul style="list-style-type: none"> <input type="checkbox"/> Readiness Quiz (due Wednesday, July 8th) <input type="checkbox"/> Concept and Literature Activities <input type="checkbox"/> Contribution to Concept & Literature Activity Collaborative Keys (due Sunday, July 12th) <input type="checkbox"/> End-of-Unit Quiz (due Sunday, July 12th)
<p>Week 6 July 13 - 19</p>	<p>Unit 6: RISK, ODDS, AND SCREENING TESTS</p>	<p>Textbook Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 27. Comparing Proportions <input type="checkbox"/> Ch 28. Case-Control studies(Lecture) <input type="checkbox"/> Communicating Risk: Absolute, Relative, Natural Frequencies <input type="checkbox"/> Ch 42. Sensitivity, specificity and ROC curves. <p>Online Lectures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comparing Proportions: Odds <input type="checkbox"/> Comparing Proportions: Risks <input type="checkbox"/> Screening Tests 	<ul style="list-style-type: none"> <input type="checkbox"/> Readiness Quiz (due Wednesday, July 15th) <input type="checkbox"/> Concept and Literature Activities <input type="checkbox"/> Contribution to Concept & Literature Activity Collaborative Keys (due Sunday, July 19th) <input type="checkbox"/> End-of-Unit Quiz (due Sunday, July 19th)

<p>Week 7 Mar 25 – Mar 31</p>	<p>Unit 7: STATISTICAL TESTS FOR MEANS</p>	<p>Textbook Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 30. Comparing Two Means: Unpaired T- Test <input type="checkbox"/> Ch 31. Comparing Two Paired Groups <input type="checkbox"/> Ch 39. Analysis of Variance <input type="checkbox"/> Ch 40. Multiple Comparison Tests after ANOVA <p>Online Lectures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comparing Two Means <input type="checkbox"/> Comparing Paired Groups <input type="checkbox"/> Analysis of Variance (ANOVA) <p>OPTIONAL Textbook Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 21. Equivalence and Non-Inferiority Testing <input type="checkbox"/> Ch 41. Nonparametric Methods <input type="checkbox"/> Ch 43. Meta-Analysis <p>OPTIONAL Online Lecture:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonparametric Methods 	<ul style="list-style-type: none"> <input type="checkbox"/> Readiness Quiz (due Wednesday, July 22) <input type="checkbox"/> Literature Activity #1 and Literature Activity #2 <input type="checkbox"/> Contribution to Literature Activity #1 & Literature Activity #2 Collaborative Keys (due Sunday, July 26) <input type="checkbox"/> End-of-Unit Quiz (due Sunday, July 26)
<p>Week 8 Apr 15 – Apr 21</p>	<p>Unit 8: CORRELATION AND REGRESSION</p>	<p>Textbook Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 32. Correlation <input type="checkbox"/> Ch 33. Simple Linear Regression <p>Online Lectures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correlation <input type="checkbox"/> Simple Linear Regression 	<ul style="list-style-type: none"> <input type="checkbox"/> Readiness Quiz (due Wednesday, July 29) <input type="checkbox"/> Concept and Literature Activities <input type="checkbox"/> Contribution to Concept & Literature Activity Collaborative Keys (due Sunday, August 2) <input type="checkbox"/> End-of-Unit Quiz (due Sunday, August 2)
<p>Week 9 Apr 22 – Apr 28</p>	<p>Unit 9: MULTIPLE LINEAR REGRESSION</p>	<p>Textbook Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 34. Introducing Models <input type="checkbox"/> Ch 35. Comparing Models <input type="checkbox"/> Ch 37. Multiple Regression <p>Online Lecture:</p> <p>Multiple Regression</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Readiness Quiz (due Wednesday, August 5) <input type="checkbox"/> Concept and Literature Activities <input type="checkbox"/> Contribution to Concept & Literature Activity Collaborative Keys (due Sunday, August 9) <input type="checkbox"/> End-of-Unit Quiz (due Sunday, August 9)
<p>Week 10 Apr 29 – May 5</p>	<p>Unit 10: SURVIVAL ANALYSIS, LOGISTIC REGRESSION AND PROPORTIONAL HAZARDS REGRESSION</p>	<p>Textbook Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ch 29. Comparing Survival Curves <input type="checkbox"/> Ch 38. Logistic and Proportional Hazards Regression <p>Online Lectures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comparing Survival Curves <input type="checkbox"/> Logistic Regression <input type="checkbox"/> Proportional Hazards Regression 	<ul style="list-style-type: none"> <input type="checkbox"/> Readiness Quiz (due Wednesday, August 12) <input type="checkbox"/> Literature Activity #1 and Literature Activity #2 <input type="checkbox"/> Contribution to Literature Activity #1 & Literature Activity #2 Collaborative Keys (due Sunday, August 16) <input type="checkbox"/> End-of-Unit Quiz and End-of-Semester Quiz (due Sunday, August 16)

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Grading is determined by:

- Collaborative work** (Total: 50%)
 - Readiness quizzes (20%)
 - Active and timely participation in the collaborative answer keys (30%)
- Individual work** (Total: 50%)
 - End-of-Unit quizzes (50%)

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>The goal of this course is to enable students to read and interpret statistical results in the primary literature. We expect that students will complete all end-of-unit quizzes INDEPENDENTLY, without assistance from any other people. If we have any reason to suspect that a student gave assistance on an end-of-unit quiz to another student or received assistance on an end-of-unit quiz from another student or a person outside the class, all students involved will receive a score of zero on that quiz. If we believe that scholastic dishonesty has occurred, we are required by the University to report the incident to the Office of Community Standards (https://communitystandards.umn.edu/).</p> <p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p>
	<p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Late Assignments</p>	<p>This course covers a large amount of material in a short time. The group and class activities depend on the active and timely participation of all students. Therefore, late assignments or quizzes will not be accepted.</p>

CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies* (*see Assessment Descriptions below this table)
<p>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.</p>	<p>Descriptive and Graphical Summaries</p> <ul style="list-style-type: none"> <input type="checkbox"/> State which summary statistics, tables, and graphs are appropriate for each variable type (e.g., categorical variable(s): bar plot, count, proportion, 2x2 table, risk, odds, odds ratio, relative risk; continuous variable(s): histogram, boxplot, mean, median, SD, IQR, difference in means; time-to-event variable(s): Kaplan-Meier curve, 5-year survival time, median survival, hazard, hazard ratio). <input type="checkbox"/> Normalize a continuous measurement (i.e., calculate a Z-score). <input type="checkbox"/> Calculate any of screening test summary statistics from a table of cell counts, or the equivalent information in words (e.g. in an article) (e.g., prevalence, sensitivity, specificity, false positive, false negative, PPV, NPV). <p>Confidence Intervals</p> <ul style="list-style-type: none"> <input type="checkbox"/> State what information you need to calculate a confidence interval and how those factors affect the width of the confidence interval. <input type="checkbox"/> Calculate a confidence interval from a margin of error and vice versa. <p>Hypothesis Testing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify situations when a particular statistical test would be used (e.g., one, paired, and two-sample t-test; log-rank test; Chi-squared test; Fisher's exact test; McNemar's test; ANOVA). <input type="checkbox"/> Be aware of the common approaches for accounting for multiple comparisons. <input type="checkbox"/> Be aware of some of the statistical analysis options that exist if your sample is from a severely non-normal population. <p>Regression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand why the first step in correlation or regression analysis is to graph the data. <input type="checkbox"/> Identify situations when a particular statistical regression method would be used (e.g., simple linear regression, multiple linear regression, logistic regression, proportional hazards regression). <input type="checkbox"/> Use the fitted regression coefficients to obtain slope values (for simple or multiple regression), odds ratios (for logistic regression) or hazard ratios (for proportional hazards regression) for each predictor. <input type="checkbox"/> Know what kind of a plot is used to assess how well a multiple linear regression model fits the data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly Readiness quizzes <input type="checkbox"/> Weekly End-of-Unit quizzes

Interpret results of data analysis for public health research, policy or practice.

Descriptive and Graphical Summaries

- Recognize the variable type, including categorical, continuous, and time-to-event variables.
- Distinguish between the standard deviation (SD or s) and the standard error of the mean (SE or SEM).
- Interpret summary statistics, tables, and graphs for each variable type (e.g., categorical variable(s): bar plot, count, proportion, 2x2 table, risk, odds, odds ratio, relative risk; continuous variable(s): histogram, boxplot, mean, median, SD, IQR, difference in means; time-to-event variable(s): Kaplan-Meier curve, 5-year survival time, median survival, hazard, hazard ratio).
- State the limitations of the commonly-used measures of center and spread.
- Interpret a Z-score value.
- Define screening test summary statistics (e.g., prevalence, sensitivity, specificity, false positive, false negative, PPV, NPV) and when found in a journal article or other material, correctly interpret them.
- Explain how the screening test summary statistics are related to each other.

Confidence Intervals

- Explain the purpose of a confidence interval and meaning of the confidence level.
- Make a conclusion about the significance of a result, based off of the confidence interval.

Hypothesis testing

- Know the terminology of hypothesis testing (e.g., null hypothesis, alternative hypothesis, test statistic, sampling distribution of the test statistic, p -value, false positive result, false negative result, Type I error, Type II error, power).
- Given a journal article involving a particular statistical test, state the appropriate null and alternative hypotheses (e.g., one, paired, and two-sample t -test; log-rank test; Chi-squared test; Fisher's exact test; McNemar's test; ANOVA).
- For a particular statistical test, make a conclusion based off of the p -value and a significance level (e.g., one, paired, and two-sample t -test; log-rank test; Chi-squared test; Fisher's exact test; McNemar's test; ANOVA).
- Recognize situations in which multiple comparisons may be an issue.
- Explain the consequences of failing to properly account for multiple comparisons.
- Explain the purpose of post-hoc tests following ANOVA and interpret the results.
- Explain the difference between statistical significance and clinical/practical significance.

Regression

- Know what it means to say that two variables are "associated".
- Interpret statistics (correlation or fitted coefficients) from regression methods and make a conclusion from its confidence interval or p -value (e.g., simple linear regression, multiple linear regression, logistic regression, proportional hazards regression).

- Weekly Readiness quizzes
- Weekly End-of-Unit quizzes

	<ul style="list-style-type: none"> <input type="checkbox"/> Write down the equation for a regression model and describe what each parameter means (e.g., simple linear regression, multiple linear regression, logistic regression, proportional hazards regression). <input type="checkbox"/> Interpret both the residual plot and the model R^2 value. <input type="checkbox"/> Explain what variable selection is, how to recognize it in an article, and why it is a potential issue. 	
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Assessment Descriptions	
Weekly Readiness quizzes	<p>The readiness quizzes are based on the readings and lectures. The questions are all multiple-choice format and are written to show that the students have adequately prepared for class as outlined in the unit learning objectives. Examples of questions they may encounter include definitions, matching terminology to situations, and basic interpretation of concepts. Students are encouraged to consult the textbook and the course materials during the quizzes. They may also work collaboratively with other students in the class. Students get up to two attempts on each quiz, and are only shown their quiz score (and not question-level scores) after the attempts. The higher score on the two attempts will be final score that is counted toward their course grade.</p>
Weekly End-of-Unit quizzes	<p>The end-of-unit quizzes are intended to assess what the students have learned both from the readings and lectures and from the activities and discussions as outlined in the unit learning objectives. The questions are all short essay format. During the quizzes, students are encouraged to consult the textbook and the course materials, particularly the completed activity worksheets and any notes you may have made on lectures or other content, but they may not consult with other people. The end-of-unit quizzes must be completed independently. Students are encouraged to check all of the forums and collaborative keys for any comments or clarifications from the instructor *before* beginning the quizzes.</p>