

PubH 6414: Biostatistical Literacy
Summer 2017

Meeting Days: Online
Credits: 3
Course Website: moodle.umn.edu

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COURSE DESCRIPTION

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.

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

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/ce/tools/math/>). 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 AND OBJECTIVES

At the conclusion of the course, you will be able to:

1. Ask questions. Read study results with a critical eye and ask questions about how they were obtained and what they mean.
2. Find answers. Be able to find answers to the questions in the original study article.
3. Look for limitations. Look critically at the study's strengths and limitations and assess how strong the evidence is for the claimed result.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

IMPORTANT NOTE: This online course is not self-paced.

The emphasis in this class will be on learning by doing. Before each unit or units, you will be required to gain necessary knowledge through reading the textbook and watching video lectures. Then, you will work collaboratively on learning activities that explore statistical concepts and apply them to reading the research literature. You will be reading and critically analyzing at least one article from the medical or public health literature each unit.

Here is the breakdown of the work expectations for this course:

- **Each unit or set of units is made up of five days (including weekends).**
- **Preparation for unit(s):** Students are expected to prepare for the unit(s) by reading several selections from the textbook and viewing several short (10-20 minute) online presentations. An online readiness quiz(zes) covering the readings and lecture material will be due on Day 2 (by 11:55p) of the unit(s). Students are encouraged to work with other students on the readiness quizzes.
- **During unit(s):** The remainder of the days for a unit will be devoted to working individually and collaboratively 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 are prepared as best as you can possibly be by completing the preparation materials. 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 set of unit activities (two activities per unit) working on the learning activities, alone or with your study group. We will also work collaboratively online 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 unit. The contributions to the collaborative keys will be due on Day 5 (by 11:55p) of the unit(s). The learning activity worksheets will not be collected (it is on your honor to do them).

- **End of unit(s):** An online end-of-week quiz covering the concept and literature activities of the week, as well as concepts from earlier weeks, will be due on Day 5 (by 11:55p) of each unit(s). Students are expected to complete the end-of-week quizzes independently.

Course Communication: You must use your U of M email address! All course communications will be sent to your University of Minnesota email account. If you have not yet initiated your U of M email account, you will need to do so at: <http://www.umn.edu/initiate>.

COURSE TEXT AND 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).

The book is available through the University of Minnesota bookstore.

The **unit activities** and **literature articles** used in this course will be available via the course website.

COURSE OUTLINE/WEEKLY SCHEDULE

Dates	Topic	Textbook Readings & Lectures	Weekly Activities	Due Dates (<i>*all due by 11:55pm</i>)
UNIT 1				
June 12-16	Unit 1 INTRO TO BIOSTATISTICS	Textbook Readings: <ul style="list-style-type: none"> • Ch 1. Statistics and Probability are not Intuitive • Ch 2. The Complexities of Probability • Ch 3. From Sample to Population Online Lectures: <ul style="list-style-type: none"> • Biostatistical Literacy • Cycle of Research • Sampling Methods • Study Designs 	READINESS QUIZ	Tuesday, June 13
			CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
			CONTRIBUTIONS TO COLLABORATIVE KEYS	<ul style="list-style-type: none"> • Concept Activity - Ice Breaker: <ul style="list-style-type: none"> ○ First post due Wednesday, June 14. ○ Response due Friday, June 16. • Literature Activity (collaborative key) due Friday, June 16.
			END-OF-UNIT QUIZ	Friday, June 16
UNITS 2 & 3				
June 17-21	Unit 2 INTRO TO SURVIVAL DATA	Textbook Reading: <ul style="list-style-type: none"> • Ch 5. Confidence Interval of Survival Data Online Lecture: <ul style="list-style-type: none"> • Survival Data 	READINESS QUIZ	Sunday, June 18
			CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
			CONTRIBUTIONS TO COLLABORATIVE KEYS	Wednesday, June 21
			END-OF-UNIT QUIZ	Wednesday, June 21

Unit 3 CONFIDENCE INTERVAL FOR A PROPORTION	Textbook Reading: <ul style="list-style-type: none"> Ch 4. Confidence Interval of a Proportion Online Lectures: <ul style="list-style-type: none"> Types of Variables Confidence Interval for Proportion 	READINESS QUIZ	Sunday, June 18
		CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Wednesday, June 21
		END-OF-UNIT QUIZ	Wednesday, June 21

UNITS 4 & 5

June 22-26	Unit 4 SUMMARIZING CONTINUOUS VARIABLES	Textbook Readings: <ul style="list-style-type: none"> Ch 7. Graphing Continuous Data Ch 9. Quantifying Scatter Online Lecture: <ul style="list-style-type: none"> Summarizing Continuous Data 	READINESS QUIZ	Friday, June 23
			CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
			CONTRIBUTIONS TO COLLABORATIVE KEYS	Monday, June 26
			END-OF-UNIT QUIZ	Monday, June 26

Unit 5 CONFIDENCE INTERVAL FOR A MEAN	Textbook Readings: <ul style="list-style-type: none"> Ch 10. The Gaussian (Normal) Distribution Ch 12. Confidence Interval of a Mean Ch 14. Error Bars Online Lecture: <ul style="list-style-type: none"> Confidence Interval For a Mean 	READINESS QUIZ	Friday, June 23
		CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
		CONTRIBUTIONS	Monday, June 26

KEYS Monday, June 26

END-OF-UNIT QUIZ Monday, June 26

UNIT 6

June 27 -
July 2

Unit 6
**HYPOTHESIS
TESTING**

Textbook Readings:

- Ch 15. Introducing P-values
- Ch 16. Statistical Significance and Hypothesis Testing
- Ch 17. Relationship Between Confidence Intervals and Statistical Significance
- Ch 18. Interpreting a Result that is Statistically Significant
- Ch 19. Interpreting a Result that is not Statistically Significant

Online Lecture:

- Hypothesis Testing

READINESS QUIZ Wednesday, June 28

CONCEPT AND
LITERATURE
ACTIVITIES (Not handed in.)

CONTRIBUTIONS
TO
COLLABORATIVE
KEYS Sunday, July 2

END-OF-UNIT QUIZ Sunday, July 2

UNITS 7 & 8

July 3 - 8

Unit 7
**CHALLENGES IN
STATISTICS**

Textbook Readings:

- Ch 20. Statistical Power
- Ch 22. Multiple Comparisons Concepts
- Ch 23. The Ubiquity of Multiple Comparisons
- Ch 24. Normality Tests
- Ch 25. Outliers
- Ch 26. Choosing a Sample Size

Online Lectures:

- Multiple Comparisons
- Normality

READINESS QUIZ Wednesday, July 5

CONCEPT AND
LITERATURE
ACTIVITIES (Not handed in.)

CONTRIBUTIONS
TO
COLLABORATIVE
KEYS Saturday, July 8

END-OF-UNIT QUIZ Saturday, July 8

		<ul style="list-style-type: none"> Outliers Sample Size 		
	Unit 8	Textbook Readings: <ul style="list-style-type: none"> Ch 27. Comparing Proportions Ch 28. Case-Control studies Online Lectures: <ul style="list-style-type: none"> Comparing Proportions: Odds Comparing Proportions: Risks 	READINESS QUIZ	Wednesday, July 5
	STATISTICAL TESTS, PART 1		CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
			CONTRIBUTIONS TO COLLABORATIVE KEYS	Saturday, July 8
			END-OF-UNIT QUIZ	Saturday, July 8
UNIT 9				
July 9-13	Unit 9	Textbook Readings: <ul style="list-style-type: none"> Ch 29: Comparing Survival Curves Ch 30. Comparing Two Means: Unpaired T-Test Ch 31. Comparing Two Paired Groups Online Lectures: <ul style="list-style-type: none"> Comparing Survival Curves Comparing Two Means Comparing Paired Groups 	READINESS QUIZ	Monday, July 10
	STATISTICAL TESTS, PART 2		CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
			CONTRIBUTIONS TO COLLABORATIVE KEYS	Thursday, July 13
			END-OF-UNIT QUIZ	Thursday, July 13
UNITS 10 & 11				
July 14-18	Unit 10	Textbook Readings: <ul style="list-style-type: none"> (Lecture) Communicating Risk: Absolute, Relative, Natural Frequencies Ch 42. Sensitivity, specificity 	READINESS QUIZ	Saturday, July 15
	COMMUNICATING RISK		CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)

		and ROC curves.	ACTIVITIES	(Not handed in.)
		Online Lecture:	CONTRIBUTIONS TO COLLABORATIVE KEYS	Tuesday, July 18
		• Screening Tests	END-OF-UNIT QUIZ	Tuesday, July 18
Unit 11	Textbook Readings:		READINESS QUIZ	Saturday, July 15
CORRELATION AND REGRESSION	• Ch 32. Correlation		CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
	• Ch 33. Simple Linear Regression		CONTRIBUTIONS TO COLLABORATIVE KEYS	Tuesday, July 18
	Online Lectures:		END-OF-UNIT QUIZ	Tuesday, July 18
	• Correlation			
	• Simple Linear Regression			
UNIT 12				
July 19-24	Unit 12	Textbook Readings:	READINESS QUIZ	Thursday, July 20
	MULTIPLE LINEAR REGRESSION	• Ch 34. Introducing Models	CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
		• Ch 35. Comparing Models	CONTRIBUTIONS TO COLLABORATIVE KEYS	Monday, July 24
		• Ch 37. Multiple Regression	END-OF-UNIT QUIZ	Monday, July 24
		Online Lecture:		
		• Multiple Regression		

UNITS 13 & 14

July 25-30	Unit 13 LOGISTIC REGRESSION AND PROPORTIONAL HAZARDS REGRESSION	Textbook Reading: <ul style="list-style-type: none"> Ch 38. Logistic and Proportional Hazards Regression Online Lectures: <ul style="list-style-type: none"> Logistic Regression Proportional Hazards Regression 	READINESS QUIZ	Wednesday, July 26	
			CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)	
			CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday July 30	
			END-OF-UNIT QUIZ	Sunday July 30	
		Unit 14 ANOVA			
		Textbook Readings: <ul style="list-style-type: none"> Ch 39. Analysis of Variance. Ch 40. Multiple Comparisons Tests after ANOVA OPTIONAL Textbook Readings: <ul style="list-style-type: none"> Ch 21. Equivalence and Non-Inferiority Testing Ch 41. Nonparametric Methods Ch 43. Meta-Analysis Online Lecture: <ul style="list-style-type: none"> Analysis of Variance (ANOVA) OPTIONAL Online Lecture: <ul style="list-style-type: none"> Nonparametric Methods 	READINESS QUIZ	Wednesday, July 26	
				CONCEPT AND LITERATURE ACTIVITIES	(Not handed in.)
				CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday July 30
				END-OF-UNIT QUIZ	Sunday July 30

REVIEW

**July 31 -
Aug 4** **REVIEW WEEK**

END-OF-SEMESTER
QUIZ Friday, August 4

EVALUATION AND GRADING

PubH 6414 can only be taken A/F. The S/N option is not available for PubH 6414. Grading is determined by:

- Readiness quizzes (25%)
- Active and timely participation in the collaborative keys (25%)
- End-of-the-Week quizzes (50%)

Late Policy: 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.**

Academic Integrity Policy: The goal of this course is to enable students to read and interpret statistical results in the primary literature. I expect that students will complete all end-of-the-week quizzes **INDEPENDENTLY**, without assistance from any other people. If I have any reason to suspect that a student gave assistance on a quiz to another student or received assistance on a quiz from another student or a person outside the class, I will file a claim with the Office of Student Conduct and Academic Integrity.

A/F letter grade will be determined by total effort as follows:

A = 93-100%	(4.000) Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A- = 90-92%	(3.667)
B+ = 87-89%	(3.333)
B = 83-86%	(3.000) Represents achievement that is significantly above the level necessary to meet course requirements.
B- = 80-82%	(2.667)
C+ = 77-79%	(2.333)
C = 73-76%	(2.000) Represents achievement that meets the minimum course requirements.
C- = 70-72%	(1.667)
D+ = 67-69%	(1.333)
D = 63-66%	(1.000) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
F = 62% or less	Represents failure (or no credit) and signifies that the 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.
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation: The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts: A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy: A link to the policy can be found at onestop.umn.edu.

OTHER COURSE INFORMATION AND POLICIES

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Scholastic Dishonesty

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. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. 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.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>.

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or

physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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