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### BIOS 6135 - Topics of Inference in Biostatistics

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Georgia Southern University  
Jiann-Ping Hsu College of Public Health

## **BIOS 6135: Topics of Inference in Biostatistics**

Fall 2018

*A statistician is a person who stands in a bucket of ice water, sticks their head in an oven  
and says "on average, I feel fine!"*

- K. Dunnigan

**Instructor:** Dr. Lili Yu

**Office:** Hendricks Hall 1010

**Phone:** 912.478.1278

**Email:** lyu@georgiasouthern.edu

**Fax:** 912.478.5811

**Website:** Folio

**Grading Assistant:**

**Time:** Tuesday & Thursday, 2:00 – 3:15 PM

**Location:** Hendricks Hall 1008

**Office Hours:** Thursday: 10:00am-12:00pm Wednesday: 9am-12pm  
Other times by appointment

**Prerequisites:** None.

**FOLIO Access:** <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials are available for up to one year after graduation.

**Catalog Description** (taken from *2018-19 Course Catalog*): This course provides an introduction to the fundamental knowledge of derivatives, integrals, and matrix algebra found in biostatistical inference. The course will introduce the theory of quadratic forms and their applications to distributions, the method of maximum likelihood estimation, likelihood ratio tests, restricted maximum likelihood, and the basis for inferences derived from hypothesis testing and confidence intervals. Emphasis will be placed on how these techniques are used in biostatistical problems and applications using examples from the pharmaceutical industry.

**Required Textbook:** Morris H. DeGroot, Mark J. Schervish (2002) *Probability and Statistics, 4<sup>th</sup> Edition*. Addison Wesley. ISBN 0-321-50046-6

**MPH Core Student Learning Outcomes (CORE)**

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

### **MPH Biostatistics Student Learning Outcomes**

1. Construct a public health and biomedical research question from ideas, conditions, and events that exist in a rural and urban community, region, state, and nation using critical thinking skills.
2. Design an experiment, survey or clinical trial pertaining to a public health and biomedical research question in order to collect the data needed to meet objectives of public health research.
3. Select appropriate statistical tools, methodological alternatives and graphical descriptives to analyze and summarize public health and biomedical data
4. Interpret results of biostatistical analyses so that valid and reliable conclusions regarding a public health and biomedical research question may be drawn from the analyses.
5. Communicate biostatistical principles and concepts to lay and professional audiences through both oral and written communication.

### **M.P.H. Core Competencies in Biostatistics:**

Upon graduation a student with an M.P.H. in Biostatistics should be able to:

1. Provide the biostatistical components of the design of a public health or biomedical experiment by: clarifying the research objectives or questions; determining data and endpoints to be collected appropriate for the objectives; translating the objectives into biostatistical questions via hypothesis testing or confidence interval frameworks; determining the appropriate sample size; and writing the statistical analysis section of the experiment.
2. Apply appropriate statistical analysis methods using SAS to analyze both categorical and quantitative data.

3. Develop written and oral reports to communicate effectively to research investigators pivotal aspects of a study, including its design, objectives, data, analysis methods, results, and conclusions ensuring that results and conclusions are valid and reliable and address the research objectives.
4. Create a collaborative environment for working on written and oral reports and developing critical thinking skills.
5. Describe key concepts and theory underlying biostatistical methodology used in probability and inferential, analytical, and descriptive statistics.

## **CEPH MPH Competencies**

### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

### **Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

### **Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

### **Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

### Communication

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral presentation

20. Describe the importance of cultural competence in communicating public health content

### Interprofessional Practice

21. Perform effectively on interprofessional teams

### Systems Thinking

22. Apply systems thinking tools to a public health issue

### Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

1. Random variables (Activity 1,2),
2. Expectation and its properties (Activity 1,2),
3. Elementary probability theory, including conditional probability (Activity 1,2),
4. Bayes' Theorem(Activity 1,2),
5. Selected probability distributions (Activity 1,2),
6. Maximum likelihood estimation and its properties (Activity 1,2), and
7. Central limit theorem (Activity 1,2).

### Assessment of Student Learning

Activity 1: homework

Activity 2: exam

*Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.*

Overview of the content to be covered the semester:

Chapter & Topic	Assigned Problems
1: Introduction to Probability	P15: 5,6,7; P21: 1,3,4,7,11,14; P25: 2,4,8; P32: 2,3,4,8;P41:3,4,6,9,12,17,18; P45: 2; P50: 2,3,6; P53: 1,3,5.
2: Conditional Probability	P65: 2,5,9; P75: 1,7,9,10,11; P84: 4,5,6; P90: 2, 4, 6, 8, 9, 13,23,27.
3: Random Variables and Distributions	P100: 2,3,6,10; P107: 5,8; P116: 2,4,6; P129: 2,4,5,7; P140: 2,3,4,6,9,10; P151: 2,4,7,8.

4: Expectation	P216: 2,5,6; P224: 1,3,7,8; P233: 5,7; P240: 1,3,6,9,10; P247: 2,3,5,7; P255: 3,10,12,14; P264: 2,7,9,12,13.
5: Special Distributions	P280: 3,5,6,13; P287: 2,3,6,8; P296: 3,7,8,10,15; P301: 4,12; P315: 5,6,8,9,11,13,15; P325: 1,9,12,15; P333: 5,8; P345: 1,3,4,6,10,12,18,25.
6. Estimation	P425: 2,3,6,7,9.
7.Sampling Distributions of Estimators	

### **Portfolio Inclusion**

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

### **Instructional Methods**

Example: Class meetings will be a combination of lecture, class discussion, and active participation. Computer-generated presentations will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended readings and actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

### **Grading Scheme and due day:**

Homework: 40%

Midterm: 30% (Oct 25, 2018)

Final Exam: 30% (Dec 4, 2018. 3pm-5pm)

Note: All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester.

### **Grading Scale:**

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F 0 - 59%

**Exams:** There will be 2 exams: a Midterm (Thursday, October 19), and a Final (Tuesday, December 5 between 3:00 –5:00 PM – taken from the university's Fall 2017 Final Exam Schedule). Each exam will be administered in class. Although each exam may be cumulative, the primary material covered on a current exam will consist of material covered since the previous exam.

### **General Expectations**

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

### **Response Times**

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

### **Course Expectations**

#### **Texting and Use of Cell Phones (and Other Technologies)**

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell

phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

### **Class Attendance and Participation Policy**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and JPHCOPH funded) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (University Graduate Catalog)

### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the Student Conduct Code book, as well as the latest Undergraduate & Graduate Catalog to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

### **Plagiarism**

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

## PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

### **First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

### **First Offense - Not In Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

### **Second Violation of Academic Dishonesty**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

**If the student is found responsible, the following penalty will normally be imposed:**

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

### **NOT RESPONSIBLE FINDING**

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other

than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

### Accommodations for Individuals with Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the

Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SDRC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

### University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

### One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.