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Fall 2021

PUBH 6541 - Biostatistics

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH-6541-01F - Biostatistics
Fall, 2021

Instructor: Dr. Haresh Rochani
Office: Hendricks Hall 1006
Office Hours: Monday : 9:00 am – 12 pm & Tuesday: 9:00 am - 12 pm. or by appointment or by Zoom.
Phone: 912.478.1011
E-Mail Address: hrochani@georgiasouthern.edu
Fax: 912.478.0171
Website: Folio
Graduate Assistant: Mario Keko (mk12625@georgiasouthern.edu)
Graduate Assistant Office Hours: Monday 11:30 am - 12:30 am & Thursday 3:00 – 4:00 pm (Hendricks Hall, room 1004) or by appointment.
Class meetings: Online

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

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: This course examines statistics in public health and related sciences, including sampling, probability, basic discrete and continuous distributions, descriptive statistics, hypothesis testing, confidence intervals, categorical data analysis, regression, and correlation. Emphasis will be on the development of critical thinking skills and health data analysis applications with computer software.

Course Credit: This is a three-credit hour course designed to encompass the basic foundations of Biostatistics. In addition, you will have the opportunity to navigate statistical software (SAS) in order to complete assignments, projects, and be prepared for exams.

Required Textbook: Sullivan, L. M. (2017). Essentials of biostatistics in public health. Jones & Bartlett Learning. Third edition.

M.P.H. Learning Outcomes

1. Select quantitative and qualitative data collection methods appropriate for a given public health context.
2. Analyze and interpret data for public health research, policy, or practice.
3. Assess population needs, assets, and capacities that affect communities' health.
4. Design a population-based policy, program, project or intervention.
5. Communicate audience-appropriate public health content, both in writing and through oral presentation.

CEPH MPH Learning Objectives:

Profession & Science of Public Health

1. Explain public health history, philosophy and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

1. Explain effects of environmental factors on a population's health
2. Explain biological and genetic factors that affect a population's health
3. Explain behavioral and psychological factors that affect a population's health
4. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
5. Explain how globalization affects global burdens of disease
6. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

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

1. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
2. 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

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

Policy in Public Health

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

Leadership

1. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
2. Apply negotiation and mediation skills to address organizational or community challenges

Communication

1. Select communication strategies for different audiences and sectors
2. Communicate audience-appropriate public health content, both in writing and through oral presentation
3. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

1. Perform effectively on interprofessional teams

Systems Thinking

1. Apply systems thinking tools to a public health issue

Biostatistics Concentration

1. Provide the biostatistical components of the design of a public health or biomedical experiment.
2. Demonstrate proficiency in SAS programming to solve biomedical problems.
3. Demonstrate comprehension of ethical issues in biomedical studies, such as treatment efficacy and patient safety.
4. Translate the biomedical experimental objectives into biostatistical questions via hypothesis testing or confidence interval framework.
5. Describe key concepts and theory underlying biostatistical methodology used in probability and inferential, analytical and descriptive statistics.

Performance-Based Objectives:

At the completion of this course, the student will be able to:

1. Demonstrate the understanding of fundamental probabilistic notions, properties, and applications to the analysis of public health and biomedical data.
2. Demonstrate the capabilities to compute statistical quantities such as descriptive statistics, distribution functions, and more complex statistics.
3. Conduct statistical inference through defining hypotheses to be tested, type I error, type II error, p-value, and proper interpretation of the final results.
4. Perform simple and multiple regression, logistic regression, survival data analysis and interpret the statistical output to make proper inference.
5. Develop the skills of statistical computation, report writing, and oral presentations to effectively *communicate* biostatistical analysis of a public health study.

Assessment of Student Learning

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:

Module	Topic	Readings	Assignment	Due date for Assignment
1	Introduction	Chapter 1	Introductions	Introduction due by 8/12/2021
2	Study Design	Chapter 2	1,2,3,4,6,7,8,11,12,13,14	8/18/2021
3	Quantifying the Extent of Disease	Chapter 3	1, 2, 3, 5, 12	8/25/2021
4	Summarizing Data Collected in the sample	Chapter 4	2,3,5,6,7,19	9/01/2021
5	The Role of Probability	Chapter 5	1,2,3,6,7,11,13,16	9/15/2021
6	Confidence Interval Estimates	Chapter 6	1,3,6,10,11,16	9/22/2021
	Mid Term Exam			10/06/2021
7	Hypothesis Testing procedures	Chapter 7	1,2,3,4,5,6,7,8	10/20/2021
8	Power and Sample Size Determination	Chapter 8	1,2,3,4,9	10/27/2021
9	Multivariate Methods	Chapter 9	4,5,8,9,10	11/03/2021
10	Data Visualization	Chapter 12	1,2,6,7,10	11/10/2021
	Thanksgiving Break			
	Final Exam			12/01/2021

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

Class meeting will be a combination of lecture, class discussion and active participation. PowerPoint presentations (you can find and download from Folio) will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended reading and actively participate in the class discussion. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

Exam Schedule and Final Exam:

Mid-term Exam (20%) due on 10/06/2021

Final Examination (30%): due on 12/01/2021.

Grading: Weighting of assignments for purposes of grading will be as follows:

Mid-term Exam	20%
Final Exam	30%
Assignments	50%

100%

The following point scale will be utilized in grading:

[90%-100%]	A
[80%-90%)	B
[70%-80%)	C
[60%-70%)	D
[0%-60%)	F

Your grades **will** be posted in folio. 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.

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. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

IMPORTANT: For all exams and any hand-written assignments, please make certain that your hand-writing is legible.

University Writing Center: For those of you who may need assistance with improving your writing for assignments, the data analysis project, or for general writing, I encourage you to visit the University Writing Center. To learn more, visit their website: <http://class.georgiasouthern.edu/writingc/>.

Computing: In a world where technology is increasingly pertinent to everyday tasks, we will learn how the statistical software packages SASis used in simplifying statistical computation and analysis.

You can Purchase a student copy of SAS as follows: 1- Sign in My.Georgiasouthern.edu account. 2- Go down to Discount Software and click on it. 3- Go and click to Personal Store. 4. Sign in or create an account and sign

in. 5- Click on Software and then on SAS. 6- Click on the Software and add to the cart. OR you can have a virtual access to University edition of SAS free of charge by going on [SAS UNIVERSITY EDITION](#) website.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

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."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather

documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

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.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date