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Fall 2021

## PUBH 7140 – Applied Statistical Methods in Public Health

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

PUBH 7140 – Applied Statistical Methods in Public Health  
Fall 2021

**Instructor:** Dr. Haresh Rochani  
**Office:** Hendricks Hall 1006  
**Phone:** 912.478.1011  
**E-Mail Address:** [hrochani@georgiasouthern.edu](mailto:hrochani@georgiasouthern.edu)  
**Online Class Meeting:** 8/17 , 9/21 and 11/9. See zoom online rooms for scheduled meetings.  
**Graduate Assistant:** Mario Keko (mk12625@georgiasouthern.edu)  
**Graduate Assistant Office Hours:** By appointment only  
**Online meetings:** Four online meeting per semester. TBA.  
**Office Hours :** Mondays: 10 a.m. – 12 p.m. & Tuesdays 10 a.m. to 12 p.m. Or by appointment via zoom.

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 will provide broad overview of statistical methods and commonly used software to analyze the public health data, emphasizing interpretations and concepts. It will focus on developing the ability to read the scientific literature to critically evaluate study designs and methods for secondary data analysis. It also will introduce students about the commonly used statistical software package SPSS to manipulate data and prepare them for remaining course work for their concentration. Students will use statistical software (SPSS) to analyze data originating from various survey designs, including data from experimental designs. Emphasis will be placed on the development of critical thinking skills, statistical reasoning, and collaboration. Students will learn to apply the concepts covered in class through a semester-long hands-on analysis of real public health data using statistical software.

**Required Textbook:** No required book for this course.

**Recommended Textbooks:**

Agresti, A. (2018). *Statistical methods for the social sciences*. Pearson.

Scott, I., & Mazhindu, D. (2014). *Statistics for healthcare professionals: An introduction*. Sage.

Anthony, D. (2010). Introductory statistics for health and nursing using SPSS. *Nurse Researcher (through 2013)*, 17(3), 89.

Wagner III, W. E. (2019). *Using IBM® SPSS® statistics for research methods and social science statistics*. Sage Publications.

**Dr.PH Learning Outcomes**

1. Apply evidence-based practice and research methods to advance the field of public health.
2. Develop culturally sensitive public health policies or programs using interdisciplinary approaches grounded in legal and ethical principles.
3. Integrate knowledge, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in addressing public health problems.
4. Communicate public health information to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
5. Propose strategies for health improvement and elimination of health inequities including stakeholders, researchers, practitioners, community leaders and other partners.

**CEPH DrPH 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 Dr.PH Competencies**

### ***Data & Analysis***

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.

### ***Leadership, Management & Governance***

1. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
2. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
3. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
4. Create a strategic plan
5. Facilitate shared decision making through negotiation and consensus-building methods
6. Create organizational change strategies
7. Propose strategies to promote inclusion and equity within public health programs, policies and systems
8. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
9. Propose human, fiscal and other resources to achieve a strategic goal
10. Cultivate new resources and revenue streams to achieve a strategic goal

### ***Policy & Programs***

1. Design a system-level intervention to address a public health issue

2. Integrate knowledge of cultural values and practices in the design of public health policies and programs
3. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
4. Propose interprofessional team approaches to improving public health

### ***Education & Workforce Development***

1. Assess an audience's knowledge and learning needs
2. Deliver training or educational experiences that promote learning in academic, organizational or community settings
3. Use best practice modalities in pedagogical practices

### **Performance-Based Objectives**

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

1. Identify different study designs in public health research and understand the pros and cons of each.
2. Become familiar with data structures commonly encountered in public health research.
3. Formulate scientific questions into statistical hypotheses.
4. Determine appropriate statistical techniques by considering the scientific question and available data.
5. Select and apply appropriate methods to formulate and examine statistical associations between variables with public health data.
6. Model and interpret multifactorial relationships using various regression methods
7. Explain the concept of confounding and how multivariate regression methods are used to control for potential confounding variables.
8. Perform exploratory data analysis using statistical software.
9. Describe the usefulness of specific objectives, sound research design, sound choice of population and sample, reliable and valid instruments, appropriate analysis, accurate reporting or results and reasonable resources in survey methods.
10. Define a public health problem and determine relevant variables for use in statistical modeling
11. Explain the relationship between power and sample size for primary data collection; use SPSS to perform sample size calculations.
12. Apply research methods, informed by knowledge and contributions from multiple disciplines, to address a public health problem, from idea formulation to analysis, to interpretation, and finally to stakeholder communication.

### **Instructional Methods:**

This course is an online course in which all the instructions will be delivered online.

**Course Outline:**

<b>Week\Module</b>	<b>Topics</b>	<b>Assignments</b>	<b>Due Dates</b>
Week 1	Course Orientation	<ul style="list-style-type: none"> <li>• Introduce yourself</li> </ul>	Introduction due by 8/13/2021
Week 2/M1	Introduction to Research Process	<ul style="list-style-type: none"> <li>• M1_Quiz</li> <li>• M1 Discussion</li> </ul>	8/18/2021 Online class meeting on 8/17/2021 Finalize your group by 8/20/2021
Week 3/M2	Research Study Design	<ul style="list-style-type: none"> <li>• M2_Quiz</li> <li>• M2 Discussion</li> </ul>	8/25/2021
Week 4/M3	Getting Started With SPSS	<ul style="list-style-type: none"> <li>• M3_Quiz</li> <li>• M3_Assignment</li> </ul>	9/1/2021
Week 5/M4	Analyze Data- Review of Basic Statistical Methods	<ul style="list-style-type: none"> <li>• M4_Quiz</li> <li>• M4_Assignment</li> </ul>	9/8/2021
Week 6/M5	Survey Sampling	<ul style="list-style-type: none"> <li>• M5 Discussion</li> <li>• M5 Quiz</li> </ul>	9/15/2021
Week 7/M6	Multiple Linear Regression	<ul style="list-style-type: none"> <li>• M6_Assignment</li> <li>• M6 Discussion</li> </ul>	9/22/2021 Online class meeting on 9/21/2021
Week 8			
Week 9	Two-part Mid-Term Exam (Quiz and take-home)		
Week 10/M7	Logistic regression	<ul style="list-style-type: none"> <li>• M7_Assignment</li> <li>• M7_Quiz</li> </ul>	10/6/2021
Week 11/M8	Multinomial Logistic regression	<ul style="list-style-type: none"> <li>• M8_Assignment</li> <li>• M8 Discussion</li> </ul>	10/13/2021
Week 12/M9	Ordinal Logistic Regression	<ul style="list-style-type: none"> <li>• M9_Assignment</li> <li>• M9 Discussion</li> </ul>	10/20/2021

Week 13/M10	Power analysis	<ul style="list-style-type: none"> <li>• M10_Assignment</li> <li>• M10_Quiz</li> </ul>	10/27/2021
Week 14&15	<ul style="list-style-type: none"> <li>• Final Project</li> <li>• Presentation</li> <li>• Respond to each uploaded presentation</li> </ul>		11/10/2021 11/10/2021 11/17/2021 Online class meeting on 11/09/2021
Week 16	Thanksgiving break		
Week 17		Final Exams	12/1/2021

### **Methods of Evaluation and Grading:**

<b>Item</b>	<b>Weight</b>
Quizzes	15%
Discussions	10%
Assignments	20%
Mid-term Exam	15%
Group Presentations	10%
Final Project	20%
Final Exam	10%
Total	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 (within 2 weeks) 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.

### **Late Homework Assignment:**

Some of the homework assignments require substantial work in advance of the actual due date. It is therefore important that you read the syllabus carefully, look at all homework assignments at the beginning of the course, and set your own deadlines for when you will accomplish the work. Pay special attention to the right-hand column of the Course Schedule which lists due date. Late work may be submitted for documentation; however, no points will be awarded. All work is expected to be turned in on time.

### **Illnesses:-**

“We want you to take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

### **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](mailto: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](mailto: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.