

Course Syllabus for SPPH 500 - Analytical Methods in Epidemiological Research Section 007, January, 2021

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Calendar Description

Basic epidemiological designs as a framework for commonly used biostatistical techniques such as the Mantel-Haenszel, chi-squared, linear and logistic regression, and survival analysis. Computer packages will be available for computation of assignments.

Learning Objectives

This course is intended to provide a solid understanding of the concepts, principles, and interpretation of multivariable regression modeling. These key principles will be covered using a combination of examples, review of journal articles and relevant case studies. Students will be required to effectively communicate statistical concepts, interpret statistical models, critically evaluate the application of these models, and present findings. On completion of this course the student should be able to:

1. Distinguish between different objectives of a regression analysis;
 2. Understand the principles of model development for each objective;
 3. Relate regression models (linear, logistic, Poisson, survival) to appropriate types of health outcome data;
 4. Interpret parameters of each regression model and summarize results for scientific journals;
 5. Critically evaluate the analytic methods sections in health care literature;
 6. Communicate effectively with statistical practitioners on regression methods.
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Pre-requisites

SPPH 400 (or SPPH 567), SPPH 502, or permission of the Instructor

Course Format

Online seminars Mondays 1:00pm – 4:00pm from January 11, 2021 to April 12, 2021 excluding February 15 and April 5. ***Students are expected to attend and participate in all scheduled classes. Sessions will not be recorded or available outside scheduled class time.***

The typical session will comprise: (1) presentation of new topic by the instructor with interactive discussion, (2) small-group work applying the concepts, and (3) share-back by groups and summarizing take-home points.

Statistical software will be used to support illustration of the modeling process; students are encouraged to use statistical software to facilitate learning but assignments will not require its use.

Reference Texts

Vittinghoff E, Glidden D, Shiboski S and McCulloch C. *Regression Methods in Biostatistics, 2nd ed.* Springer 2011. (primary course text; available online through the UBC library)

Rothman, KJ, Greenland S and Lash TL. *Modern Epidemiology, 3rd ed.* Wolters Kluwer 2008.

Gelman A, and Hill J. *Data Analysis Using Regression and Multilevel/Hierarchical Models.* Cambridge 2007.

Assessment, Evaluation and Grading

Class participation (17%): Students are expected to have read the designated literature prior to class and be prepared to contribute actively to the discussion. Note that there is no such thing as a “stupid question” – if something is unclear, students are encouraged to speak up – the instructor will re-direct if it is a topic that is best dealt with outside of class time.

Class summaries (8 summaries x 6% each = 48%): Following each class, students will prepare a summary (no more than 1000 words, say) of the most important 3 to 5 “take-home points” from the class. Each point should be accompanied by a short explanation of the underlying rationale. For example, the point “Do not choose adjustment variables for a causal model based on p-values” should be accompanied by an explanation such as “The p-value does not tell you whether bias is introduced by including/excluding the variable.” **These summaries are due 11:59pm on the Thursday following the class (the aim is to have the summaries marked and returned prior to the next class). Late assignments are not accepted. Please submit through Canvas in a Microsoft Word compatible format to enable addition of comments.** Assessment of these summaries will be based on accuracy of points made and clarity of exposition.

Final project (presentation 10% + write-up 15% + peer-critique 10% = 35%): The final project will be a critique of a published journal article (chosen by students working in pairs; approved by the instructor) that involved a substantial amount of regression modeling. **It is comprised of a presentation during one of the last two classes, a write-up due one week after the last class, and a written peer-critique of the submission from one of the other student pairs.**

Course Topics and Required Readings

Lecture 1: (Jan 11)

- Introduction: Course outline, objectives

- Review of basic concepts and definitions in statistics (population, sample, parameter, statistic/estimator, etc)
- Key objectives of statistical modeling in health research (data summarization, prediction, causal effect estimation)
- Review of basic epidemiologic concepts and measures (AR/RR/OR, confounding, effect measure modification, direct/indirect effects, etc)
- General approach and principles in data analysis, role of design and sampling

Lecture 2: (Jan 18)

- Simple and multiple linear regression, basics
Ref: Vittinghoff 4.1 - 4.2
- Analysis of variance and analysis of covariance
Ref: Vittinghoff 4.3

Lecture 3: (Jan 25)

- Modeling variable interactions/effect modification
Ref: Vittinghoff 4.6
- Data transformations; guidelines and impact on model interpretation
Ref: Vittinghoff 4.7

Lecture 4: (Feb 1)

- Principles of variable selection for estimating causal effects: confounding bias, causal graphs, adjusted effect, multicollinearity considerations, direct vs indirect effects
Ref: Vittinghoff 10.2 - 10.6, Rothman 12
- Principles of variable selection for prediction: prediction errors, over-fitting and bias-variance trade-offs, AIC, cross-validation, practical considerations
Ref: Vittinghoff 10.1, 10.2 - 10.6
- Interpreting and reporting linear regression models

Lecture 5: (Feb 8)

- Logistic regression, basics
Ref: Vittinghoff 5.1 - 5.4, 5.8
- Regression coefficients; relationship to contingency tables
- Assumptions and categorical variables
Ref: Vittinghoff 5.1

Lecture 6: (Feb 22)

- Logistic regression case study - estimating a causal effect, omitted variable bias
- Logistic regression case study - developing a predictive model, sensitivity, specificity, ROC curves
Ref: Vittinghoff 5.2.5 - 5.2.6

Lecture 7: (Mar 1)

- Matched case-control studies; conditional logistic regression
Ref: Vittinghoff 5.3
- Poisson regression
Ref: Vittinghoff 8.1 - 8.3

Lecture 8: (Mar 8)

- Time to event data, censoring, hazard rates & ratios, Kaplan-Meier method
Ref: Vittinghoff 3.5
- Cox proportional hazards model
Vittinghoff 6.1, 6.2, 6.4
- Time-dependent exposures, more on censoring
Ref: Vittinghoff 6.3, 6.6 – 6.9

Lecture 9: (Mar 15)

- Accounting for non-simple random sampling
Ref: Vittinghoff 12.1 – 12.6
- Modeling hierarchical/clustered/longitudinal data, basics
Ref: Vittinghoff 7.1 – 7.12, Gelman Ch 12

Lecture 10: (Mar 22)

- Approaches to missing data
Ref: Vittinghoff 11.1 – 11.9
- Causal inference (by guest lecturer)

Lecture 11: (Mar 29)

- Student presentations

Lecture 12: (Apr 12)

- Student presentations

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postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>
