

**City University of Hong Kong
Course Syllabus**

**offered by Department of Infectious Diseases and Public Health
with effect from Semester B 2022/23**

Part I Course Overview

Course Title: Intermediate Level Statistics for One Health

Course Code: PH6205

Course Duration: 1 semester

Credit Units: 3 credits

Level: P6

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course will build on the introduction to Biostatistics in One Health. It will cover applied aspects of regression and logistic regression models with an introduction to the inclusion of random variables. We will focus on building these models using the software STATA and biological interpretation of the results from these analyses. We will also introduce count data and appropriate analyses for these types of data as well as a brief introduction to survival analysis.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate when and how to build different types of regression models (linear and logistic) given data from observational or experimental studies		✓	✓	
2.	Demonstrate how to assess model fit for linear regression and logistic regression models with multiple variables including random effects		✓	✓	
3.	Analyse and interpret results from mixed logistic and linear regression models		✓	✓	✓
4.	Understand when and how to analyse basic survival data		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Lectures will provide applied concepts in the use and interpretation of mixed model linear and logistic regression models as well as an introduction to survival analysis	✓	✓	✓	✓	4 hours /week
Hands-on practical tasks	Hands-on problem-based group activities will be conducted during the class time using STATA to facilitate conceptual understanding.		✓	✓	✓	2-3 hours/week
Take-home assignment	Students will be provided with 1 take home assignments in conjunction with the in-class practical projects.		✓	✓		Out of classroom

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting *	Remarks
	1	2	3	4		
Continuous Assessment: <u>60%</u>						
Take home mid-term assignment	✓	✓	✓	✓	60%	Tasks are designed to evaluate the understanding of different concepts learned in this course and the ability of applying them to realistic datasets and problems.
Final examination: (duration: 3 hours)	✓	✓	✓	✓	40%	This will cover all topics covered during the course.
* The weightings should add up to 100%.					100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Take home mid-term assignment	Demonstrate understanding of when to use and how to interpret results of mixed effect regression models.	High	Significant	Moderate	Not even reaching marginal levels
2. Final examination	The comprehension of the use and of the statistical methods covered in the course and interpretation of results from these models.	High	Significant	Moderate	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Epidemiology; Mixed linear regression models, Mixed logistic regression models, Count data analysis, Survival analysis

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1	Dohoo, Ian Robert, S. Wayne Martin, and Henrik Stryhn. 2012. Methods in Epidemiologic Research. Charlottetown, P.E.I.: VER, Inc. Chapter 14 – 23.
2	Eric Vittinghoff, David V. Glidden, Stephen C. Shiboski, and Charles E. McCulloch (2012) Regression Methods in Biostatistics: Linear, Logistic, Survival, and Repeated Measures Models, Second Edition, Springer

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1	Penelope Webb, Chris Bain, Andrew Page (2020) Essential Epidemiology - An Introduction for Students and Health Professionals, Fourth edition. Cambridge.
2	Svend Juul and Morten Frydenberg (2021) An Introduction to Stata for Health Researchers, Fourth edition, Stata Press.
3	Erick Suárez, Cynthia M. Pérez, Roberto Rivera, Melissa N. Martínez (2017) Applications of Regression Models in Epidemiology. Wiley.
4	Frank E. Harrell, Jr. (2015) Regression Modelling Strategies With Applications to Linear Models, Logistic and Ordinal Regression, and Survival Analysis
5	David W. Hosmer Jr., Stanley Lemeshow, Rodney X. Sturdivant (2013) Applied Logistic Regression, Third Edition. Wiley.
6	Sophia Rabe-Hesketh and Anders Skrondal (2022) Multilevel and Longitudinal Modelling Using Stata, Volumes I and II Volume I: Continuous Responses Volume II: Categorical Responses, Counts, and Survival. Fourth edition, Stata Press.
7	David G. Kleinbaum, Mitchel Klein (2012) Survival Analysis: A Self-Learning Text, Third Edition. Springer Link.
8	David W. Hosmer Jr., Stanley Lemeshow, Susanne May (2008) Applied Survival Analysis Regression Modeling of Time-to-Event Data. 2nd edition. Wiley.
9	Kenneth J. Rothman, Sander Greenland, Timothy L. Lash (2008) Modern epidemiology. Third Edition. Lippincott Williams & Wilkins, Philadelphia
10	David G. Kleinbaum (2013) Applied regression analysis and other multivariable methods. 5th ed. Belmont, CA: Brooks/Cole
11	Alastair H. Leyland and Peter P. Groenewegen (2020). Multilevel Modelling for Public Health and Health Services Research. Springer (Multilevel Modelling for Public Health and Health Services Research: Health in Context SpringerLink).