200632 - EPI - Epidemiology

Coordinating unit: 200 - FME - School of Mathematics and Statistics
Teaching unit: 715 - EIO - Department of Statistics and Operations Research
Academic year: 2018
Degree: MASTER’S DEGREE IN STATISTICS AND OPERATIONS RESEARCH (Syllabus 2013). (Teaching unit Optional)
ECTS credits: 5  Teaching languages: Spanish

Teaching staff
Coordinator: KLAUS GERHARD LANGOHR
Others: Segon quadrimestre: KLAUS GERHARD LANGOHR - A

Opening hours
Timetable: At agreed times.

Prior skills
The student has to be familiar with the concepts of statistical inference: the likelihood function, maximum likelihood estimation, hypothesis testing, and linear regression models. In particular, the student should be familiar with the contents of the first three chapters of the book "Principles of Statistical Inference" Cox (Cambridge University Press, 2006).

Requirements
Knowledge of the software package R.

Degree competences to which the subject contributes
Specific:
3. CE-1. Ability to design and manage the collection of information and coding, handling, storing and processing it.
4. CE-2. Ability to master the proper terminology in a field that is necessary to apply statistical or operations research models and methods to solve real problems.
6. CE-5. Ability to formulate and solve real problems of decision-making in different application areas being able to choose the statistical method and the optimization algorithm more suitable in every occasion.
7. CE-6. Ability to use appropriate software to perform the necessary calculations in solving a problem.
5. CE-3. Ability to formulate, analyze and validate models applicable to practical problems. Ability to select the method and/or statistical or operations research technique more appropriate to apply this model to the situation or problem.
8. CE-7. Ability to understand statistical and operations research papers of an advanced level. Know the research procedures for both the production of new knowledge and its transmission.
9. CE-8. Ability to discuss the validity, scope and relevance of these solutions and be able to present and defend their conclusions.

Transversal:
2. TEAMWORK: Being able to work in an interdisciplinary team, whether as a member or as a leader, with the aim of contributing to projects pragmatically and responsibly and making commitments in view of the resources that are
The course aims to enable the student to design and analyze epidemiological studies. This includes, that s/he should be able to propose the adequate designs and analyses for an epidemiological study in such a way that these can be understood easily by other investigators.

In particular, after the completion of the course, the student should have acquired a profound knowledge on the following topics and should be able to apply the corresponding methods to real data:

1. Design of epidemiological studies: cohort studies, case-control studies, and population based studies.
2. Epidemiological measures of disease frequency, mortality, and exposure-disease association.
3. Sources of bias in epidemiological studies: information, selection, and confounding bias.
5. Logistic, logbinomial and Poisson regression.

Specifically, the student should be able:

· To propose designs and analysis for epidemiological studies that provide the best information possible and that can be assimilated easily by the researchers that will have to interpret them.
· To judge the advantages and disadvantages of different types of epidemiological studies.
· To estimate and interpret measures of the disease frequency, mortality, and exposure-disease association.
· To know different sources of bias in epidemiological studies and possible measures to avoid the bias.
· To fit logistic, logbinomial and Poisson regression models to real data and interpret the results.

Learning objectives of the subject

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Study load

<table>
<thead>
<tr>
<th>Total learning time: 125h</th>
<th>Hours large group: 30h</th>
<th>24.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours medium group:</td>
<td>0h</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hours small group:</td>
<td>15h</td>
<td>12.00%</td>
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<tr>
<td>Guided activities:</td>
<td>0h</td>
<td>0.00%</td>
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<tr>
<td>Self study:</td>
<td>80h</td>
<td>64.00%</td>
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## Content

### Introduction to epidemiology

<table>
<thead>
<tr>
<th>Description:</th>
<th>Learning time: 3h</th>
</tr>
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<tbody>
<tr>
<td>a) Epidemiological studies vs. clinical trials.</td>
<td>Theory classes: 3h</td>
</tr>
<tr>
<td>b) Design of epidemiological studies: cohort studies, case-control studies, and population-based studies.</td>
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### Epidemiological measures: concepts and estimation

<table>
<thead>
<tr>
<th>Description:</th>
<th>Learning time: 13h 30m</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Measures of disease frequency: prevalence, cumulative incidence, and incidence rate.</td>
<td>Theory classes: 10h 30m</td>
</tr>
<tr>
<td>b) Mortality rates and their comparison: direct and indirect standardization, the comparative mortality figure, and the standardized mortality ratio.</td>
<td>Laboratory classes: 3h</td>
</tr>
<tr>
<td>c) Measures of exposition-disease association: relative risk, risk difference, odds ratio difference, and attributable risk.</td>
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</tbody>
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### Aspects of epidemiological studies

<table>
<thead>
<tr>
<th>Description:</th>
<th>Learning time: 13h 30m</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Causal inference in epidemiological studies.</td>
<td>Theory classes: 10h 30m</td>
</tr>
<tr>
<td>b) Study of the cause-effect relation. Common causes and effects.</td>
<td>Laboratory classes: 3h</td>
</tr>
<tr>
<td>c) Sources of bias in epidemiological studies: information bias, selection bias, and confounding.</td>
<td></td>
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<tr>
<td>d) Strategies for error control and variance minimization: stratification and matching.</td>
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### Analysis of epidemiological studies

**Learning time:** 15h
- Theory classes: 10h 30m
- Laboratory classes: 4h 30m

**Description:**
- a) Contingency tables: estimation of the relative risk and the odds ratio in cohort studies, case-control studies, and population based studies.
- b) The Mantel-Haenszel estimator in the presence of a confounding variable.
- c) Analysis of matched data in case-control studies.

### Qualification system

Assessment is based on the following:
- a) Final exam (50%),
- b) Problem sheets (30%),
- c) Summary, interpretation, and presentation of a scientific paper on epidemiological topics (20%).

### Bibliography

**Basic:**

**Complementary:**