EPIB 678 – Special Topics: Advanced Methods Seminar
Outline

NOTE: All articles will be available via Web CT Vista

(1) September 6th: Introduction
- Student and Faculty introductions
- Discussion of course content and expectations of students
- What makes for a good presentation?
- What makes for a good class discussion?
- Sign-ups for paper presentations

(2) September 13th: What is a cause?
3. Rockhill B. Theorizing about causes at the individual level while estimating effects at the population level. *Epidemiology* 2005;16:124-129

(3) September 20th: Causal models and causal effects

For further reference:
4. BMC articles??
5. WINSHIP / DAWID?

(4) September 27th: Confounding, Direct and Indirect Effects

Plus
5. OAKES – MIS ESTIMATION
(5) October 4th: Does Vitamin E consumption lower CHD risk?
4. Issues in the analysis articles – Stat Med?

(6) October 11th: Residual confounding
Plus this commentary and response

(7) October 18th: Minimizing residual confounding – propensity scores and instrumental variables
For further reading

(8) October 25th: Bayesian, Frequentists and Likelihoodist approaches to epidemiology
BAYES readings in Aug IJE?

(9) November 1st: P values and confidence intervals
(10) November 8th:  Multiple comparisons

Plus

Plus

(11) November 15th:  Gene - environment interaction

For further reading

(12) November 22nd:  Potpourri – OPEN for suggestions from students
Possible Topics:
Reporting the results of epidemiological studies
2. Concato J, Shah N, Horwitz RI. Randomized controlled trials, observational studies and the hierarchy of research designs NEJM 2000;342:1887-1892.

Sensitivity analyses
+ Greenland sensitivity analyses IJE

(13) November 29th:  Critical perspectives on epidemiology
*********NOTICE REGARDING ACADEMIC INTEGRITY AND PLAGIARISM************

The Department of Epidemiology and Biostatistics has asked instructors to remind students of McGill University regulations regarding academic integrity and plagiarism. These are excerpted below.

It is understood that assignments submitted by groups of students will include contributions of all group members; for such assignments, a single copy submitted with all group members’ names will be sufficient. However, we expect that each group will submit its own assignment, written separately from those of other groups. The same holds true for the protocol summaries. Where assignments cite others’ research work, appropriate references must be provided. Direct quotes from other writers should be indicated by quotation marks.

Academic offences
The integrity of University academic life and of the degrees the University confers is dependent upon the honesty and soundness of the teacher-student learning relationship and, as well, that of the evaluation process. Conduct by any member of the University community that adversely affects this relationship or this process must, therefore, be considered a serious offence.

Plagiarism
(a) No student shall, with intent to deceive, represent the work of another person as his or her own in any academic writing, essay, thesis, research report, project or assignment submitted in a course or program of study or represent as his or her own an entire essay or work of another, whether the material so represented constitutes a part or the entirety of the work submitted.
(b) Upon demonstration that the student has represented and submitted another person’s work as his or her own, it shall be presumed that the student intended to deceive; the student shall bear the burden of rebutting this presumption by evidence satisfying the person or body hearing the case that no such intent existed, notwithstanding Article 22 of the Charter of Student Rights.
(c) No student shall contribute any work to another student with the knowledge that the latter may submit the work in part or whole as his or her own. Receipt of payment for work contributed shall be cause for presumption that the student had such knowledge; the student shall bear the burden of rebutting this presumption by evidence satisfying the person or body hearing the case that no such intent existed (notwithstanding Article 22 of the Charter of Students’ Rights).


Additional information is available at www.mcgill.ca/integrity/