200646 - MERC - Statistical Methods in Clinical Research

Coordinating unit: 200 - FME - School of Mathematics and Statistics
Teaching unit: 1004 - UB - (ENG)Universitat de Barcelona
Academic year: 2019
Degree: MASTER'S DEGREE IN STATISTICS AND OPERATIONS RESEARCH (Syllabus 2013). (Teaching unit Optional)
ECTS credits: 5
Teaching languages: Spanish

Teaching staff
Coordinator: JOSEP LLUÍS CARRASCO JORDAN
Others: Segon quadrimestre:
  MIQUEL CALVO LLORCA - A
  JOSEP LLUÍS CARRASCO JORDAN - A
  ANTONIO MONLEON GETINO - A

Requirements
- It is necessary that students have basic knowledge of R. In the following link the materials from a course to introduction to R are available:
  http://www.ub.edu/stat/docencia/EADB/Curso%20basico%20de%20R.htm
- It is recommended that students have taken a course in Design of Experiments or have basic knowledge on this subject. In particular it is recommended that students know the methodology outlined in chapters 12 and 13 included in Montgomery, DC (2001). Design and analysis of experiments, 5th edition. John Wiley & sons.

Degree competences to which the subject contributes

Specific:
5. CE-1. Ability to design and manage the collection of information and coding, handling, storing and processing it.
6. 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.
7. 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-4. Ability to use different inference procedures to answer questions, identifying the properties of different estimation methods and their advantages and disadvantages, tailored to a specific situation and a specific context.
9. 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.
10. CE-6. Ability to use appropriate software to perform the necessary calculations in solving a problem.
11. 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.
12. CE-8. Ability to discuss the validity, scope and relevance of these solutions and be able to present and defend their conclusions.
13. CE-9. Ability to implement statistical and operations research algorithms.

Transversal:
1. ENTREPRENEURSHIP AND INNOVATION: Being aware of and understanding how companies are organised and the principles that govern their activity, and being able to understand employment regulations and the relationships
To face concrete situation, the student have to know how identifying the appropriate designs, properly carry out the experimentation and analyzing the results.

To obtain theoretical and practical knowledge of some critical designs in Biostatistics.

To know the regulatory that rules the approval of generic drugs and formulations.

To know to differentiate between a situation that requires an analysis of differences from an analysis of equivalence.

To provide the concepts and approaches to carry out an analysis of bioequivalences and equivalence in general.

To provide the concepts and approaches to carry out an analysis of concordance among measurements.

To know differentiating an analysis of concordance from an association or parameter comparison analysis.

To identify the sources of disagreement.

To provide the skill of discriminating among approaches depending of the type of data and objectives.

### Teaching methodology

The in-person lessons consist of sessions in the classroom where the theoretical concepts are introduced with practical examples by means of slides that will be available for students. Furthermore, the appropriate software to carry out the analyses and procedures will be also introduced by solving real data examples.

### Learning objectives of the subject

To face concrete situation, the student have to know how identifying the appropriate designs, properly carry out the experimentation and analyzing the results.

To obtain theoretical and practical knowledge of some critical designs in Biostatistics.

To know the regulatory that rules the approval of generic drugs and formulations.

To know to differentiate between a situation that requires an analysis of differences from an analysis of equivalence.

To provide the concepts and approaches to carry out an analysis of bioequivalences and equivalence in general.

To provide the concepts and approaches to carry out an analysis of concordance among measurements.

To know differentiating an analysis of concordance from an association or parameter comparison analysis.

To identify the sources of disagreement.

To provide the skill of discriminating among approaches depending of the type of data and objectives.

### 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>
</tr>
<tr>
<td>Guided activities:</td>
<td>0h</td>
<td>0.00%</td>
</tr>
<tr>
<td>Self study:</td>
<td>80h</td>
<td>64.00%</td>
</tr>
</tbody>
</table>
# Content

## BLOCK 1. HIERARCHICAL FACTOR MODELS, REPEATED MEASURES AND CROSS-OVER DESIGNS

**Description:**
- 1.1.1. Factor designs with random effects. Mixed effects designs.
- 1.1.2. Hierarchical designs with two and three factors. Bennett-Franklin algorithm.
- 1.1.3. Repeated measures designs. Sphericity concept and ANOVA table corrections.
- 1.1.4. Crossover design concept. 2x2 crossover design (AB/BA). Crossover design of superior order and its analysis.

**Learning time:** 31h 15m  
Practical classes: 12h  
Guided activities: 8h  
Self study: 11h 15m

## BLOCK 2. BIOEQUIVALENCE

**Description:**
- 2.1. Introduction  
  2.1.1. Bioavailability. The concept of bioequivalence between drugs. Regulatory norms.  
  2.1.2. TOST. The principle of confidence intervals inclusion. Confidence intervals for BE. Bayesian approach. Nonparametric approach.  
  2.1.3. The problem of residual effects (carryover)
- 2.2. Individual and multivariate Bioequivalence  
  2.2.1. Individual and populational bioequivalence  
  2.2.2. Multivariate bioequivalence.
- 2.3. Equivalence tests.  
  2.3.1. General concept of equivalence test  
  2.3.2. Main applications: goodness of fit, homogeneity of variances, additivity in linear models, equivalence of proportions  
  2.3.3. Accessories: No inferiority testing method based on statistics and distances; bioinformatics applications

**Learning time:** 31h 15m  
Practical classes: 12h  
Guided activities: 8h  
Self study: 11h 15m
Students must solve some exercises at the end of each of the three blocks that make up the subject. These exercises must be delivered within a certain period to be announced during the course.. The three exercises will be scored between 0 and 10, and the average of these three qualifications will be the exercise mark (NEJ).

Additionally, a test will be programmed with multiple choice questions at the end of the course that will include the complete syllabus of the subject. The qualification of this test (NPE) will be between 0 and 10. The attendance to this test will be optional and will be aimed at those students who wish to improve their qualification based on the NEJ.

The final grade of the subject will be calculated as:

1) For those students who do not attend the final test, the final grade of the subject will be the NEJ.
2) For those students who take the final test, the final grade of the subject will be the average of NPE and NEJ.

The subject is considered approved if the final grade is higher than 5.
Bibliography

Basic:


Complementary:


