

## Syllabus Module 231 Major. Spatial statistical Analysis

<b>Module 231</b>	<b>Spatial analysis</b>
<b>UE coordinator</b>	<b>Cindy Padilla, PhD : Biostatistic and spatial epidemiology Professor Department MeTis, EHESP</b>
<b>Dates</b>	18 to 22 January 2021
<b>Credits/ECTS</b>	3 (1 ECTS = 30 h student's work)
<b>Duration</b>	5 days of 6 hours = 30 hours
<b>Module description</b>	<p>Mapping is a useful and powerful tool to represent information which varies on a territory.</p> <p>The course will introduce students to some descriptive measures in spatial epidemiology and explore methods and important concepts commonly used to reveal risk factors of the health event</p> <p>It is particularly true in public health issues where health determinants are multiples and may be related to individual behavior and also to neighborhood factors which are not equally distributed in the space.</p> <p>Detecting clusters grouping small areas at greater health risk tends to be a appropriate method to orientate public health action. An explanatory spatial analysis can then be applied assessing the relationship between the cluster and the neighborhood characteristics in order to reveal risk factors of the health event.</p>
<b>Prerequisites</b>	Core curriculum in Biostatistics and Epidemiology and basics in GIS : Major B EOHS GIS & Environmental Health.
<b>Course learning objectives</b>	<p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>✓ map geographic data</li> <li>✓ create descriptive spatial statistics</li> <li>✓ create environmental indicators</li> <li>✓ develop an awareness of some concepts to be taken into account in geographic analysis</li> <li>✓ carry out spatial statistical analysis using those concepts</li> <li>✓ Detect cluster analysis</li> </ul>
<b>UE structure</b> (details of sequences : title /speaker/date/duration )	<ul style="list-style-type: none"> <li>✓ Session 1: presentation and concepts = 3H</li> <li>✓ Session 2 : Descriptive spatial statistics : maps, geographic indicators and geographic description = 9H</li> <li>✓ Session 3 : Detection cluster analysis : 6 H</li> <li>✓ Session 4 : Statistical regression with autocorrelation term : 6H</li> <li>✓ Exam project = 6H</li> </ul>

<b>Course requirement</b>	Students will be expected to prepare lesson class, participate actively and discuss some issues related to methods studies and their application and self-practice on the software.
<b>Grading and assesment</b>	Participation in class: 10% Individual Homework for 45% of the final grade Exam project by group for 45% of the final grade : Spatial project by group during the week
<b>Location</b>	EHESP Building 20 Avenue George Sand, 93210 La PLaine Saint Denis (Greater Paris)
<b>Course policy</b>	<p><b>Attendance &amp; punctuality</b>  <b>Regular and punctual class attendance is a prerequisite for receiving credit in a course.</b>  Students are expected to attend each class. Attendance will be taken at each class.  The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3).  If students are not able to make it to class, they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.</p> <p>Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.</p> <p><b>Lateness:</b> Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3 Attendance &amp; Punctuality)</p> <p><b>Maximum absences authorized &amp; penalty otherwise</b>  Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <p><b>Exceptional circumstances</b>  Absence from any examination or test, or late submission of assignments due to illness, psychological problems, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article 4 Examinations).</p> <p><b>Courtesy:</b> <u>All cell phones/pages MUST be turned off during class time.</u>  Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
<b>Valuing diversity</b>	Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.

<b>Course evaluation</b>	EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.
--------------------------	--

Session #1	<b>Geographic studies, presentations and concepts</b>
Speakers	- Cindy Padilla, professor in EHESP MeTis departement
Session Outline	The session comprises two sub-sessions. <ul style="list-style-type: none"> <li>✓ The first is used for introducing students to basic principles of geographic studies and spatial analysis.</li> <li>✓ The second sub-session is dedicated to a case study using geographic information.</li> </ul>
Learning Objectives	At the end of the session, the students should be able to: <ul style="list-style-type: none"> <li>✓ Understand what GIS mean and objectives of spatial analysis</li> <li>✓ Interpret geographic studies and their consequences in terms of public health</li> </ul>
Duration	3 H
Training methods	Case study on paper

Session #2	<b>Descriptive spatial statistics</b>
Speakers	Cindy Padilla, professor in EHESP MeTis departement Veronica Vieira, Reseacher, Irvine university, USA
Session Outline	The session comprises three sub-sessions used for. <ul style="list-style-type: none"> <li>✓ The first is used for creating maps and interpreting them</li> <li>✓ The second sub-session is dedicated to spatial descriptive tools</li> <li>✓ The third sub-session is dedicated to create geographic indicators.</li> </ul>
Learning Objectives	At the end of the session, the students should be able to: <ul style="list-style-type: none"> <li>✓ creating maps</li> <li>✓ using major GIS tools to create geographic indicators</li> <li>✓ Determine spatial mean, median .... In an area</li> </ul>
Duration	9 hours
Training methods	Lectures alternate with in class applications Practice on ArcGIS

Session #3	<b>Detection cluster analysis</b>
Speakers	Veronica.M Vieira, professor, Irvine University, USA
Session Outline	The session comprises two sub-sessions. <ul style="list-style-type: none"> <li>✓ The first is used for principles and methods to autocorrelation principle</li> <li>✓ The second is detected hot and cold spot of a disease distribution</li> </ul>
Learning Objectives	At the end of the session, the students should be able to: <ul style="list-style-type: none"> <li>✓ Provide students with hands-on experience combining cluster statistics with GIS.</li> </ul>
Duration	6 hours
Training methods	Lectures alternate with in class applications Practice on ArcGIS

Session #4	<b>Statistical Regression with spatial autocorrelation</b>
Speakers	Cindy Padilla, professor in EHESP MeTis departement
Session Outline	The session comprises two sub-sessions. <ul style="list-style-type: none"> <li>✓ The session is dedicated to use statistic regression model using autocorrelation</li> </ul>
Learning Objectives	At the end of the session, the students should be able to: <ul style="list-style-type: none"> <li>✓ provide SAR models</li> <li>- provide students with hands-on experience combining cluster statistics with GIS.</li> </ul>
Duration	6 hours
Training methods	Lectures alternate with in class applications Practice on Stata