Basic Course on R: Hypothesis Testing and Confidence Intervals 1 Practical

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1 Baby Data

- 1. Read in the data "R_data_January2015.csv" with a header and row names from the first column. Assign it to the object babydata and allow strings be converted to factors. Attach the data to the environment.
- 2. What are the dimensions of babydata? What is the class? Answer these questions separately with two functions and then together with one function.
- 3. Answer the following questions pertaining to the variable SAH:
 - (a) What are the 20% quantiles of SAH?
 - (b) What are the mean, median, variance and standard deviation of SAH?
 - (c) Create a stem and leaf plot of SAH.
 - (d) Create a histogram and a horizontal boxplot of SAH in one graphics window where the plot of the histogram is above the boxplot.
 - (e) Utilize all 3 graphs to describe the shape of the distribution of SAH.
 - (f) Log-transform SAH (assign it to logSAH).
 - (g) What are the 20% quantiles of logSAH?
 - (h) What are the mean, median, variance and standard deviation of logSAH?

(i)	Create a stem and leaf plot of logSAH.						
(j)	Create a histogram and a horizontal boxplot of <code>logSAH</code> in one graphics window where the plot of the histogram above the boxplot.						
(k)	Utilize all 3 graphs to describe the shape of the distribution of logSAH.						
(l)	What did the log transformation do to the values of SAH?						
(m)	Take a random sample of size 50 from logSAH and make a histogram. Does this distribution have a similar shape compared to that of all logSAH values?						
(n)	Take a random sample of size 50 with replacement from logSAH and make a histogram. Does this distribution have a similar shape compared to that of all logSAH values?						
Answer the following questions pertaining to the variable medication:							
(a)	Use a function to create frequency table of the number of mothers taking medication and not taking medication.						
(b)	Calculate the percent of the mothers who are taking medication; what is the percentage?						

4.

5. Answer the following questions pertaining to the variable educational_level:

(a) Create a frequency table of the number of mothers in each education level.

(b) Create a horizontal boxplot of the SAH values for the different levels of education
and color each box a different color. Add a rug plot of the values where the ticks
for each group have the same color as their corresponding box.

(c) Are triglycerides normally distributed (make a plot to answer this question)? If not, log-transform them. Are the log-transformed values normal?

(d) Is the average triglyceride level for highly educated mothers different from that of mothers with a low education level? Formulate a hypothesis, test it, and make a decision about whether or not you can reject the null hypothesis. Can you use a t-test (either on the raw or log-transformed data)? Why or why not (hint: how are the data distributed)?

(e) Now re-do the test and make your decision to reject/not reject the null based on the confidence interval. Challenge: instead of just looking at the output, extract the confidence interval from the test output and use logical operators to answer the question of whether the interval contains the null value.

6.	Answer	the	following	questions	pertaining	to the	variable	Status:
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(a) Are the average SAH values for the two levels of Status (normal brain development or intellectual disability) different? Formulate a hypothesis, test it, and make a decision about whether or not you can reject the null hypothesis. Can you use a t-test (either on the raw or log-transformed data)? Why or why not (hint: check distributions with plots)?

(b) What is the fold change of log-SAH between the 2 groups? Calculate it two ways: use the output from the previous test and also use the data itself (function mean plus logical operators).

(c) Make a boxplot of the SAH values of the 2 groups and calculate the fold change of SAH between the 2 groups. Does the difference seem clinically relevant? Why or why not?