# Prep for class

1. Create space between stimulus and response
2. [Load Canvas in browser](https://uth.instructure.com/courses/51972)
3. [Load Socrative in Browser](https://b.socrative.com/login/teacher/)

# 00:00 Get settled

1. Press the record button
2. Go over miscellaneous items
3. Check-in with what they like and what they don’t like

# 

# 00:20 Lab warm-up

1. [Navigate to Socrative](https://www.socrative.com/)
2. Publish lab warm-up on Canvas

# 01:15 Lab assignment

1. Placeholder

# 02:50 Adjourn

# Other Notes:

1. In the past, I’ve also said that I didn’t want you to focus too much on the PowerPoint presentations that Dr. Harrell and Dr. Lee are creating. However, from this point on you should pay attention to them because I will need to use questions they’ve created on the final exam.

**Notes**:

1. Create space between stimulus and response.
2. Talk about the midterm.
3. Sorry guys. I was just informed over the weekend that I am discouraged from doing a final project in this course. Primarily because it’s a required course that has already been mapped to competencies. They want us all to use exams that have been mapped to competencies as well.

Slide notes:

* Recall bias is important, but pointing out that case-control isn’t inferior in this way isn’t crucial.
* Case-control studies can be conceptualized as a more efficient version of a corresponding case-control study. Rather than including all of the experience of the source population that gave rise to the cases (the study base), as would be the usual practice in a cohort design, controls are selected from the source population.
* When certain assumptions are made (e.g., sampling independent of exposure), then we can estimate RR, IRR from case-control data.