

Class Introduction, Starting a Consulting Meeting

First, if your nametag does not have your preferred name in large letters, fix it. If you like, you can also add a name in small print above your preferred name (for your name in your native language, for example). I'll bring revised nametags to the next class.

Sit in a group with the other people who have the same number card as you, and meet them. Find out their names (and pronunciation) and something about where they come from (country, state, college, neighborhood, major).

Syllabus discussion: If you have a black card, read about the consulting project. If you have a red card, read about grading. Summarize what you read for the others in the group. Write down one question you have (about either).

“Statistics is never context-free.” [An idea expressed by Speed, Cobb, Moore and others.] How do you understand this quote? Do you agree? Those with “heart” cards (or a volunteer, if you have no heart), be ready to stand up and give a 30sec summary of your thoughts.

To get at the context of a problem, we need to ask good questions. A good question is open-ended and provides the client a chance to tell their story freely. We also need to be sure we understand the answer! An important skill for doing this is restating what we've understood, and asking if we understood correctly.

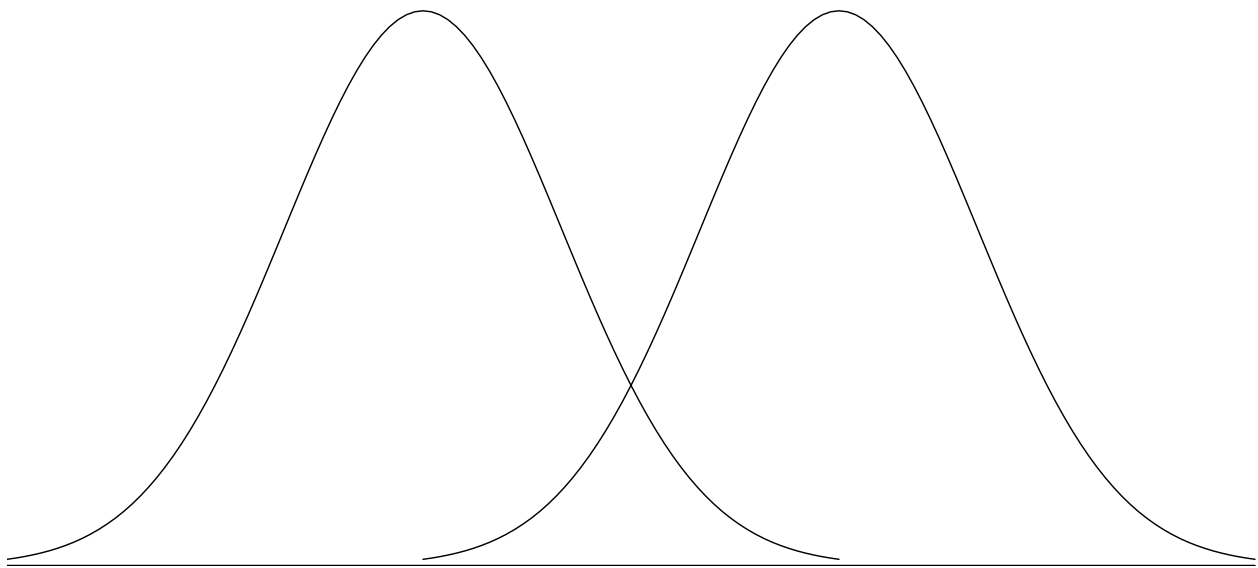
Pair up and take turns to asking your partner one of the following questions. Summarize their response back to them and ask if you've understood correctly.

- What about this class are you most excited about?
- What about this class are you most nervous or concerned about, or what do feel most unprepared for?
- Why did you choose to go to graduate school in your field of study?
- What has your favorite (or least favorite) part of graduate school been so far?
- (Something else based on what you know about them already.)

A client comes in and says to you, "I'm a veterinary student studying coagulation abnormalities in dogs with septic peritonitis. Can you tell me what my sample size should be? Thanks." What do you say next? How should a meeting start?

What information about the context do you think we need? Brainstorm some questions you might ask a client, either generally or for this specific client. Remember to keep them open-ended. Those with "diamond" and "spade" cards, be ready to stand up and share one question.

What four pieces of specific information do we need to calculate the sample size for a one sample t-test? Name them and use them (and sample size too) to label the plot below. (Also, can you label the axes?)



Today you should have learned:

- learned how this class will work, including the consulting project, the research paper, class participation, and grading
- learned how to start a consulting meeting
- learned why the context of a problem is important and how to ask questions to get that information
- reviewed what is needed to compute sample size

Name: _____

What about this class are you most excited about?

What about this class are you most nervous or concerned about, or what do you feel most unprepared for?

Are you available for in-person meetings on campus with investigators at the following times?
Circle those that would work for you:

Mon 9:05–9:55am Tue 5:30–6:20pm Wed 12:20–1:10pm

Please leave this sheet, your nametag, and your playing card on the tables by the door.
The other handouts are for you to keep; this sheet will not be returned except by request.