# Statistics and Epidemiology II Wednesday PM, June 1, 2011

Deborah Rosenberg, PhD Research Associate Professor Division of Epidemiology and Biostatistics University of IL at Chicago School of Public Health

Training Course in MCH Epidemiology



#### The Epidemiologic Framework



Recall that sample means, proportions, and rates, and differences or ratios of these are <u>mathematically unbiased</u>, but this is not a guarantee of accuracy or meaning.

Epidemiology goes beyond the statistical properties of estimates, addressing study design, sampling and data collection strategies, data organization, and data analysis so that conclusions and decision-making are based on accurate and meaningful information.

Which statistics are reported and how they are reported flow from an epidemiologic perspective.

1



#### The Epidemiologic Framework



#### Laying the Groundwork

- What do we want to know? What are our hypotheses?
- What indicators should we examine—which risk markers, risk factors, and outcomes?
- Are there relevant existing data sources? Will new data be collected?
- What is the study design? Will we be able to report incidence? prevalence? relative risks? odds ratios?
- What are potential study biases?
- How will the data be organized? What statistical approaches will be used?

-0



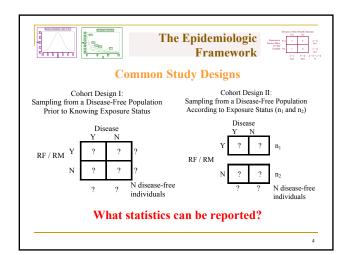
#### The Epidemiologic Framework

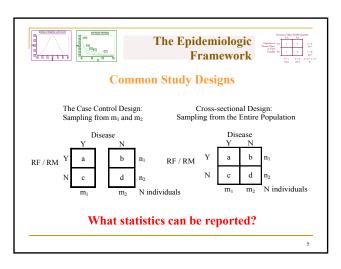


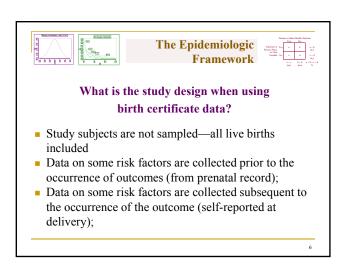
 What is the study design? Will we be able to report incidence? prevalence? relative risks? odds ratios?

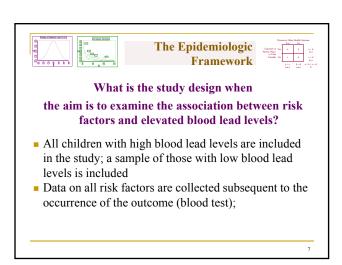
The study design, and the sampling strategy in particular will have an impact on the kinds of statistical analysis that can be carried out:

- Which measures of occurrence can be reported?
- Which measures of association can be reported?
- How will standard errors for confidence intervals and statistical testing be calculated?









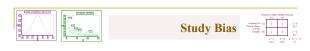


• What are potential study biases?

Selection Bias: Either prior to the beginning of the study or during the process of accumulating and retaining study participants—who is studied

**Information Bias:** After study participants are already selected-how information is gathered

**Confounding:** Not really a "bias"—another factor is related to both the outcome and risk factor of interest. The relationship is not due to faulty study design or faulty data collection procedures, but rather to existing relationships in the population.

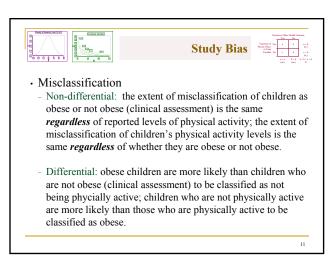


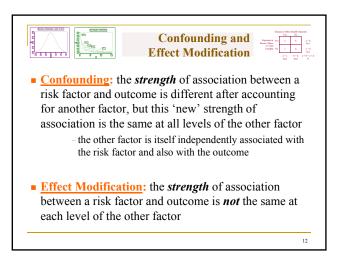
#### Some examples of selection bias

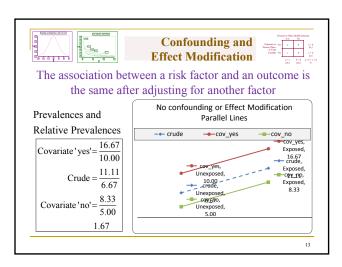
- · a sample of children enrolled in pre-school programs may include mostly children in higher income families
- women who seek early prenatal care may be either the highest risk or the lowest risk women
- · responders to a sample survey may be different than non-responders

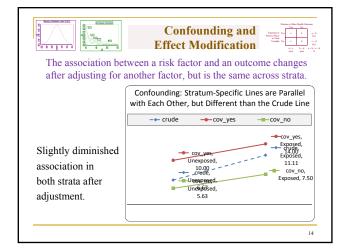
In all of these examples, the assumption of a random sample is violated

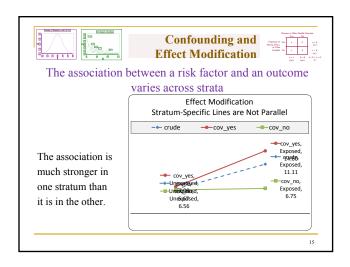
**Study Bias** Some examples of information bias · Recall bias-- parents of children disgnosed with asthma may be more likely than parents of children without this diagnosis to remember and/or report exposures or risk factors women whose infants die may be less likely than women whose infants doe not die to report behaviors such as substance use

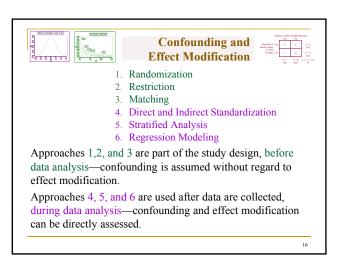














#### Assessing Confounding

If the adjusted estimate of association differs from the crude estimate of association, then confounding is present.

Determining whether a difference between the crude and adjusted measures is meaningful is a matter of judgment, since there is no formal statistical test for the presence of confounding.

By convention, epidemiologists consider confounding to be present if the adjusted measure of association differs from the crude measure by  $\geq = 10\%$ 



### Assessing Confounding



- Standardization: Does the standardized measure differ from the unstandardized measure?
- Stratified Analysis: Does the adjusted measure of association differ from the crude measure of association?
- Regression Analysis: Does the beta coefficient for a variable in a model that includes a potential confounder differ from the beta coefficient for that same variable in a model that does not include the potential confounder?



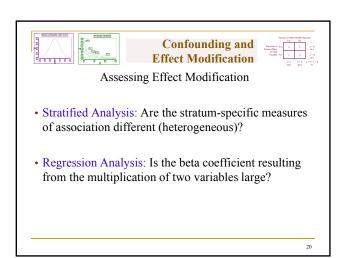
Confounding and **Effect Modification** 

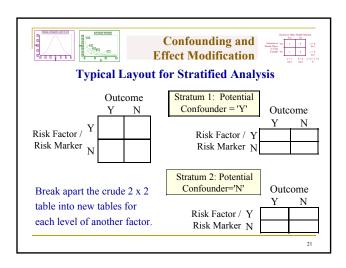


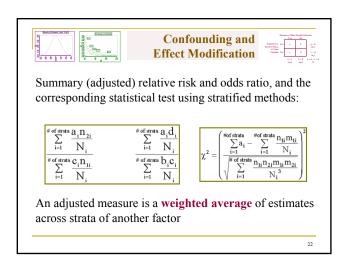
#### Assessing Effect Modification

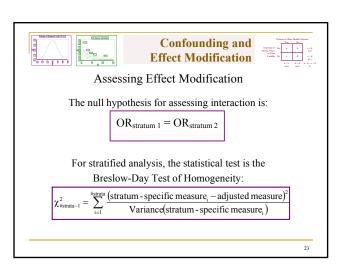
If stratum-specific estimates differ, then effect modification may be present and reporting a weighted average makes no sense—it actually masks the important differences that exist. Instead, it is appropriate to report the stratum-specific estimates

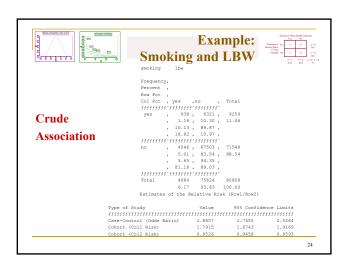
Stratum-specific differences can be statistically tested.

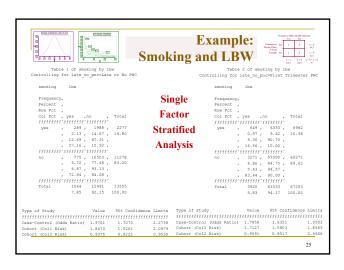


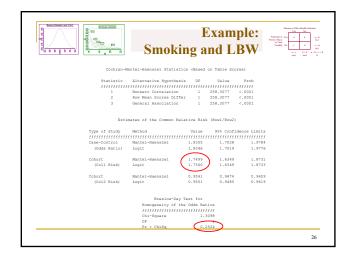


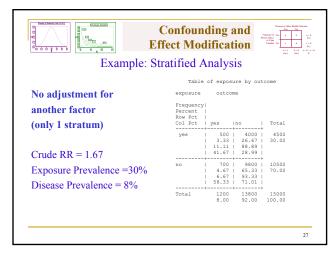


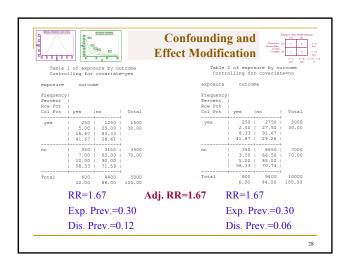


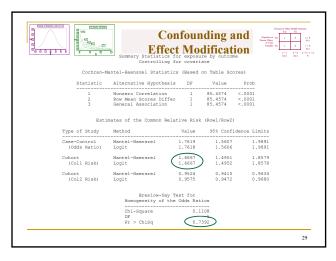


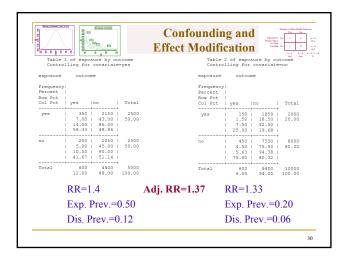


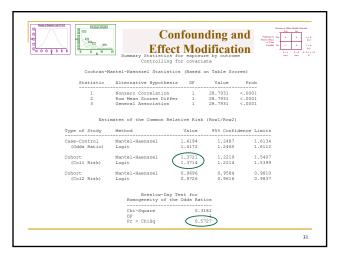


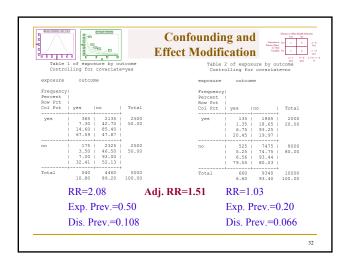


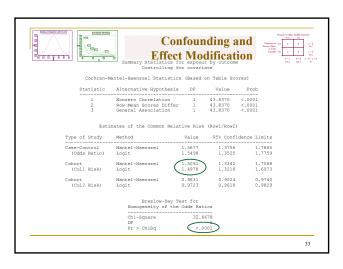


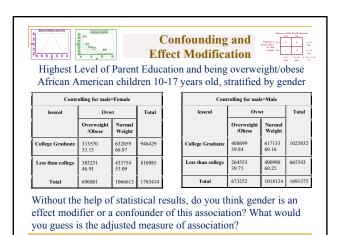


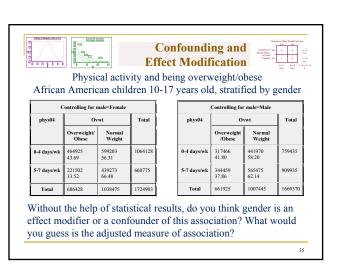












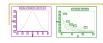


Examine Potential **Joint** Confounding Which combinations of variables should we consider?

"A sufficient confounder group is a minimal set of one or more risk factors whose simultaneous control in the analysis will correct for joint confounding in the estimation of the effect of interest. Here, 'minimal' refers to the property that, for any such set of variables, no variable can be removed from the set without sacrificing validity."

Kleinbaum, DG, Kupper, LL., Morgenstern, H. Epidemiologic Research: Principles and Quantitative Methods, Nostrand Reinhold Company, New York, 1982, p 276.

36



# Confounding and Effect Modification

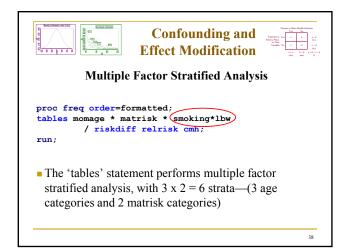


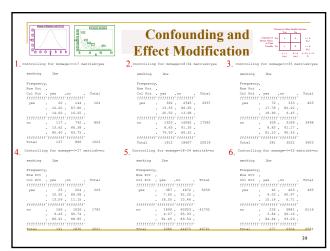
# What about interaction in multiple factor stratified analysis?

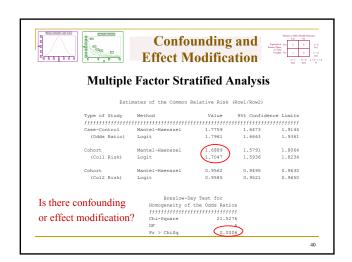
What if there is interaction between two risk factors when examined alone, but not after looking at three or more factors jointly?

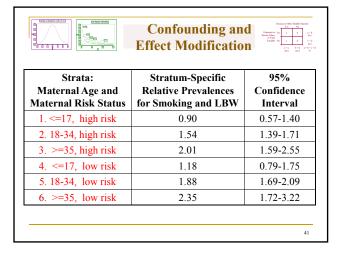
What if there is no interaction when looking at two factors alone, but there is after considering three or more factors jointly?

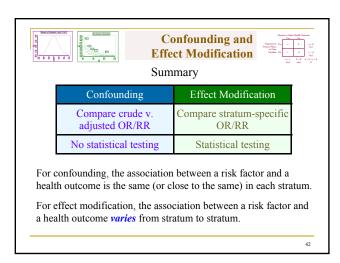
**Epidemiologic judgement is required!** 

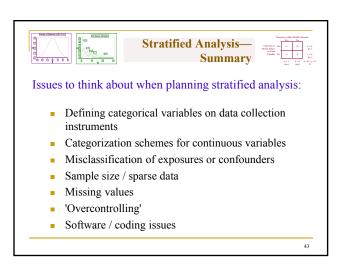












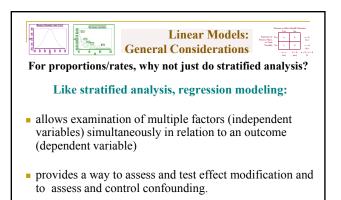
### **Regression Modeling Overview**

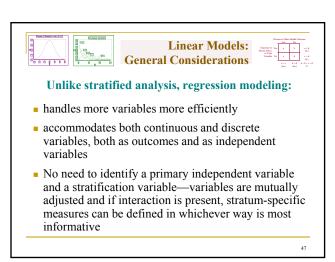


The utility of regression models is their ability to assess the effect of many independent variables simultaneously, better mirroring the complexity of the real world.

- For <u>means</u>, regression analysis is an alternative to and extension of t-tests and F tests from classical analysis of variance (ANOVA).
- For <u>proportions or rates</u>, <u>regression</u> analysis is an alternative to and extension of chi-square tests from contingency tables – crude and stratified analysis.

45







# **Linear Models:** General Considerations



#### The Purpose of Modeling

Sometimes, regression modeling is carried out in order to assess **one association**; other variables are included to adjust for confounding or account for effect modification. In this scenario, the focus is on obtaining the 'best' estimate of the single association.

Sometimes, regression modeling is carried out in order to assess multiple, competing exposures, or to identify a set of variables that together predict the outcome.

48



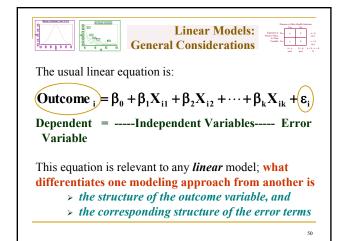
# **Linear Models:** General Considerations

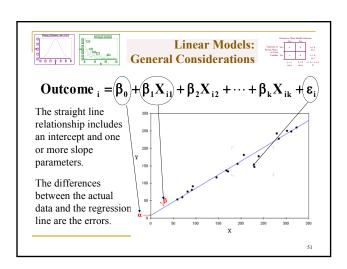


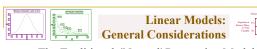
The regression models most commonly used to analyze health data express a hypothesized association between risk or other factors and an outcome as a linear (straight line) relationship.

A linear model has the advantage of interpretability—for each unit change in the value of an independent variable, there is a unit change in the value of the outcome.

When an independent variable is ordinal or continuous, the test of the beta coefficient is a test of linear trend.







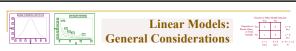
The Traditional, 'Normal' Regression Model

$$Y_i = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \dots + \beta_k X_{ik} + \epsilon_i$$

This model has the following properties:

- The outcome "Y" is continuous & normally distributed.
- The Y values are independent.
- The errors are independent, normally distributed; their sum equals 0, with constant variance across levels of X.
- The expected value (mean) of the Y's is linearly related to X (a straight line relationship exists).

52

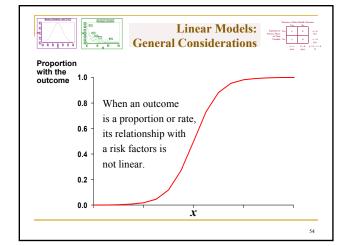


When the outcome variable is <u>not</u> continuous and normally distributed, a linear model cannot be written in the same way, and the properties listed above no longer hold.

For example, if the outcome variable is a proportion or rate:

- The errors are **not** normally distributed
- The variance across levels of X is not constant. (By definition, p(1-p) changes with p, and r changes with r).
- The expected value (proportion or rate) is <u>not</u> linearly related to X (a straight line relationship does not exist).

53

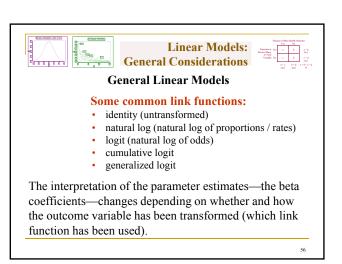


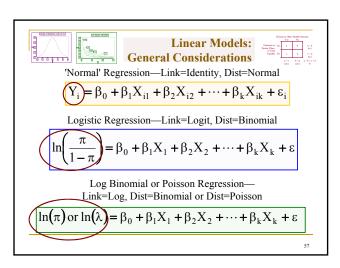


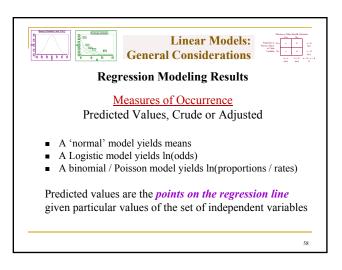
Is there a way to use a linear modeling approach with the many health outcomes that are proportions or rates?

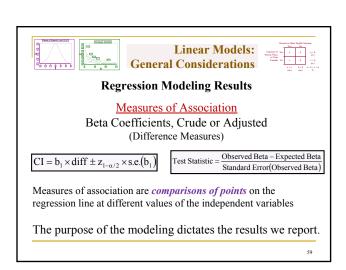
YES—we can define a "link function" to transform an outcome variable from any of these distributions so that it is linearly related to a set of independent variables; the error terms can also be defined to correspond to the form of the outcome variable.

This is possible given that the normal, binomial, Poisson, exponential, chi-square, F, and multinomial distributions are all in the <u>exponential family</u>.



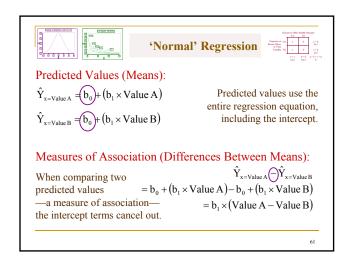


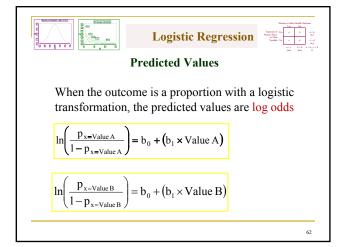


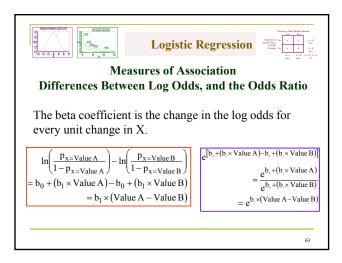


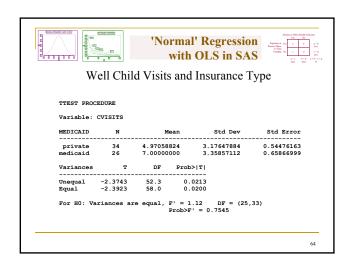
# **Common Linear Regression Models**

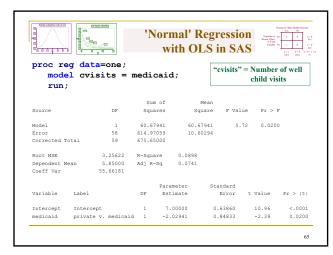
"Normal" and Logistic Regression

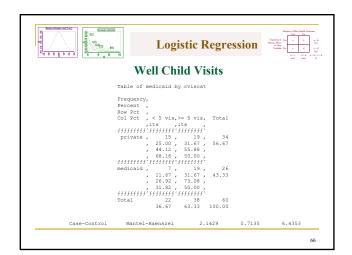


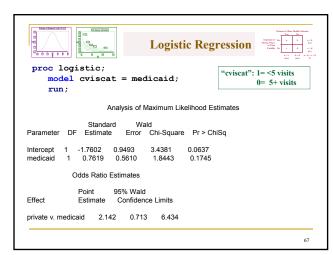


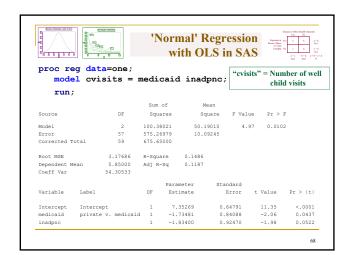


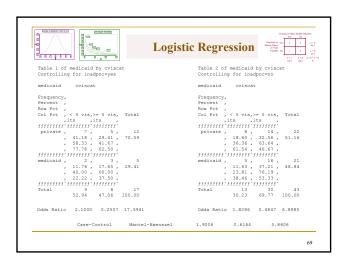


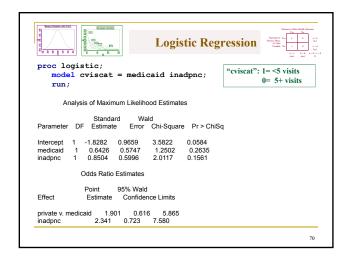


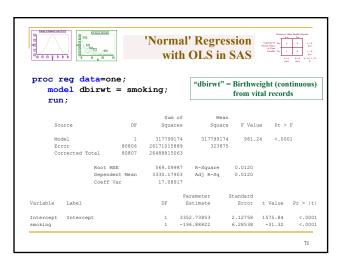


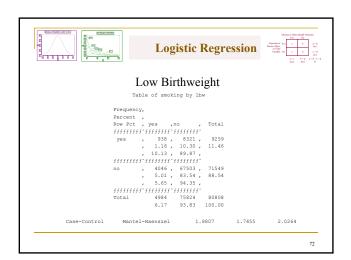


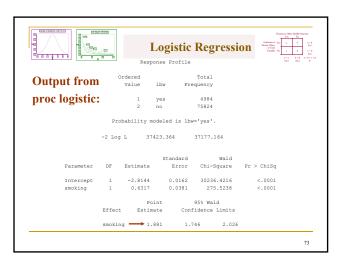


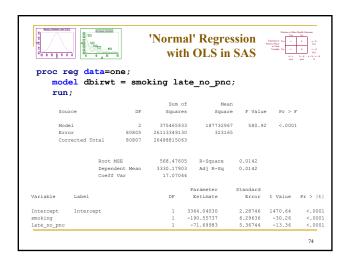


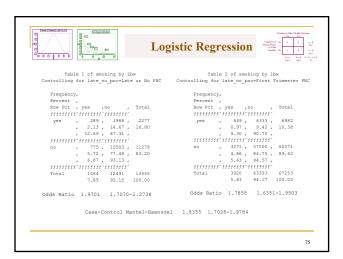


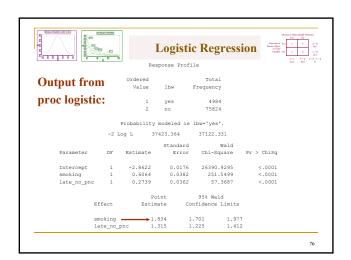


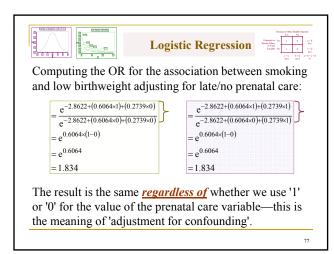


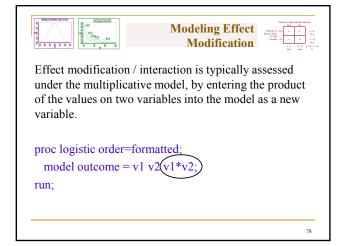


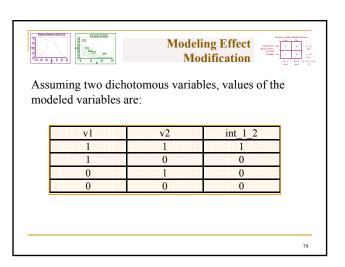


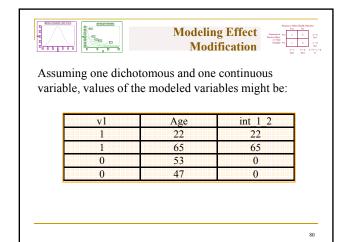


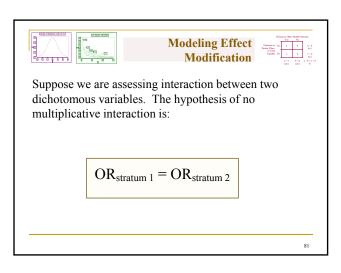


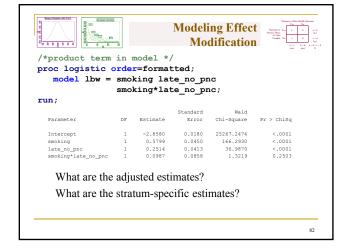


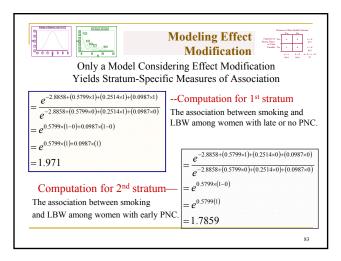


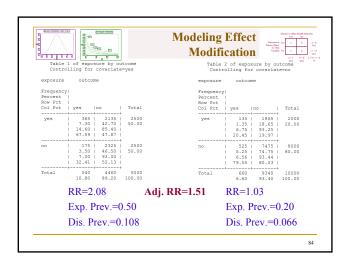


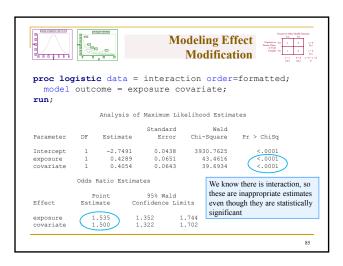


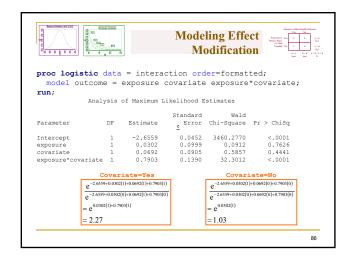


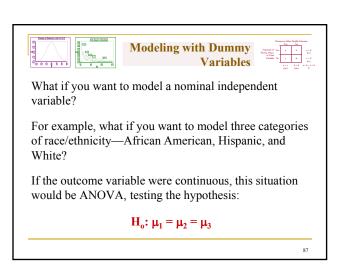














### Modeling with Dummy



In logistic regression, the hypothesis could be written:

$$H_0$$
:  $ln(Odds_1) = ln(Odds_2) = ln(Odds_3)$ 

In either case, we need to "trick" the modeling procedure into handling the nominal variable appropriately.

88





## Modeling with Dummy



Race/ethnicity as a single variable coded, for example 1=African American, 2=Hispanic, and 3=White, will be treated as ordinal in a regression model.

proc logistic order=formatted; model outcome = ethnicity; run;

The <u>incorrect</u> interpretation of the resulting beta coefficient for 'ethnicity' would be, "for every unit change in 'ethnicity', there is a \_\_\_\_ change in the log odds of the outcome".

89



#### Modeling with Dummy Variables



So, what's the trick?

Dummy variables, or indicator variables, are a set of dichotomous variables which together capture the nominal construct of interest.

For a nominal variable with k categories, a set of k-1 dummy variables will capture the entire construct.

If variables for all k categories are created, there will be redundancy in the model.

10





# Modeling with Dummy



Each dichotomous variable is indeed assumed to be 'ordinal' by the modeling procedure, but this will work when there are only two categories

For example, we know that 'sex' can be appropriately modeled even though it is a nominal variable.

The beta coefficient for sex is interpreted as the difference between means (OLS) or the difference between log odds (logistic) for males and females.



## Modeling with Dummy



Example: Dummy variables for race/ethnicity:

So, we only create 2 variables for our 3 category race/ethnicity variable.

	af_am	hisp
African American	1	0
Hispanic	0	1
White	0	0

Here, whites are being considered the reference group.

)2





#### Modeling with Dummy Variables



Explicit coding in SAS: If we're not sure which level we want as the reference group, we can code 'k' dummies and then decide which k-1 we will model:

```
if race = 1 then af_am = 1;
else if race ^= . then af_am = 0;
if race = 2 then hisp = 1;
else if race ^= . then hisp = 0;
if race = 3 then white = 1;
else if race^= . then white = 0;
```

93



#### Modeling with Dummy Variables



Now, race/ethnicity can be modeled as follows:

proc logistic order=formatted; model outcome = af\_am hisp;

The beta coefficient for af\_am is the difference in log odds between African Americans and whites; the beta coefficient for hisp is the difference in log odds between Hispanics and whites. Exponentiating the betas, we get the odds ratios for African Americans v. whites & for Hispanics v. whites.

...





### Modeling with Dummy



With this model, there is no direct way to compare African Americans and Hispanics, but we could rerun the model with African American as the reference group:

proc logistic order=formatted; model outcome = hisp white;

Now, exponentiating the betas, we get the odds ratios for Hispanics v. African Americans & for whites v. African Americans.



Suppose you have an apparently ordinal variable such as income:

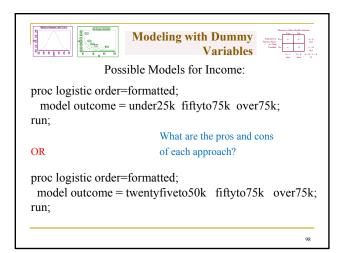
- Should you include it in a model in this ordinal form?
- Should you create dummy variables?

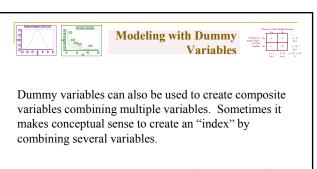
And, if you decide to create dummy variables:

- How many dummy variables will you create?
- What is the reference group? Why?

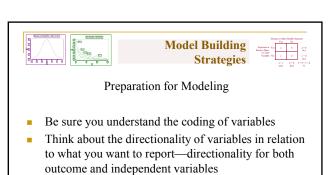
Modeling with Dummy Variables

Suppose income is coded:  $1 = \langle \$25,000$   $2 = \$25,000 \cdot \$49,999$   $3 = \$50,000 \cdot \$74,999$  4 = > \$75,000If income = 1 then under25k = 1; else if income  $^{-}$  . then under25k = 0; If income = 2 then twentyfiveto50k = 1; else if income  $^{-}$  . then twentyfiveto50k = 0; If income = 3 then fiftyto75k = 1; else if income  $^{-}$  . then fiftyto75k = 0; If income = 4 then morethan75k = 0; If income  $^{-}$  . then morethan75k = 0;





For example, dummy variables could be used to reflect a combined variable for age and education or for several SES measures.



Determine whether you will be using the entire

dataset or whether you will be restricting your

analysis to particular subgroups



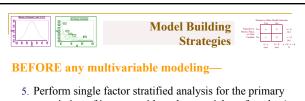
Multivariable modeling should be the culmination of an analytic strategy that includes articulating a conceptual framework and carrying out preliminary analysis.

#### BEFORE any multivariable modeling-

- 1. Select variables of interest
- 2. Define categories, sometimes more than once, for a given variable
- 3. Examine univariate distributions
- Examine bivariate associations

101

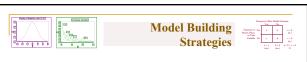




- Perform single factor stratified analysis for the primary association of interest, with each potential confounder / effect modifier
- 6. Rethink variables and categories
- Perform multiple factor stratified analysis for the primary association of interest with different combinations of potential confounders / effect modifiers

These steps should never be skipped!

102



Use the results of stratified analysis to inform the initial model-building phase.

Continue exploring confounding and effect modification with more variables.

Decide on "rules" for inclusion of variables in a model, including components of interactions: statistical testing, conceptual rationale, etc.

