



Winter School:

**LA PROTEZIONE RENALE ALLA  
LUCE DELLE NUOVE EVIDENZE  
SCIENTIFICHE**



# La metodologia statistica applicata al diabete

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Diapositiva preparata da GIAN PAOLO FADINI e ceduta alla Società Italiana di Diabetologia.  
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# Disclosures

Il prof. Gian Paolo Fadini dichiara di aver ricevuto, negli ultimi 2 anni, compensi in qualità di relatore o per partecipazione a board scientifici da parte delle seguenti Aziende portatrici di interessi in ambito sanitario:

- Abbott
- AstraZeneca
- Boehringer
- Lilly
- Mundipharma
- Novo Nordisk
- Sanofi

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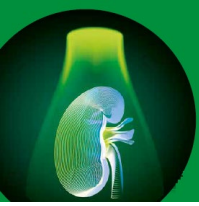
# Assunzione

Esclusi gli RCTs, la metodologia statistica nella ricerca clinica in diabetologia è rilevante soprattutto nell'ambito della...

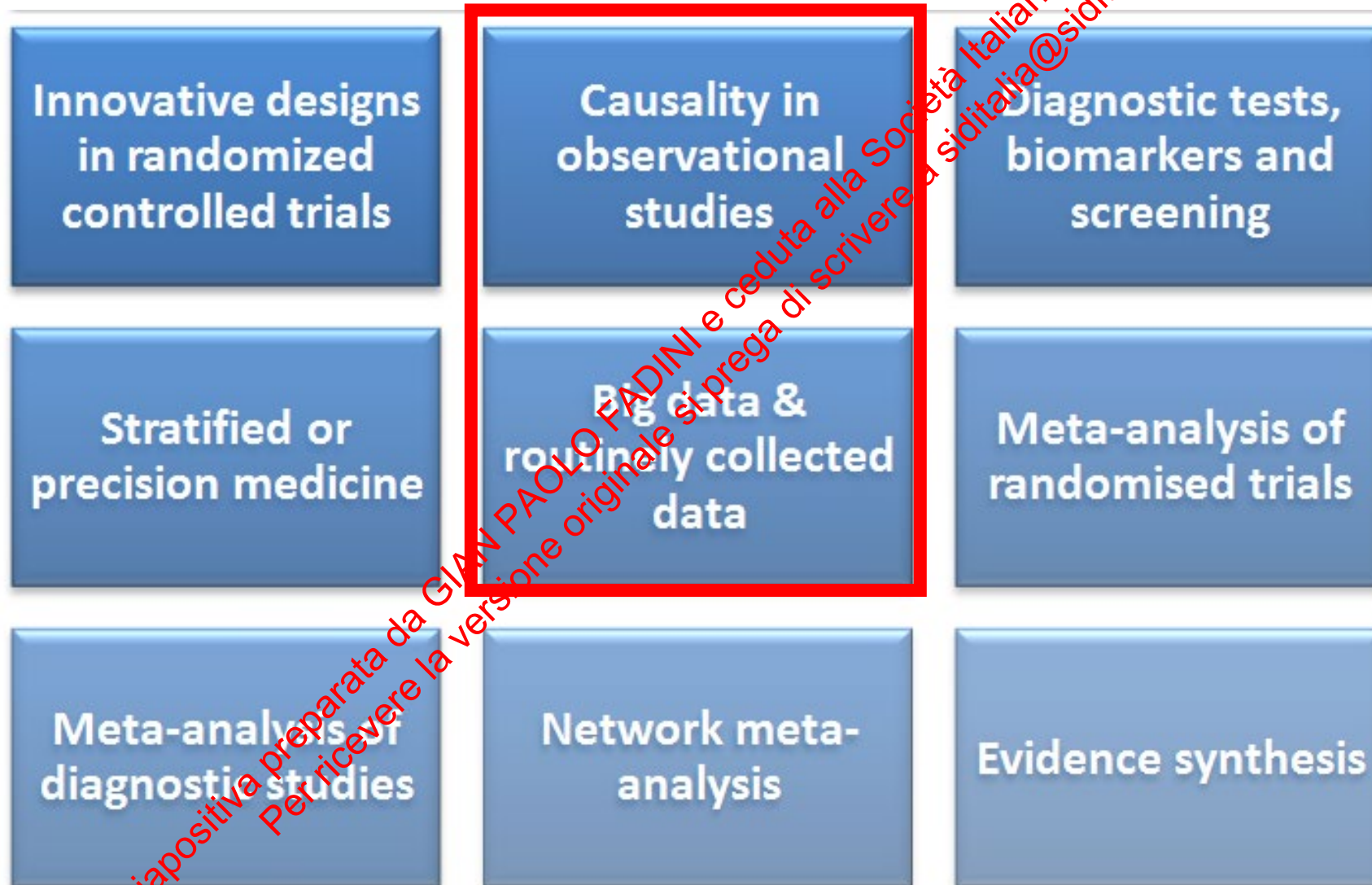
## *Comparative effectiveness analysis*

... ovvero la ricerca clinica comparative su dati routinari  
(spesso big data sanitari)

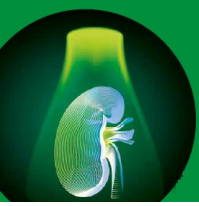
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# Comparative effectiveness research



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# Causality in observational studies

## Randomized controlled trial



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## Comment

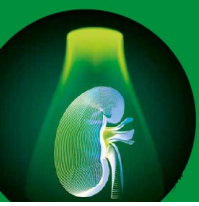


# Real-world studies no substitute for RCTs in establishing efficacy

We live in the real world, so it is reasonable to expect that data collected from the real world should help identify effective therapies.

*\*Hertzel C Gerstein, John McMurray, Rury R Holman*  
Population Health Research Institute, McMaster University and Hamilton Health Sciences, Hamilton, ON L8S4K1, Canada (HCG); University of Glasgow, BHF Cardiovascular Research Centre, Glasgow, UK (JM); and Diabetes Trials Unit, University of Oxford, Oxford, UK (RRH)  
gerstein@mcmaster.ca

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# Today's and tomorrow's aims

## Today



Use, effectiveness & safety  
In broader populations in routine practice



Challenge or confirm RCTs

## Tomorrow



Use, effectiveness & safety  
In broader populations in routine practice



Complement or substitute RCTs

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# Comparative effectiveness research

## Caratteristiche imprescindibili

- Quesito scientifico
- Definizione della
- Endpoint ben def
- Valutazione della
- Uso dei migliori r

**Stop The**



**Fishing Expedition**

ilevante

o studio

ati

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# (Retrospective) data sources

## Clinical charts

- Anthropometric data,
- Blood exams
- Complications
- Therapies
- ... ..

## Administrative data

- Delivered services
- Dispensed drugs
- Exemption codes
- Discharge codes
- Causes of death
- ... ..



## Clinical charts

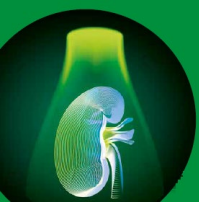
- Adverse events
- Hypoglycaemia
- Compliance
- Adherence, satisfaction
- ... ..

## Administrative data

- All clinical data
- ... ..



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# (Retrospective) data sources

Clinical data

## Challenges

1) Inter-operativity

2) Privacy

Operative data

Anthropometric data

Blood exams

Therapies

Comorbidities

Complications

... ..



Delivered services

Hospital discharge codes

Dispensed drugs

Causes of death

Costs

... ..

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# Issues of data quality

## Types of error

- Instrument / analytical error
- Measure (e.g, SBP 140 in place of 138 mmHg)
- Reporting error (e.g. unit of measure)
- Coding error (e.g. wrong field)
- Extraction error (especially if manual)
- Identification error (es. database linking)
- ... ..

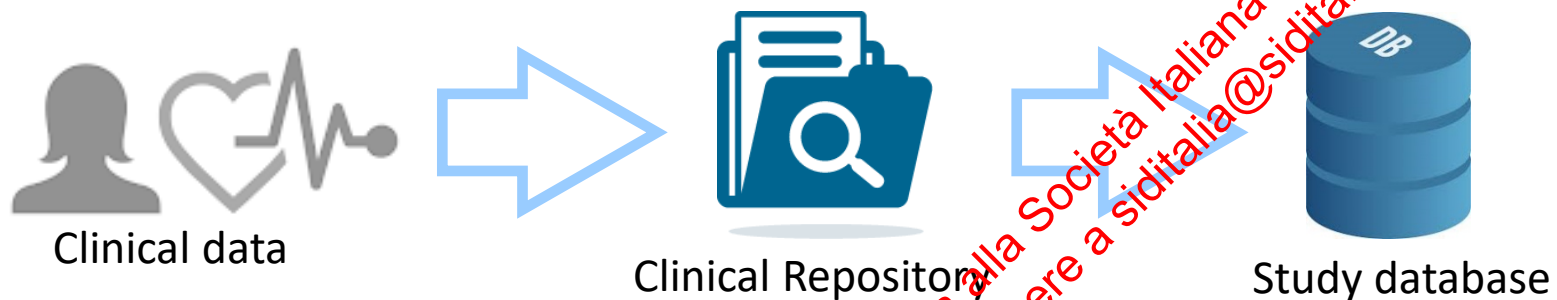


Error cascade

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# Issues of data quality

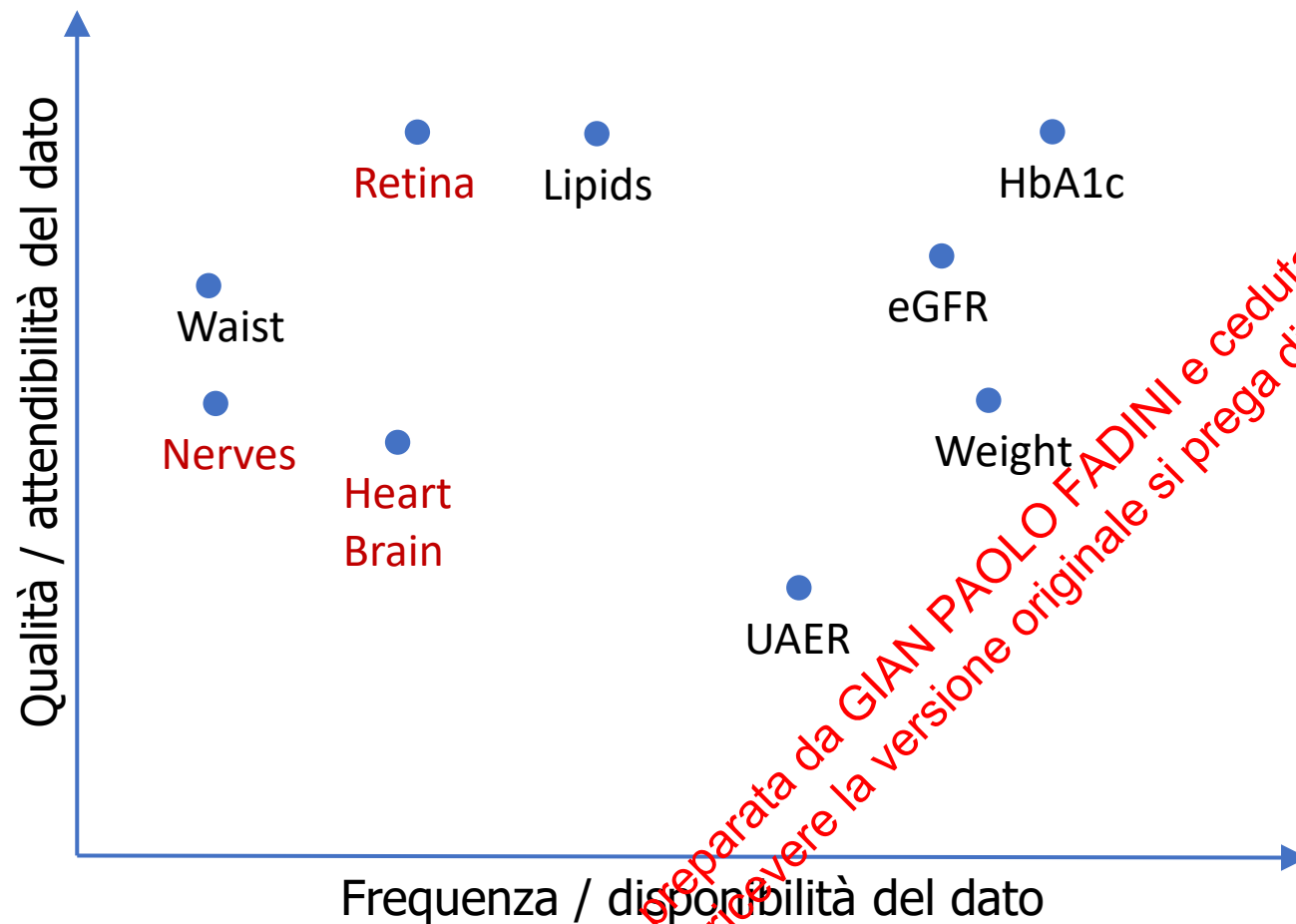


## What determines data quality?

- *Why data are collected*
  - Clinic
  - Research
- *How data are collected*
  - Paper
  - Electronic
    - Direct input
    - Manual input
- *How data are extracted*
  - Manual extraction
  - Automatic extraction



# Data quality in diabetes clinics



- Laboratory data have good availability and quality
- Categorical data can be used only when structured (e.g. ICD codes)
- Free text almost unusable

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# Deep-learning-based natural-language-processing models to identify cardiovascular disease hospitalisations of patients with diabetes from routine visits' text

Alessandro Guazzo<sup>1</sup>, Enrico Longato<sup>1</sup>, Gian Paolo Fadini<sup>2</sup>, Mario Luca Morieri<sup>2</sup>, Giovanni Sparacino<sup>1</sup> & Barbara Di Camillo<sup>1,3</sup>✉

Original dataset



## Removed words



## Processed dataset



# Processing of free text

ts  
ed  
processing  
cardiovascular  
ations of patients  
n routine visits'

lo Fadini<sup>2</sup>, Mario Luca Morieri<sup>2</sup>,

Original dataset

Removed words

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# Biases

- Confounding by indication

Trattamenti diversi prescritti a pazienti diversi nel mondo reale

- Confounding by unmeasured variables

Es. attività fisica, dieta, livello socio-economico, compliance, ...

- Residual confounding

Variabili non misurabili (es. attitudine del medico e del paziente nei confronti della malattia e della terapia)

**Il solo metodo per eliminare questi fattori confondenti  
è la randomizzazione !!!**

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# What works better?

## Strategy A or Strategy B?

Strategies can be:

- 2 drugs
- 2 diets
- 2 surgical approaches
- 2 diagnostic tests
- 2 models of care
- ...

## Problems

- Only observational (big) data
- No randomization
- Data not collected for research purposes
- Under free-living conditions

**Doctors tend to use different «strategies»  
for different patients**



**Group A and group B will be different**

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# Approach to channelling bias

1) Adjust / Correct for differences between groups

→ Multivariable adjustment and similar procedures

2) Create a quasi-experimental condition

→ Propensity score matching and other PS-based approaches

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# Comparison of Propensity Score Methods and Covariate Adjustment

## Evaluation in 4 Cardiovascular Studies

Markus C. Elze, PhD,<sup>a,b</sup> John Gregson, PhD,<sup>a</sup> Usman Iqbal, MD, PhD,<sup>c</sup> Elizabeth Williamson, PhD,<sup>a</sup>  
Samantha Sartori, PhD,<sup>c</sup> Roxana Mehran, MD, PhD,<sup>c</sup> Melissa Nichols, PhD,<sup>d,e</sup> Gregg W. Stone, MD, PhD,<sup>d,e</sup>  
Stuart J. Pocock, PhD<sup>a</sup>

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# Issues with multivariable regression

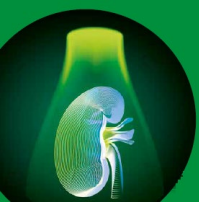
## Problem

- Assumes linearity
- Co-linearity
- Too many variables increase C.I. reducing precision

→ **Too many assumptions !**

## Note(s)

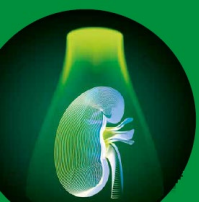
- Use splines
  - But how many splines and where?
- Spare variables
  - But which to sacrifice?
- But sample size is large(r) because all cases are retained in the analysis.



# Propensity score

- Probability of being assigned to a group (or the other) given covariates
- Ranges from 0 to 1
- Calculated from a logistic multiple regression
  - *Dependent variable* = group
  - *Independent variables* = all available variables

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# Propensity score matching

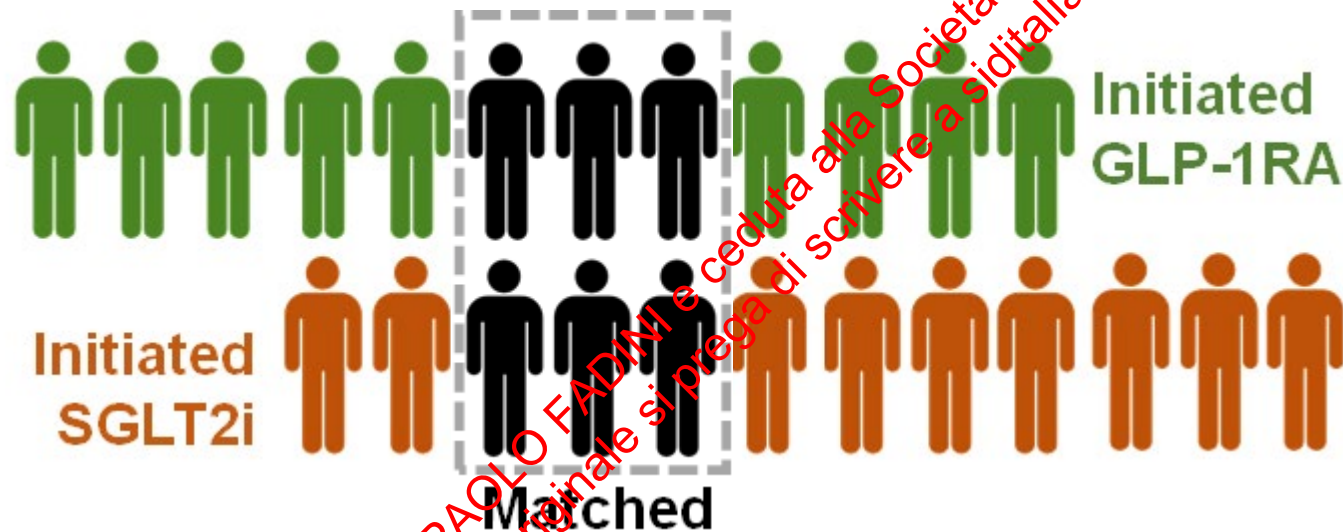
- Matches patients 1:1 (or 2:1, 3:1 etc...) on the same PS (within a certain tolerance, called caliper)
- When successful, creates two groups of patients who are identical (on average) for all variables used to calculate PS

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# Propensity score matching

*Patients differed for most clinical characteristics*



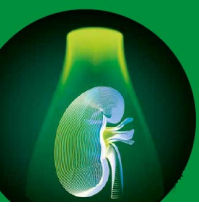
*Matching created two cohorts with identical baseline clinical characteristics*

**N = 4298**  
Initiated SGLT-2i

**N = 4298**  
Initiated GLP-1RA

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# Advantages of PSM

- Yields «identical» groups for all matching variables in most cases
- Patients have the same probability of being assigned to a group (pseudo-randomized , quasi-experimental setting)
- Can be done 1:1, 1:2, 1:3, ecc.
- Easy to be analyzed, presented and understood
- Very popular!

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# Issues with PSM

## Problem

- Reduces sample size
  - When there is poor common support
- Groups are similar only on average
- How to deal with matched pairs
- Use substitution?

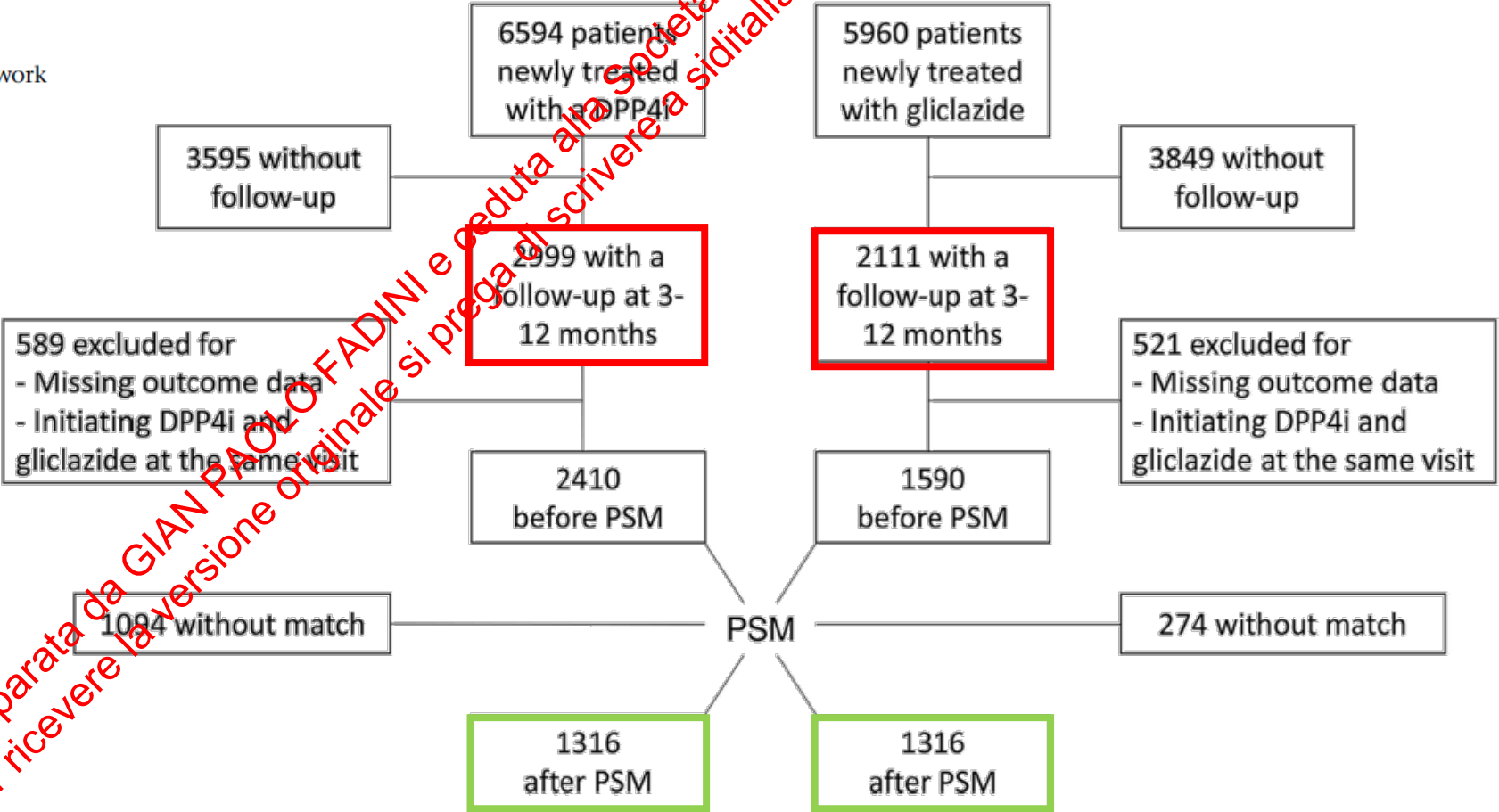
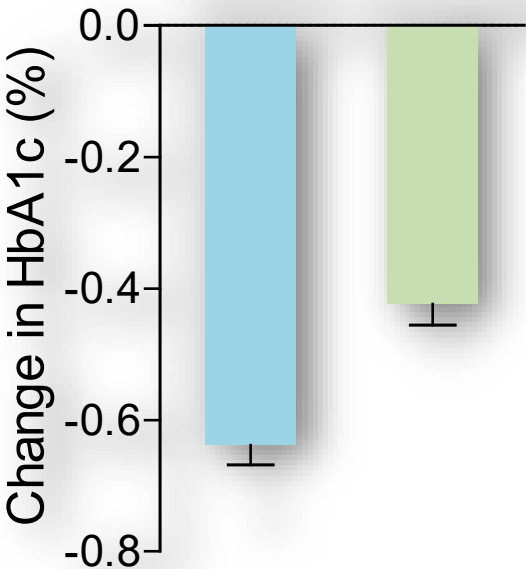
## Note(s)

- Play with caliper or discard case studies with limited common support
  - Cannot be applied always?
  - When populations are highly different, is MVA any good, too?
- Resembles the trial populations?
- Paired or unpaired analysis?
- No, poorly clinically acceptable

ORIGINAL RESEARCH

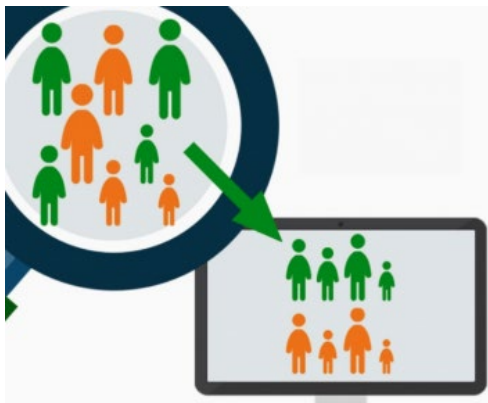
# Comparative Effectiveness of DPP-4 Inhibitors Versus Sulfonylurea for the Treatment of Type 2 Diabetes in Routine Clinical Practice: A Retrospective Multicenter Real-World Study

Gian Paolo Fadini  On behalf of the DARWIN-T2D Network





# Unmeasur-ed/able variable bias



**Measured**  
*versus*  
**Unmeasured**  
*versus*  
**Unmeasurable**

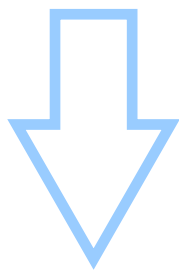
| Variable             | RCT | Real-world |
|----------------------|-----|------------|
| <b>Measured</b>      |     |            |
| Age, sex             | Y   | Y          |
| BMI, HbA1c, ...      | Y   | Y / N      |
| <b>Unmeasured</b>    |     |            |
| Socioeconomic status | Y   | Y / N      |
| Education            | Y   | Y / N      |
| Pollution            | Y   | Y / N      |
| Adherence            | Y   | Y / N      |
| <b>Unmeasurable</b>  |     |            |
| Compliance           | Y   | N          |
| Attitudes            | Y   | N          |

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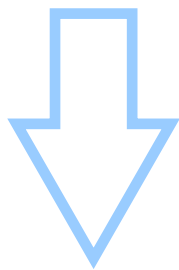


# Unmeasur-ed/able variable bias

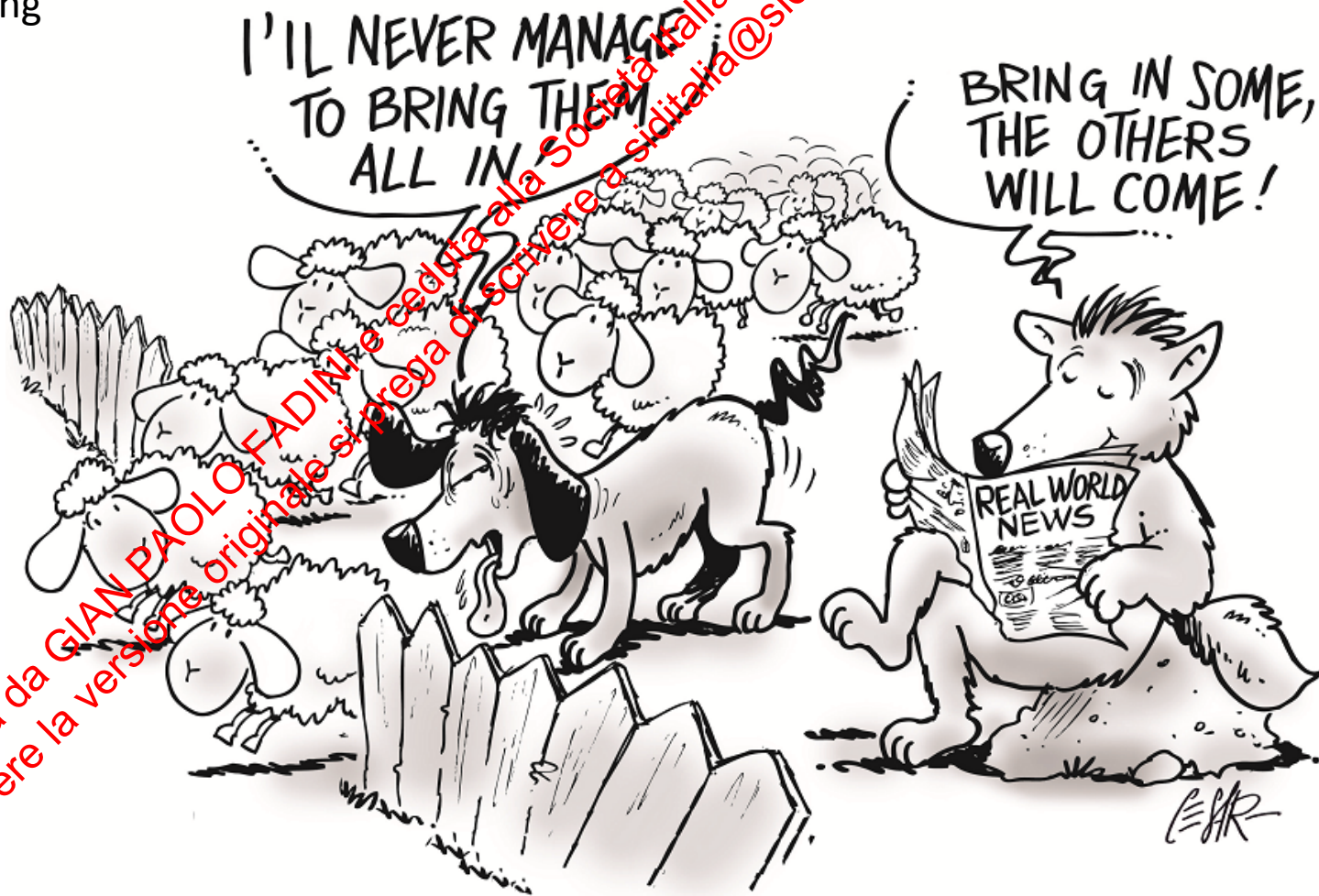
For how many variables one can adjust for,  
there will always be residual confounding  
driven by unmeasured  
and unmeasurable variables



Use proxy of variables that  
are difficult to measure



Define minimum sets of variables  
to be accounted for



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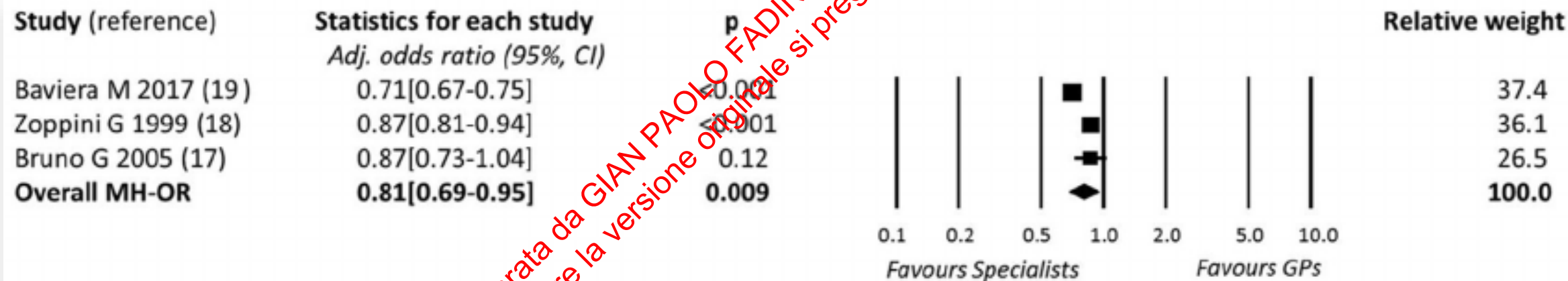


# Controlling for the healthcare setting

## META-ANALYSIS

Attending Diabetes Clinics is associated with a lower all-cause mortality. A meta-analysis of observational studies performed in Italy

E. Bonora <sup>a,\*</sup>, M. Monami <sup>b</sup>, G. Bruno <sup>c</sup>, G. Zoppini <sup>a</sup>, E. Mannucci <sup>b</sup>



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# Reporting guidelines



STROBE

Strengthening the reporting of observational studies in epidemiology

<https://www.strobe-statement.org/checklists/>

STROBE Statement—Checklist of items that should be included in reports of *cohort studies*

|                           | Item No | Recommendation                                                                                                                                                                                                                                                                                                       |
|---------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title and abstract</b> | 1       | (a) Indicate the study's design with a commonly used term in the title or the abstract<br>(b) Provide in the abstract an informative and balanced summary of what was done and what was found                                                                                                                        |
| <b>Introduction</b>       |         |                                                                                                                                                                                                                                                                                                                      |
| Background/rationale      | 2       | Explain the scientific background and rationale for the investigation being reported                                                                                                                                                                                                                                 |
| Objectives                |         | State specific objectives, including any prespecified hypotheses                                                                                                                                                                                                                                                     |
| <b>Methods</b>            |         |                                                                                                                                                                                                                                                                                                                      |
| Study design              | 4       | Present key elements of study design early in the paper                                                                                                                                                                                                                                                              |
| Setting                   |         | Describe the setting, locations, and relevant dates, including periods of recruitment, exposure, follow-up, and data collection                                                                                                                                                                                      |
| Participants              | 6       | (a) Give the eligibility criteria, and the sources and methods of selection of participants. Describe methods of follow-up<br>(b) For matched studies, give matching criteria and number of exposed and unexposed                                                                                                    |
| Variables                 | 7       | Clearly define all outcomes, exposures, predictors, potential confounders, and effect modifiers. Give diagnostic criteria, if applicable                                                                                                                                                                             |
| Data sources/measurement  | 8*      | For each variable of interest, give sources of data and details of methods of assessment (measurement). Describe comparability of assessment methods if there is more than one group                                                                                                                                 |
| Bias                      | 9       | Describe any efforts to address potential sources of bias                                                                                                                                                                                                                                                            |
| Study size                | 10      | Explain how the study size was arrived at                                                                                                                                                                                                                                                                            |
| Quantitative variables    | 11      | Explain how quantitative variables were handled in the analyses. If applicable, describe which groupings were chosen and why                                                                                                                                                                                         |
| Statistical methods       | 12      | (a) Describe all statistical methods, including those used to control for confounding<br>(b) Describe any methods used to examine subgroups and interactions<br>(c) Explain how missing data were addressed<br>(d) If applicable, explain how loss to follow-up was addressed<br>(e) Describe any sensitive analyses |