

# Regression

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## Learning objectives

- Understand the **role of multivariable regression models** in **controlling confounding** and **prediction**.
- Interpret **scatterplots** for continuous bivariate data in terms of linearity, direction and strength of an association.
- Describe what is meant by a **linear relationship**; understand the concept of the **regression line** and how the **linear regression equation** can be used to model it.
- Be able to correctly interpret the conceptual and practical meaning of **model coefficients**, their confidence intervals and p-values in **linear**, **logistic**, **Poisson** and **Cox regression** analyses.
- **Interpret in context** the results of multivariable regression analyses published in the medical literature.

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## Overview of regression models

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### Conceptual framework

Essential work in clinical research pertains to three fundamental subtypes of medical “gnosis”:

- > **diagnosis** – knowing if disease is present,
- > **aetiognosis** (aetiology) – knowing what factors cause the disease,
- > **prognosis** – knowing about the future course of a patient’s current standing, including how prospects would depend on the choice of intervention or treatment.

Multivariable (multiple) **regression analysis** is a valuable tool for diagnostic, prognostic and aetiognostic research problems.

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### Important applications of regression (1)

#### 1. Develop a model for prediction of a clinical outcome

- estimate the risk of future outcomes in individuals based on different combinations of clinical and non-clinical characteristics,
- classify individuals as likely to experience the outcome or not,
- develop prediction rules (scoring systems) to direct further diagnostic evaluations, treatments etc

Prediction research includes both **prognostic and diagnostic studies**. Results are **widely used in clinical practice**:

- Apgar score to determine the prognosis of new-borns,
- APACHE and SAPS scores to predict hospital mortality in critically ill patients,
- Prenatal testing to assess the risk that a pregnant woman will give birth to a baby with Down’s syndrome. *BMJ 2009;338:b375*

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### Example (1): Predicting Renal Artery Stenosis

- Diagnostic gold standard is renal angiography (but invasive & costly).
- Can we develop prediction rule for RAS from clinical characteristics, that can be used to select patients for renal angiography?
- **Logistic regression analysis** was performed with data from 477 hypertensive patients who underwent renal angiography.
- Diagnostic accuracy of the regression model was (similar to that of renal scintigraphy): sensitivity = 72% & specificity = 90%.
- It can help to select patients for renal angiography in an efficient manner.

*Ann Intern Med 1998;129(9):705-11*

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### Crude vs. Adjusted Effects

- **Crude (or unadjusted)**: does not take into account the effect of confounding variables
- **Adjusted**: accounts for the confounding variable(s)  
Generated using multivariate regression analysis
- Confounding is likely when:
  - OR<sub>crude</sub> ≠ OR<sub>adjusted</sub> (logistic regression)
  - MD<sub>crude</sub> ≠ MD<sub>adjusted</sub> (linear regression)
  - IRR<sub>crude</sub> ≠ IRR<sub>adjusted</sub> (Poisson regression)
  - HR<sub>crude</sub> ≠ HR<sub>adjusted</sub> (Cox regression)

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### Adjusted effects: terminology

The **adjusted OR** is **3.6**  
(95%CI: 2.1 – 6.1)

This is an **independent** or **direct effect** over and above the effects of the other variables.

It was calculated after **accounting (adjusting, correcting, controlling, allowing)** for the effects of other variables in the regression model.

There may still be **residual confounding** if we missed important “third” variables in the model  
(don’t need to worry about this in RCTs)

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### Important applications of regression (3)

#### 3. Identify **multiple independent predictors** of a clinical outcome and understand how they jointly affect the outcome

- “independent” in the sense they that have an effect over and above other measured variables.
- need to consider other complexities of how predictors jointly influence the outcome:
  - confounding
  - effect modification (interaction)
  - mediation (“intermediate” variables)

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### Important applications of regression (4)

#### 4. Covariate adjustment to improve efficiency in RCTs

- The strength of randomization is that comparability is created between the treated groups.
- No systematic confounding can hence occur in RCTs, but random imbalance might occur!
- Some measured baseline variables may be strongly predictive of outcome.

Regression analysis is used to correct for such random imbalances.

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### Example (4): Malaria vaccine trial

Efficacy of RTS,S/AS02 malaria vaccine against Plasmodium falciparum infection in semi-immune adult men in The Gambia: a randomised trial. *Lancet* 2001; 358: 1927–34

Baseline Variables	Vaccine	Control
Bednet use, n(%)	19 (16%)	10 (9%)
Antibody level, n(%)	Low 48 (38%)	32 (28%)
	Med 38 (30%)	43 (37%)
	High 41 (32%)	40 (35%)
Village, n(%)	BK 40 (31%)	37 (31%)
	BS 15 (11%)	13 (11%)
	HK 12 (9%)	12 (10%)
	KU 12 (9%)	13 (11%)
	SA 28 (21%)	24 (20%)
	TT 24 (18%)	20 (17%)
Age, median (IQR)	25 (20-35)	25 (19-38)

Well balanced distributions of baseline variables.  
No confounding issues (as expected!)

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### Example (4): Malaria vaccine trial

Efficacy of RTS,S/AS02 malaria vaccine *Lancet* 2001; 358: 1927–34

Cox regression	Number developing parasitaemia/total	Crude hazard ratio (95% CI)*	Adjusted hazard ratio (95% CI)†
<b>Group</b>			
RTS,S/AS02	81/131 (62%)	1	1
Control	80/119 (67%)	1.30 (0.95–1.77)‡	1.51 (1.09–2.11)
<b>Village</b>			
Bakadagi	42/77 (55%)	1	1
Bassending	15/28 (54%)	1.47 (0.81–2.65)	1.25 (0.69–2.27)
Heia Kunda	17/24 (71%)	1.45 (0.62–2.54)	1.60 (0.90–2.84)
Kulukuley	23/25 (92%)	2.61 (1.57–4.35)	2.47 (1.44–4.23)
Sanunding	34/52 (65%)	1.64 (1.04–2.57)	2.24 (1.38–3.63)
Touba Tafsir	30/44 (68%)	1.75 (1.10–2.80)	1.87 (1.15–3.06)
<b>Bednet use</b>			
No	141/206 (68%)	1	1
Yes	17/29 (59%)	0.75 (0.45–1.24)	0.93 (0.54–1.58)
<b>Age at enrolment (years)</b>			
18–19	44/60 (73%)	1	1
20–24	42/61 (69%)	0.67 (0.44–1.02)	0.67 (0.43–1.05)
25–26	44/66 (67%)	0.60 (0.40–0.92)	0.70 (0.44–1.11)
37–45	31/63 (49%)	0.34 (0.21–0.54)	0.36 (0.21–0.60)
<b>Concentration of antibody against CSP at enrolment</b>			
<1 mg/L	60/80 (75%)	1	1
1.0–2.7 mg/L	52/81 (64%)	0.68 (0.45–1.01)	0.59 (0.38–0.92)
2.7–42.0 mg/L	43/81 (53%)	0.50 (0.35–0.72)	0.51 (0.34–0.76)

CSP=circumsporozoite protein. \*n=250, †n=228. ‡Estimate of crude hazard ratio, using subset of individuals with covariate data, was 1.32.

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### Examples recap

Example	Clinical objective	Statistical objective	Regression type
Renal Artery Stenosis	Diagnosis	Prediction	Logistic
Nosocomial Infections	Prognosis	Isolate effect	Logistic
Malaria vaccine trial	Prognosis (treatment prospect)	Covariate adjustment	Cox

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### Responses & predictors

- Regression relates two kinds of variables:
- **Outcome (or response or dependent) variable:** for example
  - Blood pressure
  - 90 day mortality
  - Number of CHD admissions
  - Time to infection
- **Explanatory variables (or predictors or independent):** e.g.
  - age
  - sex
  - severity of illness
  - comorbid conditions
  - treatment type

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### Common Regression Models

Model	Outcome	What is modelled?	Measure of effect
Linear regression	Continuous	Mean	Mean difference (MD)
Logistic regression	Binary	Log(odds)	Odds ratio (OR)
Poisson regression	Binary (count data)	Log(incidence rate)	Incidence rate ratio (IRR)
Cox regression	Time to event (survival time)	Log(hazard rate)	Hazard ratio (HR)

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# Simple linear regression

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## Simple linear regression

- Y = continuous outcome.
- X = explanatory variable (any type)
- "Simple": only one X variable.
- Aim: Model the dependency of Y on X.
- **How does the mean of Y change with X?**
  
- E.g. How does **FEV** (=Y) depend on **age** (=X) in children and adolescents?
  - Is there a "linear relationship"? If so,
  - How much increase in FEV do we see, on average, for an increase in age by 1 year?
  - What average FEV would we expect for a given age?

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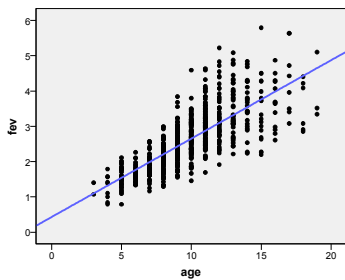
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### Scatterplot:

visualizing the relationship between two numerical variables



FEV tends to increase with age, on average.  
Points seem to follow a **straight line** with a **positive slope**.  
There is a **positive linear relationship (correlation)**.

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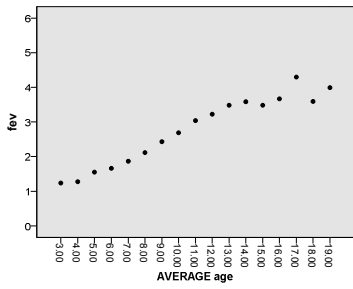
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Scatterplot:

visualizing the relationship between two numerical variables



FEV tends to increase with age, **on average**.  
 Points seem to follow a **straight line** with a **positive slope**.  
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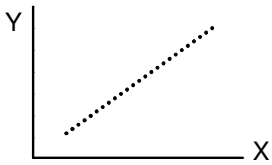
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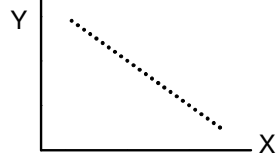
Scatterplots



A perfect positive linear correlation

$$Y = a + bX$$

$$b > 0$$



A perfect negative linear correlation

$$Y = a + bX$$

$$b < 0$$

We never see these in real life (variation!)  
 But we do see linear patterns, linear on average.

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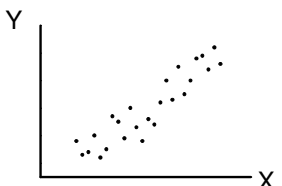
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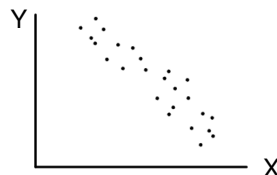
Scatterplots



A real-life positive linear correlation

$$\text{Mean of } Y = a + bX$$

$$b > 0$$



A real-life negative linear correlation

$$\text{Mean of } Y = a + bX$$

$$b < 0$$

Linear patterns, on average.

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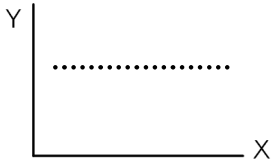
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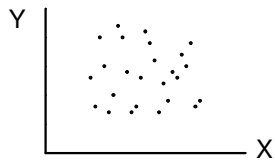
### Scatterplots



A perfect **no** relationship

$$Y = a$$

$$b = 0$$



A real-life **no** relationship

$$\text{Mean } Y = a$$

$$b = 0$$

The **slope coefficient b** tells us if there is a correlation.

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### Scatterplots



A **non-linear** relationship

Cannot be modelled using a straight line equation

Linear regression cannot handle this directly

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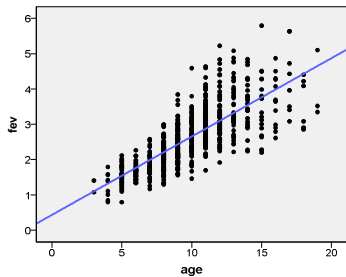
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### Simple linear regression example

- Data for 654 children and adolescents:
- FEV tends to increase with age, on average: **how can we quantify this effect?**




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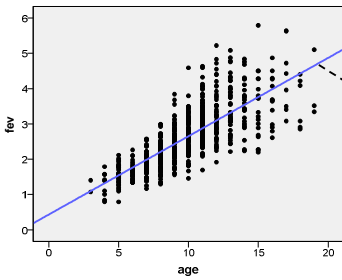
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**Critical Numbers**

**Linear regression: age and FEV in children**



Regression line equation:

**Mean FEV = a + b · AGE**

Estimated **b = 0.22**  
(sample estimate)

(95%CI: 0.21 to 0.24; p < 0.001)

The confidence interval excludes 0,  
so there is a **statistically significant** linear association.

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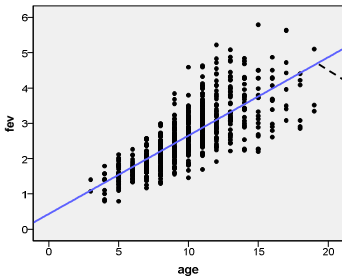
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**Critical Numbers**

**Linear regression: age and FEV in children**



Regression line equation:

**Mean FEV = a + b · AGE**

Estimated **b = 0.22**  
(sample estimate)

(95%CI: 0.21 to 0.24; p < 0.001)

The slope coefficient **b = 0.22** quantifies the association:

**For each unit increase Age** (an increase of 1 year),  
**we expect an increase of 0.22 litres in FEV, on average.**

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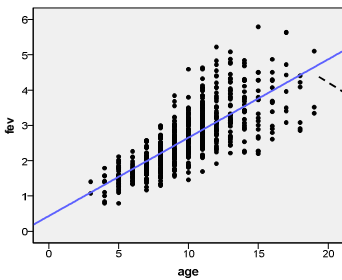
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**Critical Numbers**

**Linear regression: age and FEV in children**



Regression line equation:

**Mean FEV = 0.43 + 0.22 AGE**

According to this model,  
15-year old children are expected to have an average FEV of 3.73 litres  
(0.43 + 0.22 x 15).

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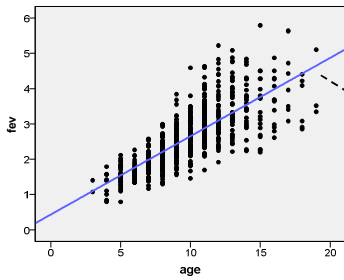
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Linear regression: age and FEV in children



Regression line equation:  
**Mean FEV = 0.43 + 0.22 AGE**

According to this model,  
 Babies (age = 0 yrs) are expected to have an average FEV = 0.43 litres  
 (but we should not use this!).

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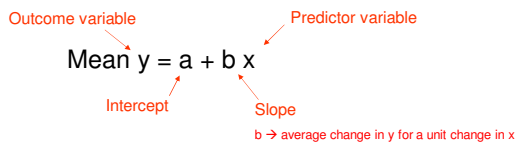
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The regression line (the linear regression model)

The regression line can be represented numerically by an equation, which includes two coefficients:

- ❖ the **intercept a** (the mean value of the outcome, when the predictor variable is equal to zero)
- ❖ and the **slope b** (the average change in the outcome for a unit change in the x variable):




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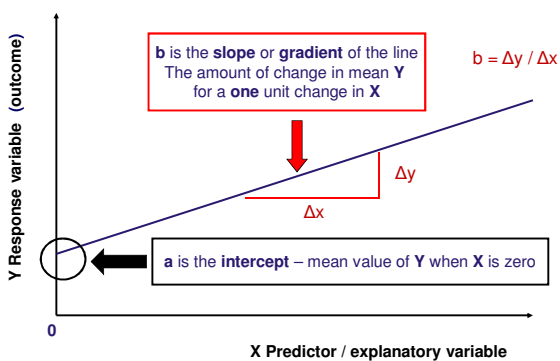
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Equation of the line:  $\text{mean}Y = a + bX$




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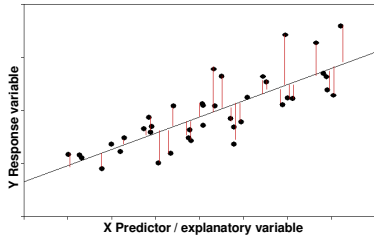
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### Mathematical estimation of the best fitting line

- The standard way to do this is using a method called **least squares** using a computer.
- The method chooses a line so that the square of the vertical distances between the line and the point (averaged over all points) is minimised.



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### Uses of linear regression

- > **Quantify a linear association**  
e.g. how much increase in FEV we see on average for a year increase in age
- > **Predict**  
e.g. what average level of FEV would we expect for a given age, and  
how precise our estimate is for a given age
- > **Adjust**  
e.g. what the association between FEV and Age is, adjusting for the effect other factors such as gender, height and smoking.

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### Multiple linear regression

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**Multiple linear regression model**

➤ Simple linear regression model:  
**mean  $Y = a + b X$**

extends to:

➤ Multiple (multivariable) linear regression model:  
**mean  $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$**

Slope coefficients  $b_i$  show the strength and direction of association of  $Y$  with each of the  $X_i$ 's.

Regression analysis produces confidence intervals for  $b_i$ 's and p-values to test the null effect hypotheses  $H_0: b_i = 0$

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**Interpretation of slope coefficients**

➤ Multiple (multivariate) linear regression model:  
**mean  $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$**

Slope coefficients  $b_i$  quantify the association between  $Y$  and each of the  $X_i$ 's:

**Slope  $b_i =$  average change (mean difference) in  $Y$  per unit increase in  $X_i$ , adjusted for all other variables in the model**

**Intercept  $a =$  mean  $Y$  value when all  $X_i$  are zero**  
 (usually of no practical meaning)

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**Example: Effect of chronic hypertension on mean birth weight values (g), multiple linear regression (n = 1,938 pregnant women), France, 1991-1993**

*Am J Epidemiol 1997;145(8):689-95.*

Variable	b coefficient	SE	P value
Chronic hypertension (0 = No, 1 = yes)	-161	48	< 0.001
Smoking (0 = No, 1 = yes)	-113	24	< 0.001
Weight at initial visit (kg)	8	1	< 0.001
Mother's height (cm)	9	2	< 0.001
Age (yrs)	1	21	0.76
Multiparous (0 = No, 1 = yes)	120		< 0.001
Ethnic group of origin (Ref. = Western European)			
North African	108	37	0.004
Sub-Saharan African	-140	52	0.007
Other origin	19	33	0.560
Educational level (Ref. = University)			
Primary school	-43	31	0.160
Secondary school	-65	25	0.008
Technical school	-50	33	0.130

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**Critical Numbers**

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Chronic hypertension is of principal focus, but other variables are included since the authors believed that they needed to be adjusted for.

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p-values tell us which predictors have no statistically significant effect on birth weight (p > 0.05).

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Standard errors can be used to calculate confidence interval for the b coefficients:  
 $b \pm 1.96 SE$

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Note the 0 – 1 coding for binary variables. 0 is assigned to the reference (control) category

The reference category is explicitly defined for categorical predictors.

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Example: Effect of chronic hypertension on mean birth weight values (g), multiple linear regression (n = 1,938), France, 1991-1993

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North African	108	37	0.004
Sub-Saharan African	-140	52	0.007
Other origin	19	33	0.560
Educational level (Ref. = University)			
Primary school	-43	31	0.160
Secondary school	-65	25	0.008
Technical school	-50	33	0.130

Continuous predictors do not have a reference category.

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Example: Effect of chronic hypertension on mean birth weight values (g), multiple linear regression (n = 1,938), France, 1991-1993

*Am J Epidemiol 1997;145(8):689-95.*

Variable	b coefficient	SE	P value
Chronic hypertension (0 = No, 1 = yes)	-161	48	< 0.001
Smoking (0 = No, 1 = yes)	-113	24	< 0.001
Weight at initial visit (kg)	8	1	< 0.001
Mother's height (cm)	9	2	< 0.001
Age (yrs)	1	21	0.76
Multiparous (0 = No, 1 = yes)	120		< 0.001
Ethnic group of origin (Ref. = Western European)			
North African	108	37	0.004
Sub-Saharan African	-140	52	0.007
Other origin	19	33	0.560
Educational level (Ref. = University)			
Primary school	-43	31	0.160
Secondary school	-65	25	0.008
Technical school	-50	33	0.130

b coefficients quantify the effect of each predictor on birth weight, adjusting for all the other predictors

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Other origin	19	33	0.560
	-43	31	0.160
	-65	25	0.008
	-50	33	0.130

**b = 9 for mother's height**

An increase of 1 cm in mother's height is expected to produce an average increase in birth weight of 9 grams

(10cm → 90 grams)

Not really an impressive effect!

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Other origin	19	33	0.560
	-43	31	0.160
	-65	25	0.008
	-50	33	0.130

**b = -161 for chronic hypertension**

An increase of 1 unit in chronic hypertension (from 0=No to 1=Yes) is expected to produce an average decrease in birth weight of 161 grams. i.e.

Mothers with chronic hypertension have babies with lower birth weights on average;

the absolute mean difference is estimated to be 161 grams (95%CI: 161±1.96x48 → 67 to 255) lower for those mothers

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Example: Effect of chronic hypertension on mean birth weight values (g), multiple linear regression (n = 1,938), France, 1991-1993

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Ethnic group of origin (Ref. = Western European)			
North African	108	37	0.004
Sub-Saharan African	-140	52	0.007
Other origin	19	33	0.560
	-43	31	0.160
	-65	25	0.008
	-50	33	0.130

**b = -140**

How would you interpret this?

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## Other multiple (multivariable) regression models

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### Common Regression Models

Y = outcome (response) variable  
 X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, ... = explanatory predictors

Model	Equation
Linear regression	Mean of $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$
Logistic regression	Log(odds) of $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$
Poisson regression	Log(incidence rate) of $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$
Cox regression	Log(hazard rate) of $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$

All "linear" models!

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### Logistic regression

#### Equation

**Log(odds) of  $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$**

Y = outcome (response) variable, **binary**  
 X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, ... = explanatory predictors

**Slope  $b_i$  = change in the log odds of Y per unit increase in  $X_i$  adjusted for all other variables in the model.**

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### Logistic regression

**Equation**

Log(odds) of  $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$

**Intercept a** = value of log odds of Y value when all  $X_i$  are zero  
(may not have any practical meaning)

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### Logistic regression

**Equation**

Log(odds) of  $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$

If you know the odds you can calculate the probability, so this is actually a probability model.

**Equation**

Probability of Y =  $\frac{1}{1 + e^{-(a+b_1X_1+b_2X_2+b_3X_3+\dots)}}$

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### Cox regression

**Equation**

Log(hazard) of  $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$

Y = outcome (response) variable, **time to event**  
 $X_1, X_2, X_3, \dots$  = explanatory predictors

**Exponentiation of slope  $b_i$**   
 $e^{b_i}$  = change in the **hazard ratio** of Y  
 per unit increase in  $X_i$   
 adjusted for all other variables in the model

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**Recommended Reading:**

- Moons KG, Royston P, Vergouwe Y, Grobbee DE, Altman DG. **Prognosis and prognostic research: what, why, and how?** BMJ 2009;338:b375. Available at: <http://www.bmj.com/content/338/bmj.b375>
- Worster A, Fan J, Ismaila A. **Understanding linear and logistic regression analyses.** CJEM 2007;9(2):111-3. Available at: <http://cjem-online.ca/v9/n2/p111>
- Walters SJ. **What is a Cox model?** Available at [http://www.medicine.ox.ac.uk/bandolier/painres/download/whatis/cox\\_model.pdf](http://www.medicine.ox.ac.uk/bandolier/painres/download/whatis/cox_model.pdf)

**Videos**

- **Regression Introduction** by Marcello Pagano. Available at: <https://youtu.be/0t9m6mLLps8>

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**Further Reading:**

- Tripepi G, Jager KJ, Dekker FW, Zoccali C. **Linear and logistic regression analysis.** Kidney International 2008;73:806–810. Available at: <http://www.nature.com/ki/journal/v73/n7/full/5002787a.html>
- vanDijk PC, Jager KJ, Zwinderman AH, Zoccali C, Dekker FW. **The analysis of survival data in nephrology: basic concepts and methods of Cox regression.** Kidney International 2008;74(6):705-9. Available at: <http://www.nature.com/ki/journal/v74/n6/full/ki2008294a.html>
- Campbell MJ, Swinscow TDV. **Statistics at Square One**, 9th Edition, 1997: **chapters 11 and 12.** Available from: <http://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one>

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