Conceptualizing and testing moderated effects

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Epi 222: Health Disparities Research Methods
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What is moderation?

. When the relationship between an X variable and a Y variable changes as a function of a third variable (i.e., another X variable).

. When the effect of one explanatory variable depends on the level of another explanatory variable.

. When two (or more) variables considered in combination have a joint effect on the outcome that is greater than the sum of their individual effects.

. A statistical interaction.

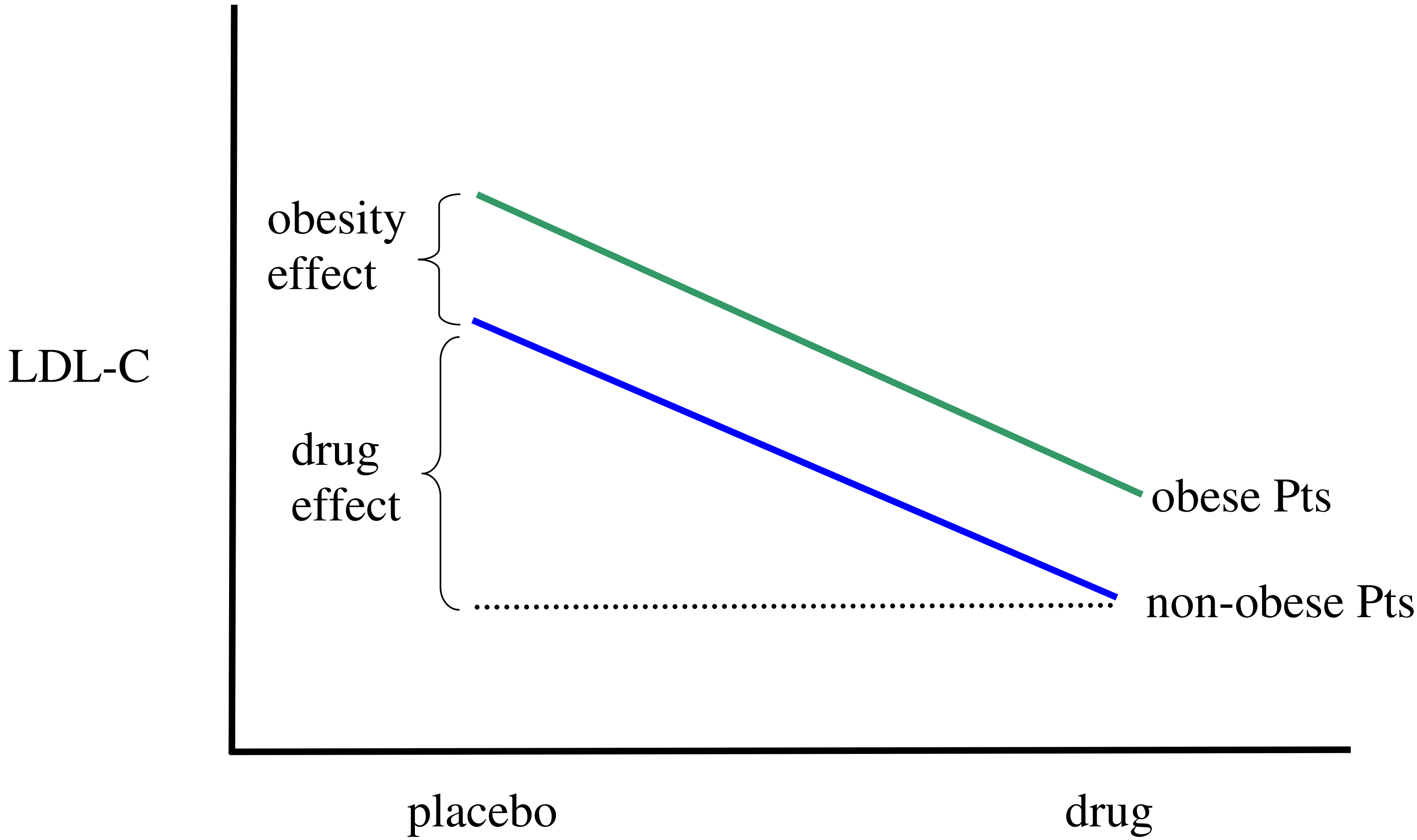
Why bother with moderation?

Most empirical models of health disparities focus exclusively on main effects

If an interaction effect exists, then a main effects model is misspecified, leading to biased effect estimates

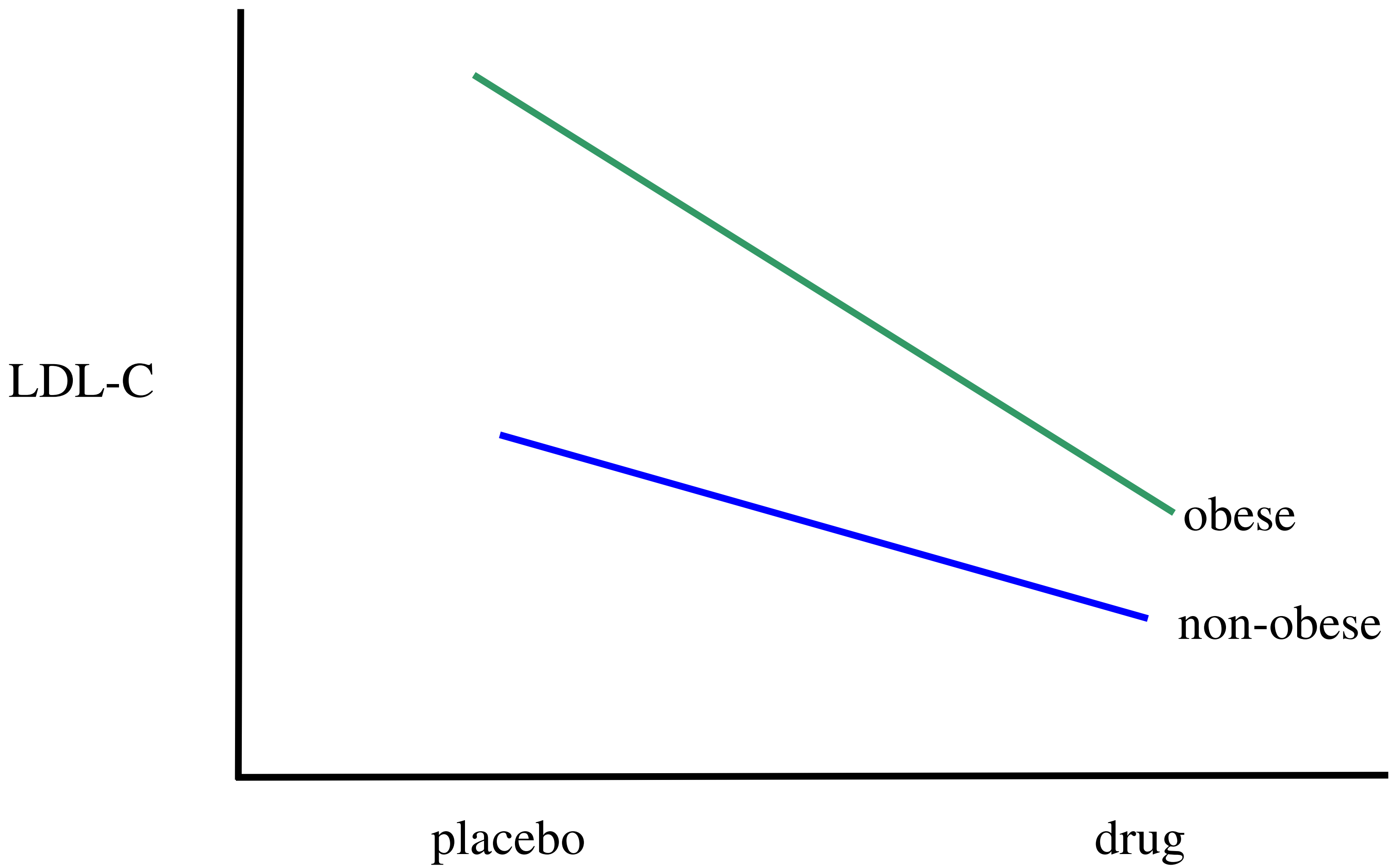
Little empirical progress has been made toward explaining health disparities. A focus on potential interaction effects may help to ameliorate…

Graphical examples: main effects only, no interaction



. What can be said about the effect of the drug? the effect of obesity?

Graphical examples: interaction



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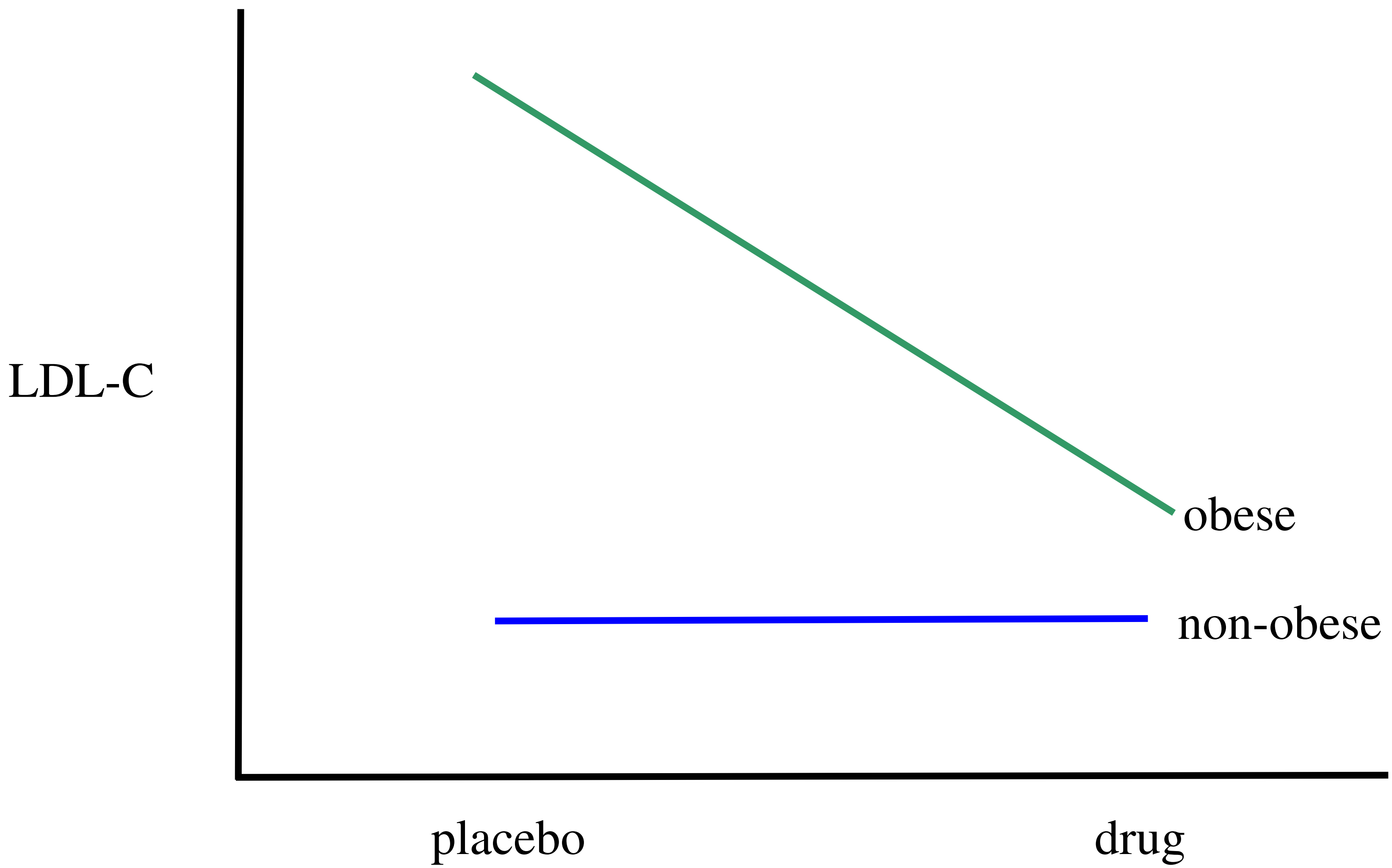
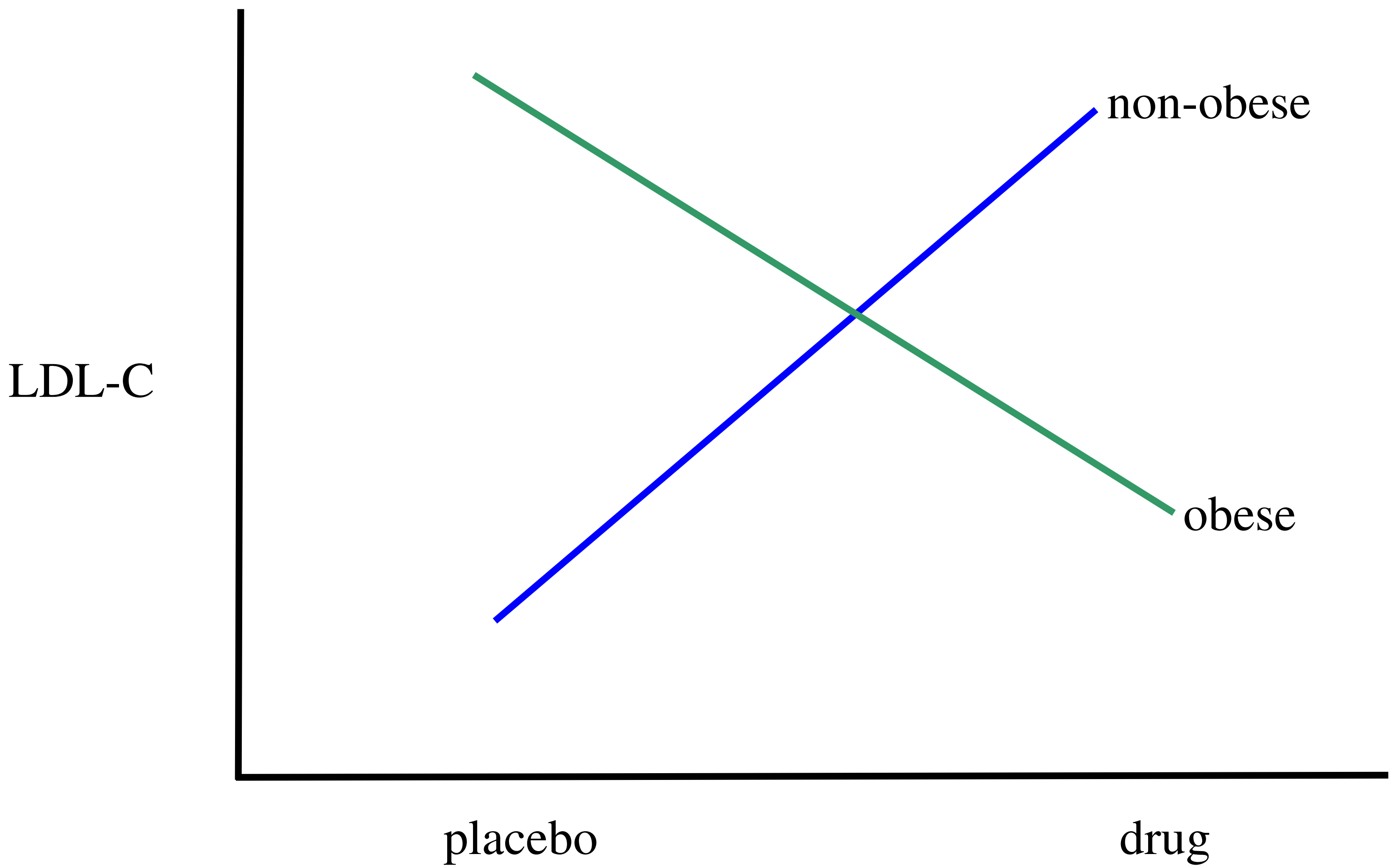
Graphical examples: other possibilities



Graphical examples: other possibilities



Graphical examples: other possibilities

<u>Summary</u>

Interactions can take many forms, but the shared characteristic is that

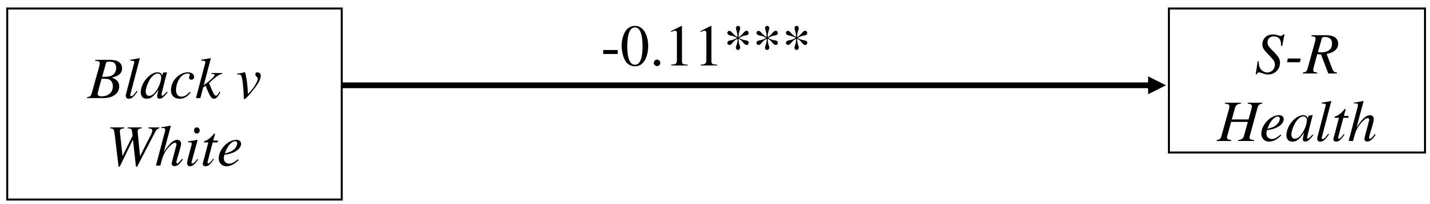
the association between X and Y is not constant

the magnitude of that association depends on a the value of an additional variable (or set of variables).

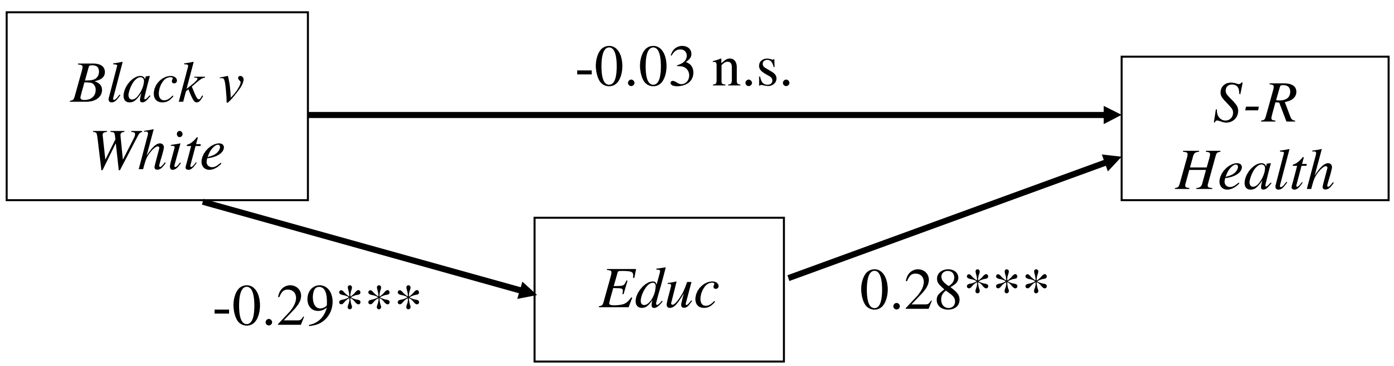
the magnitude of the association between X and Y significantly differs as a function of the additional variable(s)

Introduction: Mediation models are main effects models

Consider the following total effect model

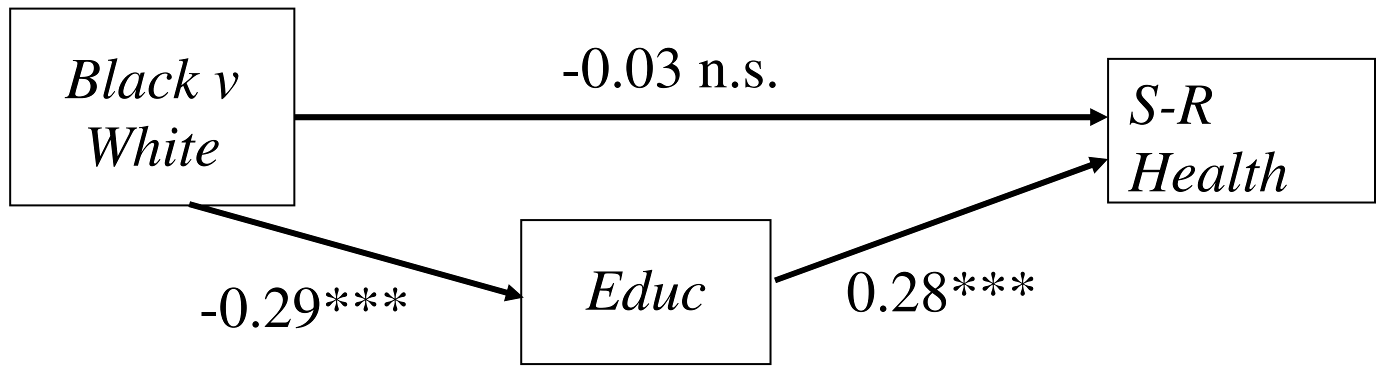


And one possible corresponding mediation model



Introduction: Mediation models are main effects models

- The mediation model...



...assumes that the effect of Race is constant at all education levels

. Defending the estimated conditional effect of Race rests upon this assumption

. This assumption can be tested by estimating and testing interaction effects.

My goal is to provide a conceptual introduction to testing interactions.

Example data: EPESE

Established Populations for Epidemiologic Studies of the Elderly (EPESE)

- Duke site
- Probability sample
- Baseline data collected in 1982
- 65 years and older
- 54% African American
- $N \approx 2900$ (with complete data on key variables)

Example data: EPESE
Outcome: self-rated health

Compared to other people your own age,
would you say that your general health is
excellent, good, fair, poor?

How would you rate your health at the present time?

code	label	frequency	
		4-category	binary
1	poor	570	1855
2	fair	1285	
3	good	1546	2086
4	excellent	540	

For demonstration,
self-rated health can be treated as continuous, categorical, or binary.

Example data: EPESE
Explanatory variables

Race

code	label	frequency
0	White	1820
1	Black	2121

Education

code	label	frequency	
		4-category	binary
0	<8	1715	3030
1	8-11	1315	
2	= HS	335	911
3	> HS	576	

For demonstration,
education can be treated as continuous, categorical, or binary.

Types of moderation models covered

Example 1: two binary X variables with continuous Y: pooled data

Example 1A: two binary X variables with continuous Y: stratified analyses

Example 2: two binary X variables with a binary Y: pooled data

Example 3: a binary & a continuous X with a continuous Y

Example 4: A binary & a categorical X with a continuous Y

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Example 1: Two binary X variables with a continuous Y

Self-rated health means & mean differences as a function of two binary variables

race	education		Δ
	<HS (code=0)	≥HS (code=1)	
White (code=0)	**2.422**	**2.969**	**0.547**
Black (code=1)	**2.396**	**2.777**	**0.381**
Δ	**-0.026**	**-0.192**	**-0.166**

. The simple differences (pink and gray) represent main effects.

. The difference between the differences (yellow) is the interaction effect.

Does the difference between <HS and ≥HS differ across the races?

Does the difference between the races differ across the education level?

Example 1: Two binary X variables with a continuous Y

Self-rated health means & mean differences as a function of two binary variables

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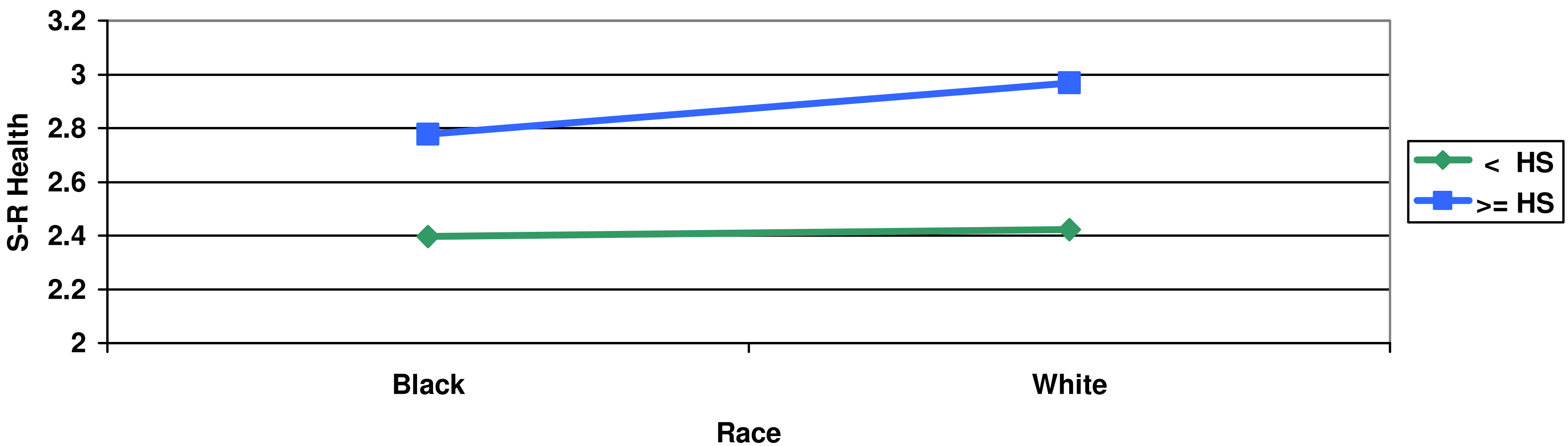

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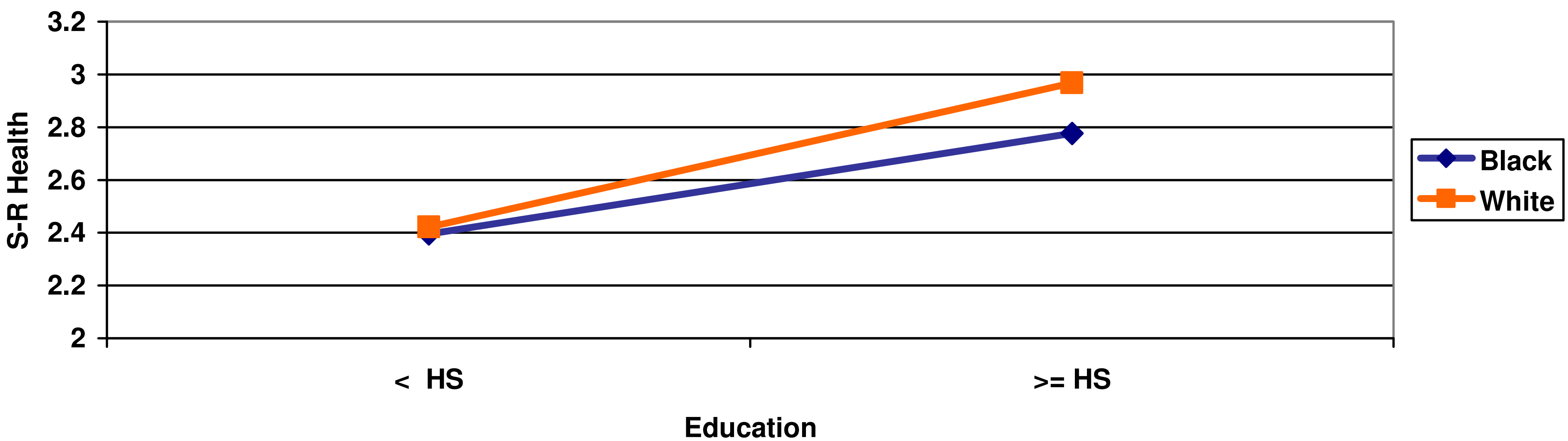

Example 1: Two binary X variables with a continuous Y

$$\text{S-R\_Hx} = B_0 + B_1 \times \text{Race} + B_2 \times \text{Educ} + B_3 \times \text{Race} \times \text{Educ} + \text{resid.}$$

Parameter	DF	Estimate	StdErr	t	p
B0 (int)	1	2.4218	0.0252	96.18	<.0001
B1 (race)	1	-0.0259	0.0325	-0.80	0.4252
B2 (educ)	1	0.5471	0.0435	12.59	<.0001
B3 (r×e)	1	-0.1664	0.0697	-2.39	0.0171
(custom test)					
educ Blacks	1	0.3807	0.0546	6.99	<.0001

Self-rated health means & mean differences as a function of two binary variables

race	education		Δ
	<HS (code=0)	≥HS (code=1)	
White (code=0)	**2.4218**	**2.9689**	**0.5471**
Black (code=1)	**2.3959**	**2.7766**	**0.3807**
Δ	**-0.0259**	**-0.1923**	**-0.1664**

Example 1: Two binary X variables with a continuous Y

Summary

. among Black respondents, those with ≥HS averaged 0.381 points higher on the self-rated health outcome compared to those with <HS, $p < .0001$.

. among White respondents, those with ≥HS averaged 0.547 points higher on the self-rated health outcome compared to those with <HS, $p < .0001$.

. A significant interaction existed between race and education: the effect of education was significantly stronger for Whites than for Blacks, $p < .02$.

The simple approach

If the interaction is significant, then
    report the p-value for the interaction and
    report on the effect of education within each race, or
    report on the effect of race within each education level.

Be cautious when reporting main effects.
    Make sure you are very clear about them.

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Example 1A: Two binary X variables with a continuous Y

Stratified analyses (fit the following model within each race-specific sample)

S-R_Hx = B_0 + $B_2 \times$Educ + resid.

Whites (n=1820)

Parameter	DF	Estimate	StdErr	t	p
$B0_W$ (int)	1	2.4218	0.0252	96.04	<.0001
$B2_W$ (educ)	1	0.5471	0.0435	12.57	<.0001

Blacks (n=2121)

Parameter	DF	Estimate	StdErr	t	p
$B0_B$ (int)	1	2.3959	0.0205	116.93	<.0001
$B2_B$ (educ)	1	0.3807	0.0545	6.99	<.0001

t-test of interaction effect

$$t = (B2_B - B2_W) / \mathrm{SQRT}(SE_B^2 + SE_W^2)$$

$$= (0.3807 - 0.5471) / \mathrm{SQRT}(.0545^2 + .0435^2)$$

$$= -2.39$$

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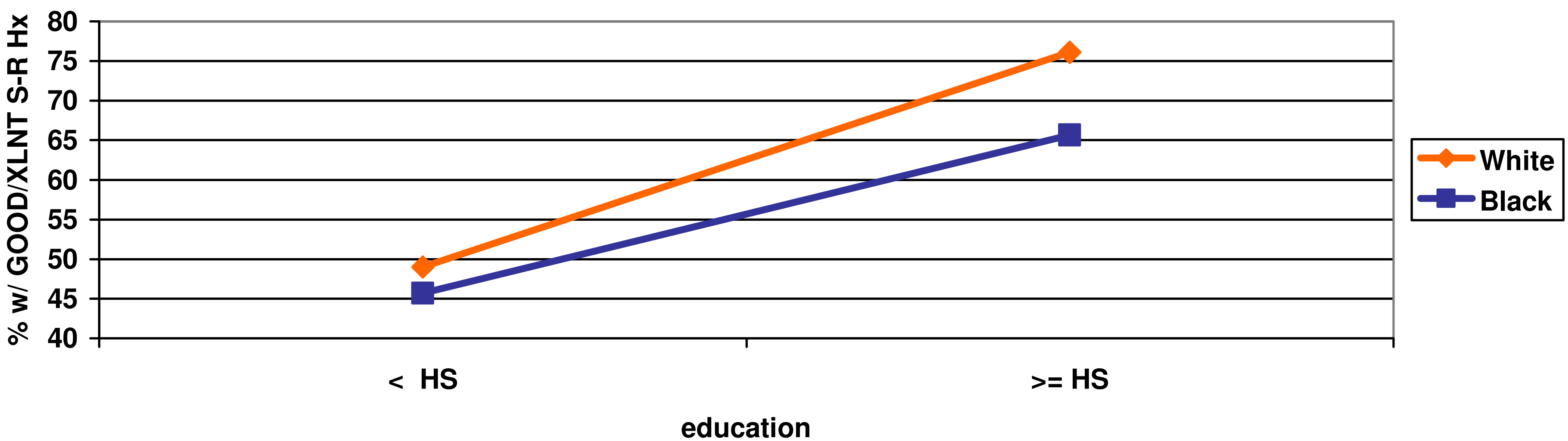
Example 2: Two binary X variables with a binary Y

% with good/excellent self-rated health as a function of two binary variables

race	education		OR
	<HS	≥HS	
White	**48.97%**	**76.10%**	**3.319**
Black	**45.69%**	**65.67%**	**2.274**
OR	**0.877**	**0.601**	**0.685 (OR ratio)**



Example 2: Two binary X variables with a binary Y

% with good/excellent self-rated health as a function of two binary variables

race	education		Δ logit
	<HS	≥HS	
White	**48.97%** **(-0.0414)**	**76.10%** **(1.1584)**	**1.1998**
Black	**45.69%** **(-0.1729)**	**65.67%** **(0.6484)**	**0.8213**
Δ logit	**-0.1315**	**-.5100**	**-.3785**

logit?

logit = $\ln(\pi/(1-\pi))$, where π is the response probability

E.g., the logit of .4897 = $\ln(0.4897 \div (1 - 0.4987))$ = **–.0414**

Example 2: Two binary X variables with a binary Y

% with good/excellent self-rated health as a function of two binary variables

race	education		Δ logit
	<HS	≥HS	
White	**48.97%** **(-0.0414)**	**76.10%** **(1.1584)**	**1.1998**
Black	**45.69%** **(-0.1729)**	**65.67%** **(0.6484)**	**0.8213**
Δ logit	**-0.1315**	**-.5100**	**-.3785**

Parameter	DF	Estimate	Error	t	p
B0	1	-0.0414	0.0575	0.72	0.4722
B1 (race)	1	-0.1315	0.0743	1.77	0.0768
B2 (educ)	1	1.1998	0.1109	10.81	<.0001
B3 (race*educ)	1	-0.3785	0.1712	2.21	0.0271

OR[educ for Whites] = exp(1.1998) = 3.3194, p < .0001

OR[educ for Blacks] = exp(0.8213) = 2.2735, p < .0001

Example 2: Two binary X variables with a binary Y

Summary

. among Black respondents, those with ≥HS had 2.27 higher odds of good/excellent self-rated health compared to those with <HS, $p < .0001$.

. among White respondents, those with ≥HS had 3.32 higher odds of good/excellent self-rated health compared to those with <HS, $p < .0001$.

. A significant interaction existed between race and education: the effect of education was significantly stronger for Whites than for Blacks, $p < .03$.

The simple approach

If the interaction is significant, then

    report the p-value for the interaction effect, and
    report on the effect (OR) of education within each race, or
    report on the effect (OR) of race within each education level.

Be cautious when reporting main effects.

    Make sure you are very clear about them.

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Mean self-rated health

Whites: 2.605

Blacks: 2.450

Education

Treated as a continuous variable with values 0, 1, 2, and 3

mean = 0.942

std dev = 1.050

Example 3: A binary & continuous X with a continuous Y

$$\text{S-R\_Hx} = B_0 + B_1 \times \text{Race} + B_2 \times \text{Educ} + B_3 \times \text{Race} \times \text{Educ} + \text{resid.}$$

```
Parameter     DF     Estimate        StdErr        t            p
B0  (int)      1       2.2863        0.0315     72.64       <.0001
B1  (race)     1       0.0509        0.0391      1.30       0.1928
B2  (educ)     1       0.2530        0.0190     13.33       <.0001
B3  (r×e)      1      -0.0845        0.0276      3.06       0.0022

 (custom test)
educ(Black)    1       0.1685        0.0200   .  8.41       <.0001
                     (0.1685 = 0.2530 + -0.0845)
```

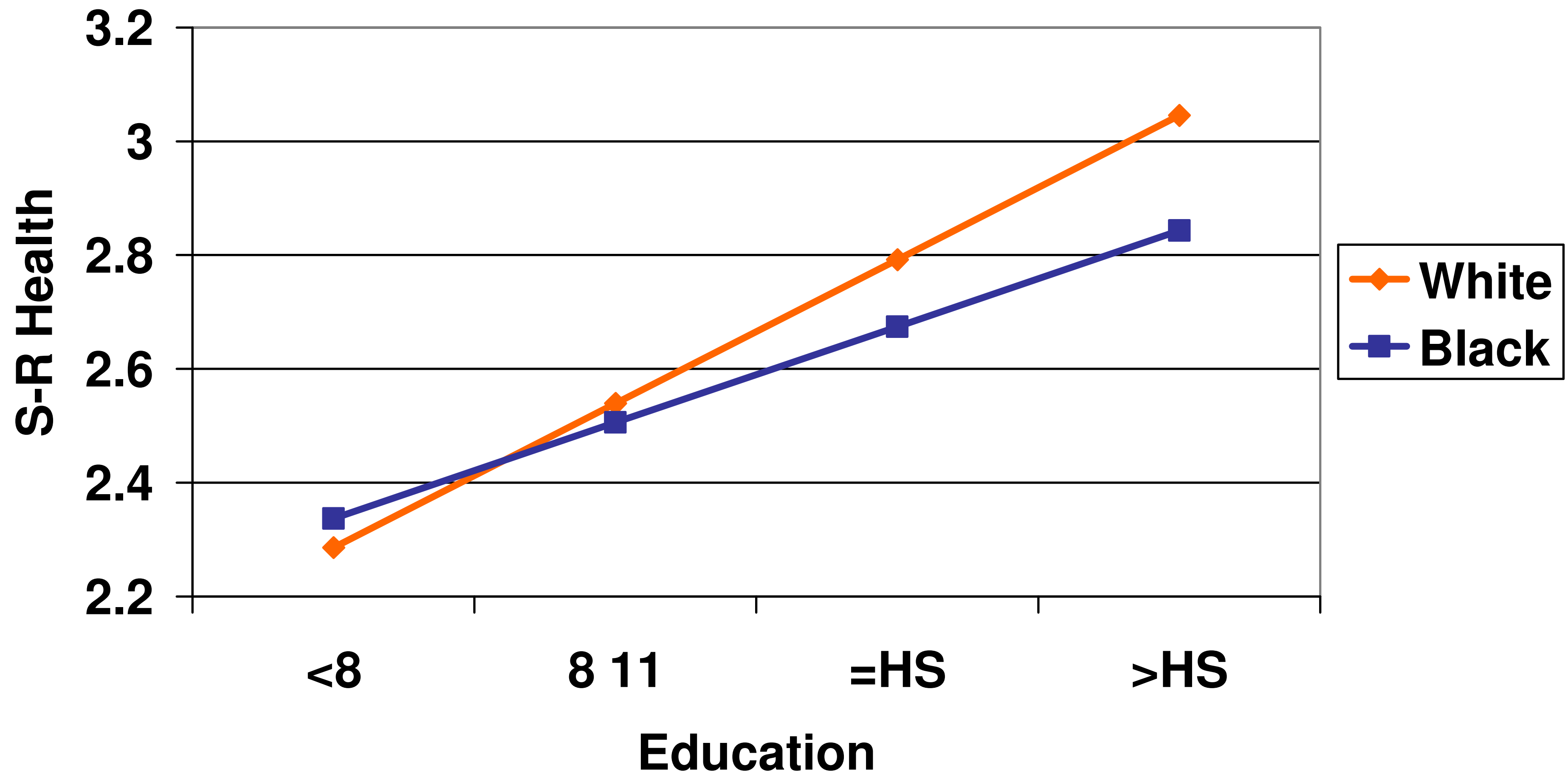
Model-predicted values of self-rated health

	education level			
	<8 (code=0)	8-11 (code=1)	=HS (code=2)	>HS (code=3)
White (code=0)	2.2863	**2.5393**	2.7923	3.0453
Black (code=1)	2.3372	**2.5057**	2.6742	2.8427
Δ	0.0509	-0.0336	-0.1181	-0.2026

0.2530 = **2.5393** – 2.2863: effect of a one-unit increase in education for Whites

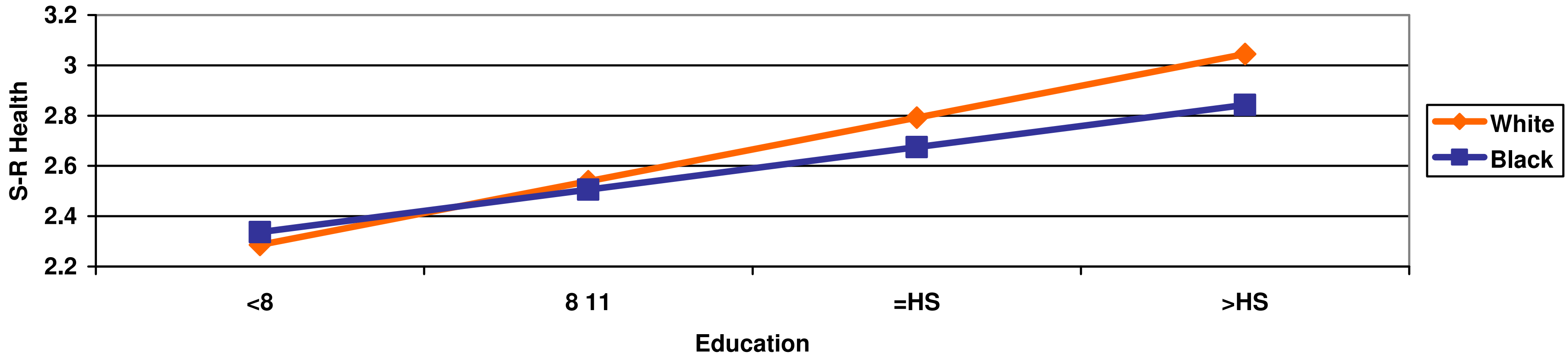
0.1685 = **2.5057** – 2.3372: effect of a one-unit increase in educaiton for Blacks

Example 3: A binary & continuous X with a continuous Y



What can be said about the effect of race? the effect of education?

Example 3: A binary & continuous X with a continuous Y



Summary

. among White respondents, for every one-category increase in education the expected value of self-rated health increased by 0.2530 points, $p < .0001$.

. among Black respondents, for every one-category increase in education the average self-rated health increased by 0.1685 points, $p < .0001$.

. A significant interaction existed between race and education: the effect of education was significantly stronger for Whites than for Blacks, $p < .02$.

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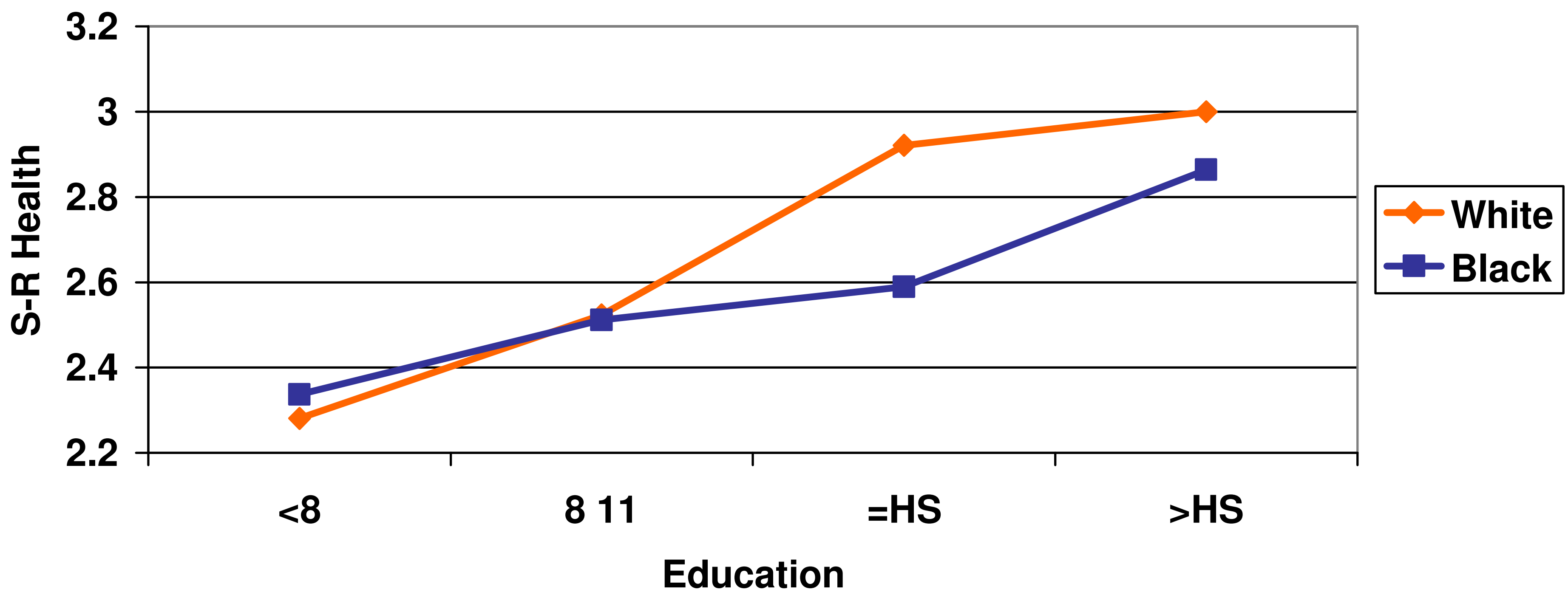
Example 4: A binary & categorical X with a continuous Y

Observed mean values of self-rated health

	education level			
	<8	8-11	=HS	>HS
White (code=0)	2.2806	2.5235	2.9208	3.0000
Black (code=1)	2.3375	2.5114	2.5895	2.8634



Example 4: A binary & categorical X with a continuous Y

This example has a binary race indicator and a 4-category education indicator.

Therefore, the effects of education and the race-by-education interaction will each have 3 degrees of freedom.

In such cases, I first look at the omnibus test of each effect.

Source	DF	χ^2	p
educ	3	180.28	<.0001
race*educ	3	13.80	0.0032

The interaction is significant

To describe the nature of the interaction, the choices are to

(a) report race differences within each level of education, or

(b) report education differences within each race

Example 4: A binary & categorical X with a continuous Y

Observed mean values of self-rated health

	education level			
	<8	8-11	=HS	>HS
White (code=0)	2.2806	2.5235	2.9208	3.0000
Black (code=1)	2.3375	2.5114	2.5895	2.8634
Δ (p)	-.0568, p=.217	.0120. p=.803	.3314, p=.001	.1366, p=.071

(custom tests)

Label	Estimate	Error	t	p
WvB: <8	-0.0568	0.0461	1.23	0.2174
WvB: 8-11	0.0120	0.0481	0.24	0.8025
WvB: =HS	0.3314	0.1055	3.14	0.0017
WvB: >HS	0.1366	0.0757	1.80	0.0713
W: HS v 8-11	0.3974	0.0651	6.10	<.0001
W: >HS v HS	0.0792	0.0721	1.10	0.2722
B: HS v 8-11	0.0780	0.0960	0.81	0.4162
B: >HS v HS	0.2739	0.1080	2.54	0.0112

Example 4: A binary & categorical X with a continuous Y

Summary

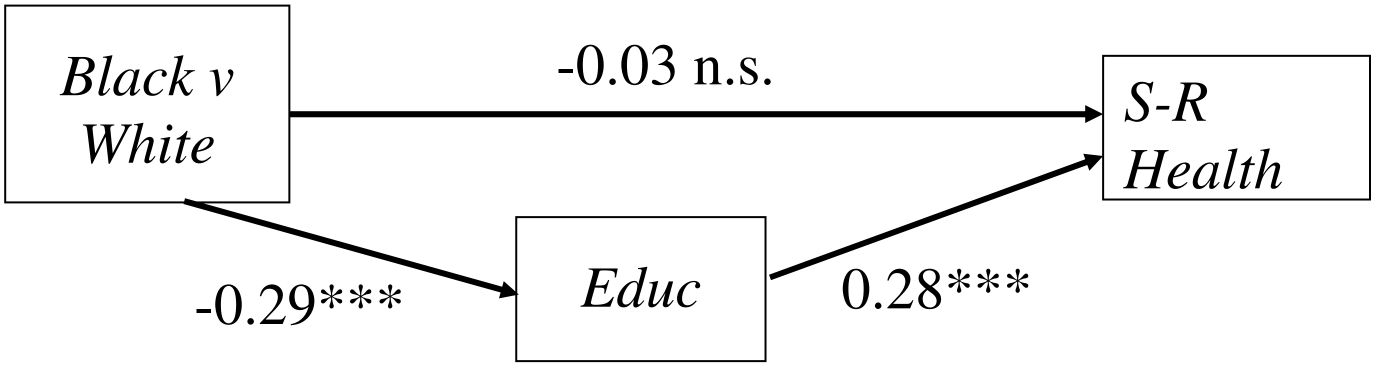
The overall effect was (a) no disparity in self-rated health for among those with less than a HS education, (b) a disparity—favoring Whites, among those with a HS education, and (c) a narrowing of that disparity among those with more than a HS education.

. A significant interaction existed between race and categorical education level. There were no significant differences in self-rated health between Black and White respondents who had less than a HS education. Among those with a HS education, Whites had significantly higher levels of self-rated health, compared to Blacks, $p < .01$. Among those with more than HS education, there was a trend for Whites to have higher self-rated health than Blacks, $p = .071$.

. Mostly, self-rated health significantly increased with each increase in education level. There were two exceptions where an increase in education level was not associated with a significant increase in self-rated health: among Blacks, the increase from 8-11 years to HS education; and among Whites, the increase from HS to >HS education.

Revisiting the mediation model

- The mediation model...



...assumes that the effect of Race is constant at all education levels

. Defending the estimated conditional effect of Race rests upon this assumption

Revisiting the mediation model

- The effect of Race was not constant at all Educ levels
  Conversely the effect of Educ is not constant for each Race

- Therefore, the *mediation* model is misspecified, misleading, indefensible.

  It estimates the effect of Race conditional on a single effect of Educ

  But the effect of Educ is not constant across the races

  The mediation model suggests that conditional on Educ,
  Race has no direct effect

- The *moderation* model
  Showed a significant Race effect at higher levels of Educ

- Interpretation: Race does directly affect General Health,
  but only at higher levels of Educ.

There is a price to be paid for ignoring potential interaction effects.

Extensions interaction effects

We have covered interactions between

- 2 binary variables,
- A binary and a continuous variable, and
- A binary and a categorical variable

It is also possible to have interactions between

- 2 categorical variables
- 2 continuous variables
  - Aiken, LS & West, SG (1991). *Multiple Regression: Testing and Interpreting Interactions.* Sage.
- 3 or more variables

Parting thoughts

. Whenever an interaction involves a categorical variable consult the omnibus, multi-df, test of the interaction

If significant, explore simple effects within each level of the categorical explanatory variable

If there are 2 categorical variables, you have a choice:

you can explore the effects of X1 on Y within each category of X2, or

you can explore the effects of X2 on Y within each category of X1

. Usually, interacting variables are conceptualized as being contemporaneous That is, one variable is not assumed to cause the other.

Testing interactions may provide important insights into health disparities