Experiments

• Recall: What is the critical difference between an experiment and an observational study?

• **experimental units**: individual items on which experiment is done
  – usually called **subjects** when they are human
  – we can measure a response variable individually on each experimental unit

• **treatment**: a specific experimental condition, controlled by the experimenter, and applied to the units

• example: agricultural field experiment
  – land available for use in the experiment is divided up into equal-sized “plots”; each plot is an experimental unit
  – same variety of corn planted in all plots
  – response variable for each plot is average number of bushels of corn harvested per acre
  – treatments are different types of fertilizers assigned to plots

• **factor**: a particular explanatory variable manipulated by the experimenter
  – a factor has one or more **levels** — different values that are assigned to different units
  * e.g., each type of fertilizer in the agricultural example is a different level of the factor “fertilizer type”

• A single experiment may involve more than one factor. In this case, each **treatment** is defined as the combination of levels of different factors.
  – example: more complex agricultural field experiment
    * factor A: fertilizer type with 3 levels
    * factor B: variety of corn, with 2 levels
    * then one of 6 possible treatments is assigned to each plot
The importance of comparison in experiments

• **Comparative experiments** are used to separate the effects of an experimental treatment from those of extraneous variables.

• important when we can’t control all extraneous variables

• Example:
  – Autism is a severe emotional and developmental disorder that occurs in some children.
  – A medical case study reported that an autistic child who received a single injection of a hormone called secretin experienced marked improvement in his autism.
  – We have no way of knowing what other variables might have influenced the child’s autism.

• Groups of subjects in a comparative experiment
  – **Experimental group(s)** receive treatment(s) the effects of which are under study
  – **Control group** receives no treatment or a sham treatment

• Example:
  – study reported in *Consumer Reports*, Feb. 1976
  – a group of senior citizens was randomly divided into 2 groups
    * group 1: daily doses of vitamin C
    * group 2: no treatment
  – At end of winter, vitamin C group reported fewer colds than no-treatment group. Investigator concluded that vitamin C helps to prevent colds.

The placebo effect

• definition: A placebo is a dummy treatment
  – no direct (physical) effect on response variable

• In another study described in the same *Consumer Reports* article, two treatment groups
  – one group of subjects were given daily vitamin C and told it was a placebo
  – other group received a placebo and were told it was vitamin C
  – The group who **thought** they were receiving vitamin C reported fewer colds.
An aside concerning medical studies

• Note: A study of the last-mentioned type would be considered unethical today.
  – “informed consent” required for participation in clinical trials

• For testing new treatments of diseases or conditions for which a treatment already exists, the best standard treatment is given to the control group.
  – It would be considered unethical to withhold an effective known treatment

Blinding in experiments with human subjects

• refers to preventing some people involved in the experiment from knowing which subjects are receiving which treatment

• single-blind experiment: subjects do not know which treatment they are receiving, but study personnel are not blinded

• double-blind experiment: neither the subjects nor any study personnel who administer treatment or evaluate response variable know which treatment subjects are receiving

Randomization

• Another aspect of experimental design is how to determine which experimental units receive which treatment.

• randomization: assignment by chance

• completely randomized design: all experimental units are assigned at random among all the treatments

Example: the Lung Health Study

• clinical trial sponsored by the NIH involving 10 clinical centers in the US and Canada

• aim: to determine the effects on the decline of lung function in smokers already at risk for COPD (a lung disease) of:
  – a “stop smoking” program
  – daily use of an inhaled asthma drug

• response variable: change in FEV1 (a measure of lung function) from the time a subject entered the study until a follow-up visit 5 years later

• subjects: approximately 6000 smokers with mild impairment of lung function
• groups
  – Usual Care group (control group)
    * received neither the smoking cessation program nor any medication
  – Special Intervention Placebo group
    * received the smoking cessation program but a placebo inhaler
  – Special Intervention Active drug group
    * received the smoking cessation program and the active inhaled drug

Blinding in the LHS
• Patients and study personnel knew who was in UC group.
• Patients and study personnel knew everyone in both SI groups received smoking cessation program.
• Double blinding as to which SI patients were receiving placebo and which active drug.
  – Neither patients, clinic personnel, nor study directors knew this until end of study.

Randomization
• assignment of experimental units to treatments based on chance
• purpose: effort to make sure the experimental groups are not systematically different from one another in ways other than the treatment assignment
  – in particular, subjects are not assigned by the experimenter
• carried out by computers
Completely randomized design

- All the experimental units are allocated at random among all the treatments.
- Example: if LHS had had a completely randomized design, idea would have been:
  - each time a new patient enrolls in the study, draw an envelope at random and have the pharmacists dispense the appropriate treatment

Other systems of randomization

- Matched pairs design
  - Can be used only if there are only 2 treatments
  - Subjects are paired up, so each pair is as similar as possible on important known factors that might affect the response variable
  - For each pair, randomly as one of the treatments to each subject

Randomized block design

- Block: a group of experimental units that are known before the experiment to be similar in some way that may affect the response variable
- Randomized block design: randomization of units to treatments is carried out separately within each block
- In LHS, the patients enrolled by each of the 10 different clinics were a block
  * Randomization to the treatments was carried out separately within each clinic’s patients to make sure all treatment groups were represented within each clinic
  * Why?

Randomized comparative experiments

Logic:

- Randomization forms experimental groups that are likely to be similar in all respects except treatment assignment.
- Comparative design ensures that influences other than the experimental treatments operate equally on all groups.
- Consequently, differences between treatment groups in average response variable must be due to either
  - Effects of treatment
  - Pure chance
Replication

• Imagine that the Lung Health Study had had only 2 patients in each treatment group instead of 2000.

• Experiments need to use a large enough number of experimental units to reduce chance variation to within acceptable bounds.
  – As we study different methods of statistical analysis, we will learn how to compute “sample sizes.”

• An observed effect so large that it would rarely occur by chance is called statistically significant.
  – We will use the laws of probability to learn how likely we would be to see treatment effects as large as those observed by pure chance.