

# Data from 1 to 1000

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## Do you collect data?

## WHAT QUESTIONS DO YOU WANT TO ANSWER?

#### Notice outbreaks

- Track improvements/growing problems OR identify if there is a problem
  - 'Have our hand hygiene rates improved over time?'
  - 'Is our prescribing of carbapenems similar to other hospitals?'
- Describe a population or problem
  'Where are CAUTI happening in our facility?'
  'Are our SSI cases older than our average surgery case?'



## SYSTEMATIC DATA COLLECTION

- Consider what data elements you will want at the end of the project → collect them from the beginning
  - Denominator data?
  - Risk factors? Demographics? Other attributes?
- Collect at regular intervals- close to real-time
- Have written procedures and data collection tools





## PICK A GOOD MEASURE

Count data (numbers) are a starting place
Can be difficult if the population or denominator changes a lot

• Rates can address changing denominator

- Not risk-adjusted
- Must collect denominator data

 For comparisons between groups of different risk, may need an adjusted measure

• Need to collect data about the risk factors





 You have to do surveillance when nothing is happening, or you won't know when something is happening





## HOW DO I KNOW SOMETHING IS HAPPENING?

• An inpatient at your facility has new hospital onset diarrhea

- Do you care?
- Do you even find out?
- Two days later, four more patients have new hospital onset diarrhea
  - Do you care?
  - Did you make a note about that first patient?

![](_page_6_Figure_7.jpeg)

## HOW DO I KNOW SOMETHING IS HAPPENING?

- There are 5 influenza cases inpatient at your hospital. Is that a lot?
- Would your answer be different in July vs January?
- Would your answer be different if you worked at PAMC or Petersburg Medical Center?

![](_page_7_Picture_4.jpeg)

### BASELINES

- Describes "normal"
- Depends on specific condition, season, and population
- Requires longitudinal data collection
  You can't know a baseline from one unit of time
- Baseline can tell us where we're starting from if it's inadequate, or can be a control group if we think something unusual is happening

![](_page_8_Picture_5.jpeg)

## MORE ABOUT BASELINES

#### • Often done as a rate

- Time: catheter days per month, cases per week
- Events: rates per number of ED visits, number of surgeries, etc.
- Some variation is expected
  - Can be helpful to calculate boundaries for what's in the normal range
- Sometimes "normal" comes from modelling
  - E.g. SIR
  - May be packaged with other analysis

![](_page_9_Picture_9.jpeg)

# Analysis

![](_page_10_Picture_1.jpeg)

![](_page_11_Picture_0.jpeg)

# WHAT QUESTION DO WE WANT TO ANSWER?

# DO WE HAVE THE RIGHT DATA TO ANSWER IT?

![](_page_11_Picture_3.jpeg)

# ANALYSIS SHOULD BE ANSWERING A SPECIFIC QUESTION

- Fishing around without a plan can get you false results
- Data collection should consider the kinds of questions you want to answer
- Example: "Are our rates of CAUTI stable over time?"
  - "Do we have an outbreak of influenza?"
  - "Is hand hygiene compliance similar between our units?"
  - "Did our training improve cleaning of high-touch surfaces?"

![](_page_12_Picture_7.jpeg)

## IF YOU DON'T HAVE A LOT OF DATA...

- Consider increasing your time unit (e.g. from month to quarter)
- Consider doing a qualitative vs. quantitative analysis
- Is there a higher-volume process measure?
- Can you include several low-volume metrics?
- Did I design my data collection process to align with my analytical goals?

![](_page_13_Picture_6.jpeg)

## QUALITATIVE ANALYSIS

- Situations with only one or two cases
  - Root cause analysis, after-action report/hot wash
- Where you're interested in peoples' thought process (why?)
  Thematic analysis, highlighting of instructive quotes
- Can be a first step at understanding a problem
- Figures might include diagrams, timelines, or pictures; may have extended quotes

![](_page_14_Picture_6.jpeg)

## WHERE TO LEARN STATS

• Many courses on Coursera and similar services

- <u>Carnegie Mellon</u>has a free class
- If you need help with doing the math:
  - There are Excel templates
  - Use something like <u>GraphPad</u>
  - Ask a friendly neighborhood epidemiologist or statistician

![](_page_15_Picture_7.jpeg)

![](_page_16_Picture_0.jpeg)

## Visualization

![](_page_16_Picture_2.jpeg)

![](_page_17_Picture_0.jpeg)

### WHAT IS THE POINT?

![](_page_17_Picture_2.jpeg)

## CHARTS/FIGURES SHOULD HAVE A POINT

### Why are you including this SPECIFIC chart?

#### Strong Storm Moves into Bering Sea Thursday and Friday

Impacts will be highly dependent on the low's track. Stay tuned for updates.

## $\underline{\land}$

#### Potential impacts

- High confidence of storm force winds (55-73 mph), with hurricane force gusts (73+ mph) possible
- High surf, coastal erosion, coastal flooding are *possible* but are looking less likely along the Southwest coastline

![](_page_18_Figure_8.jpeg)

NWS Anchoroge

![](_page_18_Picture_9.jpeg)

Issued: Monday, 9/30/2024

## LET'S SET THE TONE

![](_page_19_Figure_1.jpeg)

![](_page_19_Picture_2.jpeg)

## WHAT DOES THIS FIGURE MEAN?

#### **Predominant Variant**

#### JN.1

The BA.2.86 variant category includes all JN.\* sublineages except JN.1 which is separated out into its own callout group.

![](_page_20_Figure_4.jpeg)

![](_page_20_Picture_5.jpeg)

## REQUIRED ASPECTS OF FIGURES

#### CASES OVER TIME

*C. auris* began spreading in the United States in 2015. Reported cases increased 318% in 2018 when compared to the average number of cases reported in 2015 to 2017.

![](_page_21_Figure_3.jpeg)

![](_page_21_Picture_4.jpeg)

## REQUIRED ASPECTS OF FIGURES

#### CASES OVER TIME

*C. auris* began spreading in the United States in 2015. Reported cases increased 318% in 2018 when compared to the average number of cases reported in 2015 to 2017.

![](_page_22_Figure_3.jpeg)

![](_page_22_Picture_4.jpeg)

## REQUIRED ASPECTS OF FIGURES

#### CASES OVER TIME

*C. auris* began spreading in the United States in 2015. Reported cases increased 318% in 2018 when compared to the average number of cases reported in 2015 to 2017.

![](_page_23_Figure_3.jpeg)

![](_page_23_Picture_4.jpeg)

## IT'S OK TO BE FLEXIBLE SOMETIMES

![](_page_24_Figure_1.jpeg)

![](_page_24_Picture_2.jpeg)

## WHICH CHART SHOULD I USE?

#### • There are tools for this!

- What kind of data do you have?
- What do you want the reader to learn?
- <u>This one</u> is more long-form
- There is literature to help
- What's the format?
- Who is the audience?

How much explanation will you be able to give?

This <u>checklist</u> is pretty good

![](_page_25_Picture_10.jpeg)

## HOW IS AMOUNT REPRESENTED?

Graphs turn numbers into scales of area, length, or other 2D measures

![](_page_26_Figure_2.jpeg)

Category A Category B Category C
 Category D Category E Category F

![](_page_26_Figure_4.jpeg)

Category A Category B Category C
 Category D Category E Category F

![](_page_26_Figure_6.jpeg)

![](_page_26_Picture_7.jpeg)

## LIGHTNING ROUND- I WANT SOMEONE TO:

- Know whether it's hotter or colder today than yesterday
- Know if it's below freezing
- See the trend in temperature over the long term
- Compare the temperature at several places in town
- Compare the temperature today to the average temperature on this day in history
- See both the high and low temperatures over the past week

![](_page_27_Picture_7.jpeg)

![](_page_28_Figure_0.jpeg)

![](_page_28_Figure_1.jpeg)

![](_page_28_Picture_2.jpeg)

![](_page_28_Figure_3.jpeg)

![](_page_28_Picture_4.jpeg)

## TABLES ARE GREAT

 If you need someone to know or compare specific numbers, tables are best

• Also helpful if there are different units you're co-displaying

- Tables also require good formatting
  - Title
  - Units labeled or indicated
  - Row and column labels
  - Being mindful of how much ink is on the table

![](_page_29_Picture_8.jpeg)

![](_page_30_Picture_0.jpeg)

Species	Ampicillin	Ceftriaxone	Ciprofloxacin	Levofloxacin	Trimethoprim- sulfamethoxide	Nitrofurantoin
	65%	96%	89%	89%	84%	98%
Escherichia coli	(1509)	(1509)	(1509)	(1509)	(1509)	(1509)
Klebsiella pneumoniae			98% (160)	98% (160)	96% (160)	39% (160)

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	(1509)	(1509)	(1509)	(1509)	(1509)	(1509)
Klebsiella pneumoniae			98%	98%	96%	39%
			(160)	(160)	(160)	(160)

![](_page_30_Picture_3.jpeg)

## WAYS TO EMPHASIZE SPECIFIC THINGS

- Color scheme
- Line weight/boldness
- Annotate or label
- Mark important thresholds

![](_page_31_Picture_5.jpeg)

![](_page_31_Picture_6.jpeg)

![](_page_32_Picture_0.jpeg)

![](_page_32_Figure_1.jpeg)

![](_page_32_Figure_2.jpeg)

![](_page_32_Picture_3.jpeg)

### COMPARE

Proportion of ED visits with respiratory viruses

![](_page_33_Figure_2.jpeg)

Week Start Date

![](_page_33_Figure_4.jpeg)

Week Start Date

![](_page_33_Picture_6.jpeg)

![](_page_33_Picture_7.jpeg)

## A TABLE EXAMPLE

## Alaska Native / American Indian TBI frequency by activity for each age group (Alaska Trauma Registry 2010-2013)

	Age_Group			観測器が当	1.00			-		
Activity	<1 to 9	10 to 19	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 79	>=80	Total
Falls - Other	44	20	29	37	27	61	26	19	30	293
Assault / Homicide / Purp. Inflict	12	<5	46	34	30	30	<5	<5	<5	163
ATV	7	34	32	15	5	10	<5	<5	<5	106
Motor Vehicle Traffic	<5	11	41	6	7	5	<5	<5	<5	78
Snow Machine	<5	7	27	12	7	6	<5	<5	<5	65
Pedestrian	9	<5	12	5	12	7	<5	<5	<5	52
Pedal Cycles	5	8	7	5	<5	7	<5	<5	<5	35
Struck by Person or Object	6	11	5	<5	<5	<5	<5	<5	<5	32
All Other	<5	20	21	10	11	6	<5	<5	<5	78
Total	90	118	220	128	102	135	46	30	33	902

![](_page_34_Picture_4.jpeg)

#### Figure. Temporal Trend in Percentage Positivity of SARS-CoV-2 Testing Among HCWs

#### ANNOTATE

![](_page_35_Figure_2.jpeg)

## HOW SHOULD I GRAPH THIS?

- I am writing a report describing the epidemiology of suicide attempts
  - Especially interested in trends among youth over time
  - For internal use; want partners to be able to adapt for their own purposes

Suicide attempt rate per 10,000 ED visits by age strata and

![](_page_36_Figure_4.jpeg)

![](_page_36_Picture_5.jpeg)

## V1: JUST THE YOUTH

![](_page_37_Figure_1.jpeg)

![](_page_37_Picture_2.jpeg)

## V2: IT'S TOO NOISY!

![](_page_38_Figure_1.jpeg)

![](_page_38_Picture_2.jpeg)

## V3: NEEDS CONTEXT

![](_page_39_Figure_1.jpeg)

![](_page_39_Picture_2.jpeg)

## V4: FOR THE PUBLIC

Youth suicide attempt rates are much higher than other age strata, especially among youth aged 15-19.

![](_page_40_Figure_2.jpeg)

![](_page_40_Picture_3.jpeg)

## AN ALTERNATIVE: MICRO ARRAY

#### Lab-Confirmed Cases

#### Summary

- In the ongoing respiratory virus season, there was an early increase in influenza virus activity. There was an increase in COVID-19 activity at the start of 2024, but this has recently begun to decline.
- Rates of RSV remain low, therefore regional rates should be interpreted with caution.

![](_page_41_Picture_5.jpeg)

![](_page_41_Picture_6.jpeg)

## YOUR TURN!

- You want to make a figure describing catheter use rates over time
  - Make sure to include the important parts of a figure
- Your choice of what the specific communication goal and audience is
- If you would want to do additional analysis or transformation, feel free to estimate the results
- Some metadata:
  - Both units are of a similar size and patient makeup
  - Unit B had a month-long trial of a new catheter insertion kit product in Month 3
  - Neither unit has focused on catheter-related issues lately

![](_page_42_Picture_9.jpeg)

## TEST DATA (DON'T NEED TO INCLUDE ALL)

		Device Da			
	Facility- wide	Unit A	Unit B		Facility- wide
Month 1	55	30	25	Month 1	577
Month 2	53	35	18	Month 2	557
Month 3	85	40	45	Month 3	590
Month 4	60	20	40	Month 4	587
Month 5	92	51	41	Month 5	581
Month 6	62	30	32	Month 6	578
	1				1

![](_page_43_Picture_2.jpeg)

**Patient Days** 

Unit B

Unit A

## FIGURE PARADE

- Who is your figure for?
- What is the main takeaway?
- Describe your figure, and any decision you made to support your audience and your argument

![](_page_44_Picture_4.jpeg)

![](_page_44_Picture_5.jpeg)

## CONCLUSION

 Plan ahead for what you need to know and what questions you'll want to answer

Take time to adjust figures and tables to be easy to understand
This is work you do one time that gets used by each person who reads your report

• All of this is easier than you'd think

![](_page_45_Picture_4.jpeg)

## WHAT ABOUT THIS?

#### COVID-19 Update for the United States

#### **Early Indicators**

Test Positivity $ ightarrow$	Emergency Department Visits				
% Test Positivity	% Diagnosed as COVID-19				
<b>4.0%</b> (March 17 to March 23, 2024)	<b>0.6%</b> (March 17 to March 23, 2024)				
Trend in % Test Positivity -0.6% in most recent week	Trend in % Emergency Department Visits -21.1% in most recent week				
Feb 3, 2024 Mar 23, 2024	Feb 3, 2024 Mar 23, 2024				

These early indicators represent a portion of national COVID-19 tests and emergency department visits. <u>Wastewater</u> information also provides early indicators of spread.

![](_page_46_Picture_5.jpeg)

![](_page_46_Figure_6.jpeg)