TEACHING COURSE: HOW TO INTERPRET A DIAGNOSTIC TEST IN NEUROLOGY. DISCUSSION OF EXAMPLES.

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DISCLOSURES: NONE

AIM

- This course aims to discuss the necessary knowledge to evaluate the capacities of a diagnostic test in the study of a disease.

METHODOLOGY

- We will take the example of dementias from the discussion of a publication on the validation of a telephone interview.(1) The theory that we will address can be applicable to other areas of neurology such as the use of markers for the diagnosis of a disease, a field of particular relevance at present.

(1) Knopman; Roberts; Geda; Pankratz; Christianson; Petersen; Rocca. *Validation of the Telephone Interview for Cognitive Status-modified in Subjects with Normal Cognition, Mild Cognitive Impairment, or Dementia.* Neuroepidemiology 2010;34:34–42

EXAMPLE TO BE DISCUSSED

- Prior to the session, the participants must read the article that will serve as a guide for the session.

- https://pubmed.ncbi.nlm.nih.gov/19893327/

AT THE END OF THE COURSE ATTENDEES ARE EXPECTED TO KNOW:

- The theory of diagnostic processes and the measures of internal and external validity of diagnostic tests;

- The necessary knowledge to build a ROC curve as well as its interpretation.