4th Advanced TB Diagnostic Research Course
AN INTENSIVE, HIGH-LEVEL COURSE ON TB DIAGNOSTIC RESEARCH METHODS
McGill University, Montreal, Quebec, Canada - July 7–11, 2014

Previous course materials available at: www.teachepi.org

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VENUE
McGill University, Montreal, Canada

ENROLMENT
Maximum of 50 participants. Only participants with prior TB diagnostic research experience or advanced training will be eligible.

TUITION
$800 for students, fellows, and applicants from low-income countries. $2000 for industry participants. $1600 for all others. All participants are expected to cover their travel and accommodation costs.

REGISTRATION
To apply, please request a registration form: montreal.course@gmail.com
Registration deadline: January 31st, 2014

ORGANIZED WITH SUPPORT FROM THESE PARTNERS:
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CONTENTS

This advanced course will cover advanced diagnostic study designs, sources of bias, and value chain for TB diagnostics development. Also, conventional and advanced methods for systematic reviews (meta-analyses) of diagnostic tests will be presented, along with the GRADE approach to diagnostic policies. More recently, there is growing appreciation that “test accuracy research” focused on sensitivity and specificity is not necessarily the same as “diagnostic research.” There is also a clearly felt need to go beyond test accuracy and evaluate accuracy of diagnostic algorithms (rather than single tests) and their relative contributions to the health care system, incremental value of new tests, impact of new tests on clinical decision-making and therapeutic choices, cost-effectiveness in routine programmatic settings, and impact on patient-important outcomes. This poses problems because research on test accuracy, while necessary, is not sufficient for policy and guideline development. Test accuracy data are surrogates for patient-important outcomes and cannot provide high quality evidence for policy making. Therefore, accuracy studies must be considered along with impact of the test on patient-important outcomes, and other factors such as quality of the evidence, the uncertainty about values and preferences associated with the tests and presumed impact on patient-important outcomes, and cost and feasibility. Translation of policy into impact requires collecting evidence for scale-up, country-level data on cost-effectiveness and feasibility, implementation research, and local decisions on scale-up, delivery and impact assessment.

OBJECTIVES

By the end of the course, participants will understand:

• the value chain for TB diagnostics development, current pipeline of diagnostics, market dynamics, WHO policies on new diagnostics, and challenges for scale-up
• principles and practice of diagnostic research focused on accuracy of tests
• principles of multivariable approaches to diagnostic research, and adjustment for imperfect reference standards
• principles of meta-analyses of diagnostic accuracy studies and GRADE approach to diagnostic policies
• principles of alternative designs to evaluate impact of new tests on clinical decision-making, therapeutic choices, and patient-important outcomes
• principles of implementation research, collecting evidence for scale-up, cost-effectiveness analyses and modeling studies in TB diagnostics

READINGS

USB drives will be provided to all participants; they will contain PDF articles and course materials.

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