



*3rd Symposium on Psychiatry and HIV*

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*Barcelona, May 7th 2010*

**Developing Skills on  
Neuropsychological Screening in Clinical Practice:  
Which Tools, Which Patients and  
When Monitoring**

**Jose A. Muñoz-Moreno**

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**Lluita contra la SIDA Foundation  
Germans Trias i Pujol University Hospital**

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**Barcelona, Catalonia, Spain**



[www.fl sida.org](http://www.fl sida.org)



**Which Tools?**

**Which Patients?**

**When Monitoring?**



# Which Tools?



# Neuropsychological Testing

## PROS:

- Strongly recommended
- Large experience in clinical neuropsychology
- Experience in HIV infection
- Different areas potentially assessed
- Variable tools

## CONS:

- Availability / feasibility
- Duration of evaluations



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# Recommendations

- ➡ National Institute of Mental Health, 1990
- ➡ American Tasks Force, 1991
- ➡ UNAIDS, 1997
- ➡ Antinori, 2007
- ➡ Significant number of reviews and studies recommending

Assessment of Aids-Related Cognitive Changes:  
Recommendations of the NIMH Workshop on  
Neuropsychological Assessment Approaches\*

Janssen RS, Cornblath DR, Epstein LG, Foa RP, McArthur JC, Price RW, *et al.* **Nomenclature and research case definitions for neurological manifestations of human immunodeficiency virus type-1 (HIV-1) infection. Report of a Working Group of the American Academy of Neurology AIDS Task Force.** *Neurology* 1991; **41**:778–785.

**UNAIDS Expert Consultation**  
on Cognitive and Neuropsychological  
impairment in Early HIV infection

Updated research nosology for HIV-  
associated neurocognitive disorders



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# Clinical Neuropsychology

In multiple diseases regardless of HIV infection!

Pattern of neurocognitive alteration in...:

Multiple Sclerosis  
Schizophrenia  
Aging  
Alzheimer's Disease  
Parkinson's Disease  
ETC.





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# HIV Infection

PubMed:

Early publications: 1985-1987 (Grant et al, 1987)

*"Evidence for early central nervous system involvement in the acquired immunodeficiency syndrome (AIDS) and other human immunodeficiency virus (HIV) infections. Studies with neuropsychologic testing and magnetic resonance imaging".*

Currently:      Neurocognitive + HIV: 357 studies / 75 reviews  
                     Neuropsychological + HIV: 1014 studies / 129  
reviews

Cognitive + HIV: 1934 studies / 357 reviews



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# HIV-associated Neurocognitive Profile

- Fronto-subcortical pattern, with altered areas well defined:

**Attention / Working Memory**  
**Information Processing Speed**  
**Learning**  
**Verbal Memory**

**Executive Functioning**  
**Verbal Fluency**  
**Motor Function**

- Maybe currently is this changing??

Cortical hypothesis:

*Brew, 2004*  
*Valcour, 2006*



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# Availability and Feasibility

## MAIN LIMITATIONS:

- Need of a trained neuropsychologist
- Expertise and skills are relevant aspects in the application
- Multiple and variable instructions / correction processes
- Manipulative tools
- Duration of assessments (*next section*)



# Neuropsychological Testing

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# Multiple Tools

NIMH, 1990: 2 recommendations

Extended: 7-9 hours of duration

Brief: 1-2 hours of duration

Nowadays...

Extended: 2-3 hours of duration

☞ Relevant need of screening tools!

Journal of Clinical and Experimental Neuropsychology  
1990, Vol. 12, No. 6, pp. 963-978

0168-8634/90/1206-0963\$3.00  
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## SPECIAL PRESENTATION

### Assessment of Aids-Related Cognitive Changes: Recommendations of the NIMH Workshop on Neuropsychological Assessment Approaches\*

Nelson Butters, Igor Grant, James Haxby, Lewis L. Judd, Alex Martin,  
Jay McClelland, Willo Pequegnat, Daniel Schacter, and Ellen Stover

## ABSTRACT

This article presents an extended (7-9 hours) and a brief (1-2 hours) battery designed to evaluate early cognitive changes associated with seropositive, asymptomatic persons. The battery was recommended by an NIMH Workgroup which was guided by 10 principles in its development. The domains assessed by the battery are: (1) Indicators of Premorbid Intelligence; (2) Attention; (3) Speed of Processing; (4) Memory; (5) Abstraction; (6) Language; (7) Visuoception; (8) Constructional Abilities; (9) Motor Abilities; and (10) Psychiatric Assessment. Although the battery assesses a wide range of psychological functioning, specific emphasis has been placed on divided and sustained attention as well as speed of processing and retrieval from working and long-term memory. Descriptions of both the traditional clinical tests and tasks used in cognitive psychology are provided. Although the Workgroup strongly recommends the use of the extended battery in order to



[www.flsidea.org](http://www.flsidea.org)



# What Do We Know About Screening Tools?

- 1) HIV Dementia Scale (HDS)
- 2) HNRC (Carey, 2004): 2 combinations of Cognitive Measures
- 3) Brief Z Scores: NPZ4, NPZ9, NPZ16, ...
- 4) Computerized Time Reaction Tests
- 5) CogState (Cysique, 2006)
- 6) Algorithm (Cysique, 2010)
- 7) NEU (Muñoz-Moreno, 2010): Brief Instrument in Development



# HIV Dementia Scale

## 1) HIV Dementia Scale (HDS):

- Brief (10-15 minutes)
- Easy instructions (5 items)
- Well validated (USA and Uganda)

But...

- Specific for dementia
- Sensitivity with clinical manifestations

*JAIDS, 2003: Clifford A. Smith, Wilfred G. van Gorp, Elizabeth R. Ryan, Stephen J. Ferrando, Judith Rabkin*



# HNRC (Carey, 2004)

## Initial Validation of a Screening Battery for the Detection of HIV-Associated Cognitive Impairment

Catherine L. Carey<sup>1,2</sup>, Steven Paul Woods<sup>1,3</sup>, Julie D. Rippeth<sup>1,3</sup>,  
Raul Gonzalez<sup>1,2</sup>, David J. Moore<sup>1,2</sup>, Thomas D. Marcotte<sup>1,2,3</sup>, Igor Grant<sup>1,2,3</sup>,  
Robert K. Heaton<sup>1,2,3</sup>, and the HNRC Group

### ABSTRACT

This study sought to develop and validate a screening battery for detecting HIV-related neuropsychological (NP) impairment. Six NP measures representing the ability areas most likely affected by HIV infection were paired in 14 combinations and their diagnostic accuracy rates compared. The measures were selected from a larger NP battery administered to 190 HIV-seropositive (HIV+) participants. Screening battery performance was classified as NP impaired if demographically corrected *T*-scores fell below 40 on both tests, or below 35 on one test. Using blind clinical ratings of NP test results from the larger battery as the “gold standard” for global NP status (impaired or unimpaired), we found that several test combinations demonstrated adequate diagnostic accuracy in detecting NP impairment. The most sensitive test combinations were the Hopkins Verbal Learning Test – Revised (HVLT–R; Total Recall) and the Grooved Pegboard Test nondominant hand (PND) pair and the HVLT–R and WAIS-III Digit Symbol (DS) subtest pair (sensitivity = 78% and 75%, respectively). Both test combinations (HVLT–R/PND, HVLT–R/DS) were more accurate than the HIV Dementia Scale (HDS) in classifying HIV+ participants as NP impaired or unimpaired. Results suggest that demographically corrected *T*-scores from pairs of common NP measures may serve as valid screening instruments to identify subjects with HIV-related neurocognitive impairment who could benefit from more extensive NP examination.



# Reduced Z Scores

3) Used in different AIDS Clinical Trial Group (ACTG) studies - **NPZ4:**

- Brief (20-25 minutes)
- Standardized
- Used in longitudinal studies

But...

- Assessing 3 areas
- Learning / training effect??



# Computerized Tools

## 4) Computerized vs Traditional Batteries:

- ➡ They do not measure exactly the same
- ➡ Both are adequate for neurocognitive testing
- ➡ Traditional batteries continue as appropriate

*González et al, JINS,  
2003*

Computerized reaction time battery *versus*  
a traditional neuropsychological battery:  
Detecting HIV-related impairments



# CogState

## 5) **CogState** (Cysique, 2006):

- Computerized
- Assessing 3 areas
- 10-15 minutes

The assessment of cognitive function in advanced  
HIV-1 infection and AIDS dementia complex using  
a new computerised cognitive test battery

Lucette A.J. Cysique<sup>a,\*</sup>, Paul Maruff<sup>b,c</sup>, David Darby<sup>c,d</sup>, Bruce J. Brew<sup>e</sup>





# New Screening Algorithm (Cysique, 2010)

## A screening algorithm for HIV-associated neurocognitive disorders

LA Cysique,<sup>1</sup> JM Murray,<sup>2,3</sup> M Dunbar,<sup>2</sup> V Jeyakumar<sup>2</sup> and BJ Brew<sup>4</sup>

### Results

The final algorithm utilized age, current CD4 cell count, past central nervous system HIV-related diseases and current treatment duration and required approximately 3 min to complete, with a good overall prediction accuracy of 78% (against the gold standard; NP-impairment status derived from standard NP testing) and a good specificity of 70%.

### Conclusion

This noncognitive-based algorithm should prove useful to identify HIV-infected patients with advanced disease at high risk of HAND who require more formal assessment. We propose staged guidelines, using the algorithm, for improved HAND therapeutic management. Future larger, international studies are planned to test the predictive effect of nadir CD4 cell count, hepatitis C virus infection, gender, ethnicity and HIV viral clade. We recommend the use of this first version for HIV-infected Caucasian men with advanced disease.

$$\begin{aligned} \text{NP impairment: } & 0.351 \times \text{age} - 0.005 \times \text{CD4} - 0.681 \\ & \times \log_{10} \text{HIV RNA} - 0.225 \\ & \times \text{HIV duration} + 3.356 \\ & \times \text{CNS disease} - 0.098 \\ & \times \text{CART duration} - 9.8748 \geq 0. \end{aligned}$$





# Brief Quantitative Instrument in Development

## 7) **NEU Instrument** (Muñoz-Moreno, et al):

- Brief (25-30 minutes)
- Assessing 7 areas
- Not only a screening tool: quantitative outcomes  
(adapted to HAND diagnosis)
- Printable
- Easy instructions and correction





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#### PRESENTACIÓN:

A continuación le presentamos el **Test NEU**, un instrumento que evalúa el funcionamiento neurocognitivo de personas infectadas con el VIH. Está compuesto por diferentes pruebas, las cuales evalúan 7 funciones neurocognitivas.  
Por favor, siga atentamente las instrucciones que se detallan a continuación hasta llegar al final del documento.

#### DATOS DEL PACIENTE:

|            |        |
|------------|--------|
| INICIALES: | FECHA: |
| ID:        |        |

#### DATOS DEL EVALUADOR:

|         |        |
|---------|--------|
| NOMBRE: | CARGO: |
| CENTRO: |        |

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#### 1. PRUEBA DE MEMORIA Y APRENDIZAJE:

**1º. Ensayo 1:** "A continuación le leeré unas palabras. Cuando acabe me gustaría que me repitiera tantas palabras como le sea posible, teniendo en cuenta que el orden no importa".

**2º. Antes de los ensayos 2, 3, 4 y 5:** "Ahora le volveré a repetir las mismas palabras. Por favor, cuando acabe algunas tantas como le sea posible, teniendo en cuenta que ha de volver a decirme todas las que pueda, a pesar de que las haya dicho antes, y sin importar el orden".

| LISTA A       | ENSAYO1 | ENSAYO2 | ENSAYO3 | ENSAYO4 | ENSAYO5 |
|---------------|---------|---------|---------|---------|---------|
| CARICÓN       |         |         |         |         |         |
| ESPAÑACA      |         |         |         |         |         |
| SIENA         |         |         |         |         |         |
| ESTANTERIA    |         |         |         |         |         |
| CERULLA       |         |         |         |         |         |
| WOTO          |         |         |         |         |         |
| CARA          |         |         |         |         |         |
| CEBRA         |         |         |         |         |         |
| TREN          |         |         |         |         |         |
| SELA          |         |         |         |         |         |
| APFO          |         |         |         |         |         |
| VACA          |         |         |         |         |         |
| ESCRITORIO    |         |         |         |         |         |
| SARGO         |         |         |         |         |         |
| AROLLA        |         |         |         |         |         |
| CSL           |         |         |         |         |         |
| TOTAL         |         |         |         |         |         |
| CORRECTAS     |         |         |         |         |         |
| Perccepciones |         |         |         |         |         |
| Intrusiones   |         |         |         |         |         |

**3º.** "Ahora le leeré una lista de palabras totalmente diferente. Cuando acabe debería decirme todas aquellas palabras que pueda sin tener en cuenta el orden".

| LISTA B    | ENSAYO 1 |
|------------|----------|
| VIOLIN     |          |
| PIRINO     |          |
| ELIFANTE   |          |
| AKAMARO    |          |
| NABO       |          |
| GUSTABRA   |          |
| SOFIANO    |          |
| QUEVA      |          |
| CLARENTE   |          |
| GABARIE    |          |
| MAIZ       |          |
| CONERO     |          |
| PATRO      |          |
| SACRIFICIO |          |
| TIGRE      |          |
| RABANO     |          |
| CORRECTAS  |          |

2

**4º.** Ahora se trata de hacer lo mismo que acaba de hacer, diciendo el color de la cinta, sin tener en cuenta la que está escrita, lo más rápidamente que pueda" **45 segundos**

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| ROJO  | AZUL  | VERDE | ROJO  | AZUL  |
| VERDE | VERDE | ROJO  | AZUL  | VERDE |
| AZUL  | ROJO  | AZUL  | VERDE | ROJO  |
| VERDE | AZUL  | ROJO  | ROJO  | AZUL  |
| ROJO  | ROJO  | VERDE | AZUL  | VERDE |
| AZUL  | VERDE | AZUL  | VERDE | ROJO  |
| ROJO  | AZUL  | VERDE | AZUL  | VERDE |
| AZUL  | VERDE | ROJO  | VERDE | ROJO  |
| VERDE | ROJO  | AZUL  | ROJO  | AZUL  |
| AZUL  | VERDE | VERDE | AZUL  | VERDE |
| VERDE | ROJO  | AZUL  | ROJO  | ROJO  |
| ROJO  | AZUL  | ROJO  | VERDE | AZUL  |
| VERDE | ROJO  | AZUL  | ROJO  | VERDE |
| AZUL  | AZUL  | ROJO  | VERDE | ROJO  |
| ROJO  | VERDE | VERDE | AZUL  | AZUL  |
| AZUL  | AZUL  | ROJO  | VERDE | ROJO  |
| ROJO  | VERDE | AZUL  | ROJO  | VERDE |
| VERDE | ROJO  | VERDE | AZUL  | AZUL  |
| ROJO  | AZUL  | ROJO  | VERDE | ROJO  |
| VERDE | ROJO  | VERDE | AZUL  | VERDE |

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#### 2. PRUEBA DE ATENCIÓN Y MEMORIA DE TRABAJO:

**1º.** "Ahora le leeré una secuencia de números. Cuando acabe, por favor, como la podría repetir?"

|        | ORDEN DIRECTO       | Punt. Intento | Punt. Elemento |
|--------|---------------------|---------------|----------------|
| 2      | 1 1-7               | 0 1           | 0 1 2          |
| 3      | 1 5-8-2             | 0 1           | 0 1 2          |
| 4      | 1 6-4-3-9           | 0 1           | 0 1 2          |
| 5      | 1 4-2-7-3-1         | 0 1           | 0 1 2          |
| 6      | 1 6-1-9-7-4-3       | 0 1           | 0 1 2          |
| 7      | 1 5-9-1-7-4-2-8     | 0 1           | 0 1 2          |
| 8      | 1 5-8-1-9-2-6-4-7   | 0 1           | 0 1 2          |
| 9      | 1 2-7-5-8-6-2-5-8-4 | 0 1           | 0 1 2          |
| TOTAL: |                     |               |                |

**2º.** "Ahora volveré a leerle secuencias de números. Cuando acabe me las debería repetir, pero en orden inverso (comenzando por el más hasta llegar al primero)".

|        | ORDEN INVERSO     | Punt. Intento | Punt. Elemento |
|--------|-------------------|---------------|----------------|
| 2      | 1 2-4             | 0 1           | 0 1 2          |
| 3      | 1 6-2-9           | 0 1           | 0 1 2          |
| 4      | 1 3-2-7-9         | 0 1           | 0 1 2          |
| 5      | 1 1-5-2-8-6       | 0 1           | 0 1 2          |
| 6      | 1 5-3-9-4-1-8     | 0 1           | 0 1 2          |
| 7      | 1 8-1-2-9-3-6-5   | 0 1           | 0 1 2          |
| 8      | 1 9-4-3-7-6-2-5-8 | 0 1           | 0 1 2          |
| TOTAL: |                   |               |                |

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**3º.** "Ahora debati puede ver un conjunto de números. Su tarea consiste en unirlos con una línea o más rápidamente posible, teniendo en cuenta que no puede levantar el lápiz del papel".

**EJEMPLO:**



**PRUEBA:**



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#### 6. PRUEBA DE FLUENCIA VERBAL:

**1º.** "Ahora le voy a decir una letra y usted deberá decir todos aquellos palabras que se le ocurran que empiecen con esa misma letra. En este caso NO podrá decir nombres propios (por ejemplo, nombres de personas o ciudades), ni tampoco derivados (aumentativos, diminutivos, ...)".  
**1 minuto por letra.**

|    |  |
|----|--|
| R: |  |
| A: |  |
| S: |  |

**2º.** "Ahora deberá decirme todos los animales que se le ocurran. Hasta que yo le diga basta".  
**1 minuto.**

|           |  |
|-----------|--|
| ANIMALES: |  |
|-----------|--|

¡Muchas gracias por su colaboración!

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# Other Tools?

## Neurophysiology and neuroimaging:

- 1) Research setting: economical cost, variable feasibility in clinical practice, ...
- 2) Lower number of published studies, although increasing!
- 3) Expectation in future, because of probable advances...

However, relevant to exclude other causes:  
**for differential diagnosis**



# **PRACTICE PART:**

## **Neurocognitive Testing**



# Requirements for Comprehensive NC Testing

- Assessment of the 7 recommended areas
- Evaluation and control of demographic, clinical and emotional variables
- Exclusion of other conditions not associated with NCI currently or in past (possible confounds to HIV-associated neurocognitive disorders)
  - CNS-related pathology
  - Drug use
  - Psychiatric conditions
  - ...
- To follow the diagnosis classification proposed by:

**Antinori et al, 2007 in Neurology**



# Neuropsychological Tests

## INFORMATION PROCESSING

SPEED:



- TMT-A: Trail Making Test - Part A

MOTOR FUNCTION:



- GPT: Grooved Pegboard Test

VERBAL MEMORY:



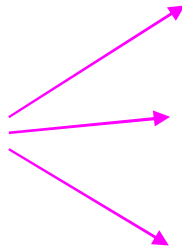
- CVLT-II: California Verbal Learning Test - II

LEARNING:



- TMT-B: Trail Making Test - Part B

EXECUTIVE FUNCTIONS:



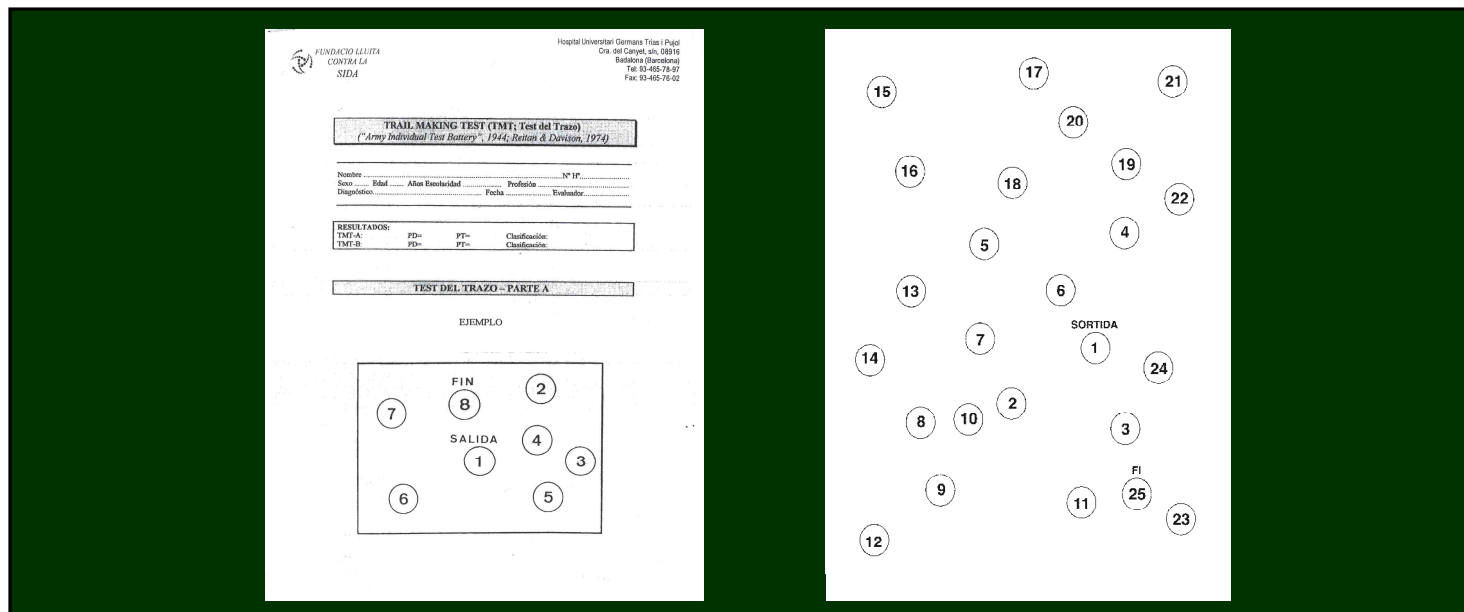
- WCST: Wisconsin Card Sorting Test

- Stroop's Test



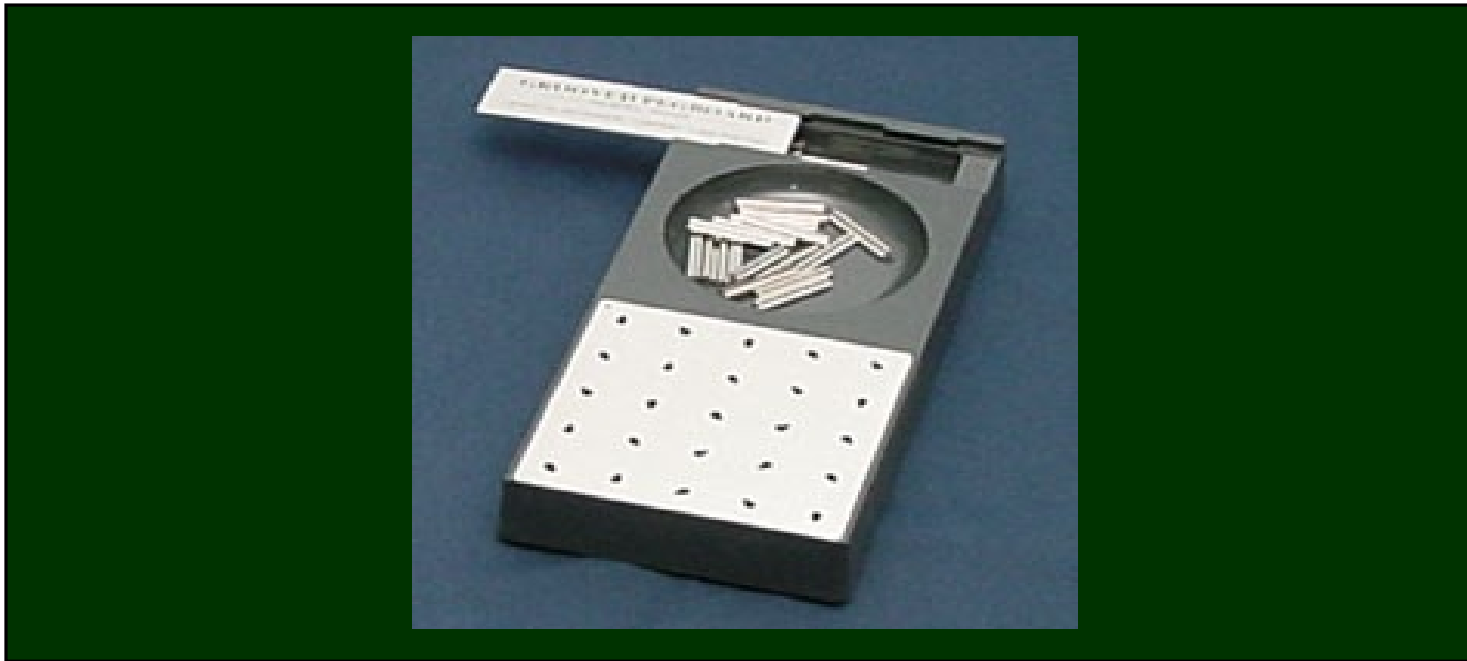
# Information Processing Speed

## Trail Making Test - Part A (TMT-A)



# Motor Function

## Grooved Pegboard Test





# Verbal Memory and Learning

## California Verbal Learning Test - II

**CVLT-II CALIFORNIA VERBAL LEARNING TEST ADULT VERSION**  
RESEARCH EDITION  
Dore C. Delis, Joel H. Kramer, Edith Kaplan, and Beth A. Ober

**Examinee Information:**  
Name \_\_\_\_\_ ID No. \_\_\_\_\_  
Sex \_\_\_\_\_ Age \_\_\_\_\_ Race \_\_\_\_\_ Education \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Occupation \_\_\_\_\_  
Handedness \_\_\_\_\_ Paralysis? \_\_\_\_\_  
Current Medications \_\_\_\_\_  
Diagnosis\* \_\_\_\_\_ Date of Onset \_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_

\*Diagnosis should include history of: 1) neurological injury or disease; 2) medical illness; 3) psychiatric disorder; 4) loss of consciousness and duration of episode; 5) substance abuse; and/or 6) developmental learning disability.

Examiner \_\_\_\_\_ Date of Administration \_\_\_\_\_

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9-030503

**LIST A (Monday List)**  
TALABO  
CIGUAS  
CANSA  
FELIJL  
VASE  
TIMIENTA  
JESSEY  
PARETILLO  
LNUREL  
PAREMARIAS  
BETREVALAND  
CHALSTA  
TANILLO  
CERIAS  
ALICATES  
PANTLUSV

**LIST A: Immediate Free Recall, Trials 1-3**  
Instructions to Examinee  
Trial 1:  
Let's suppose you were going shopping on Monday. I'm going to read a list of items for you to say. Listen carefully and when I'm through, I want you to say back as many of the items as you can. It doesn't matter what order you say them in -- just tell me as many as you can. Are you ready?  
Trial 2:  
I'm going to repeat Monday's shopping list. Again, I want you to say back as many items as you can, in any order. Be sure to also say the items on the list that you told me the first time.  
Trial 3:  
I'm going to repeat Monday's shopping list. Again, I want you to say back as many items as you can, in any order, including items you may have already told me.

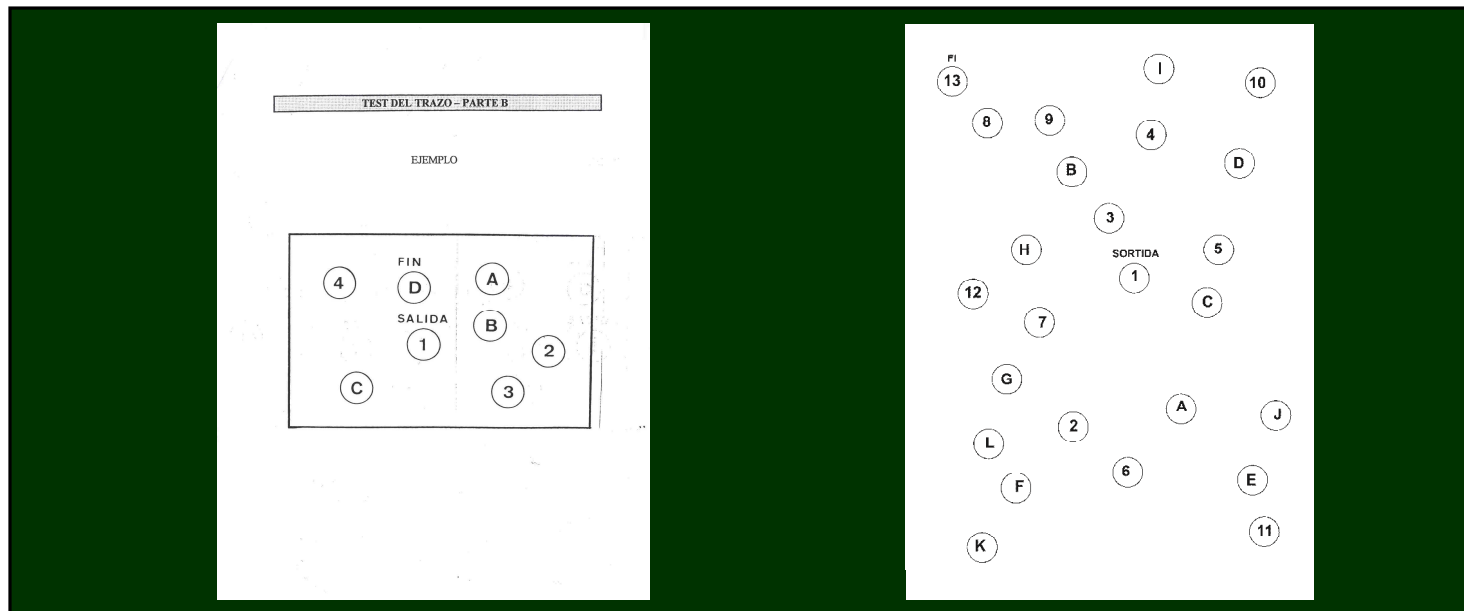
**KEY FOR CODING RESPONSE TYPE**  
C = Correct  
P = Perseveration  
I = Intrusion

| Trial 1 Responses |          | Trial 2 Responses |          | Trial 3 Responses |          |
|-------------------|----------|-------------------|----------|-------------------|----------|
| Type              | Response | Type              | Response | Type              | Response |
|                   | 1        |                   | 1        |                   | 1        |
|                   | 2        |                   | 2        |                   | 2        |
|                   | 3        |                   | 3        |                   | 3        |
|                   | 4        |                   | 4        |                   | 4        |
|                   | 5        |                   | 5        |                   | 5        |
|                   | 6        |                   | 6        |                   | 6        |
|                   | 7        |                   | 7        |                   | 7        |
|                   | 8        |                   | 8        |                   | 8        |
|                   | 9        |                   | 9        |                   | 9        |
|                   | 10       |                   | 10       |                   | 10       |
|                   | 11       |                   | 11       |                   | 11       |
|                   | 12       |                   | 12       |                   | 12       |
|                   | 13       |                   | 13       |                   | 13       |
|                   | 14       |                   | 14       |                   | 14       |
|                   | 15       |                   | 15       |                   | 15       |
|                   | 16       |                   | 16       |                   | 16       |
|                   | 17       |                   | 17       |                   | 17       |
|                   | 18       |                   | 18       |                   | 18       |
|                   | 19       |                   | 19       |                   | 19       |
|                   | 20       |                   | 20       |                   | 20       |



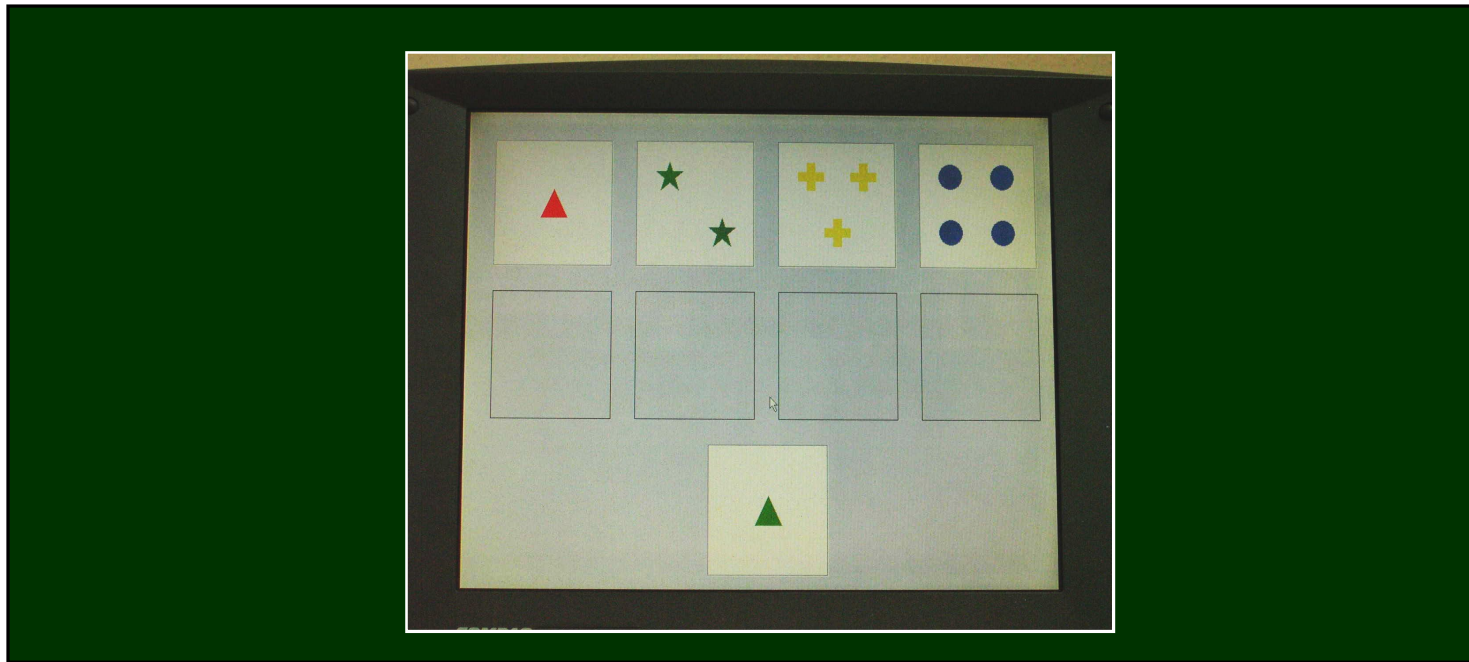
# Executive Functioning

## Trail Making Test - Part B (TMT-B)



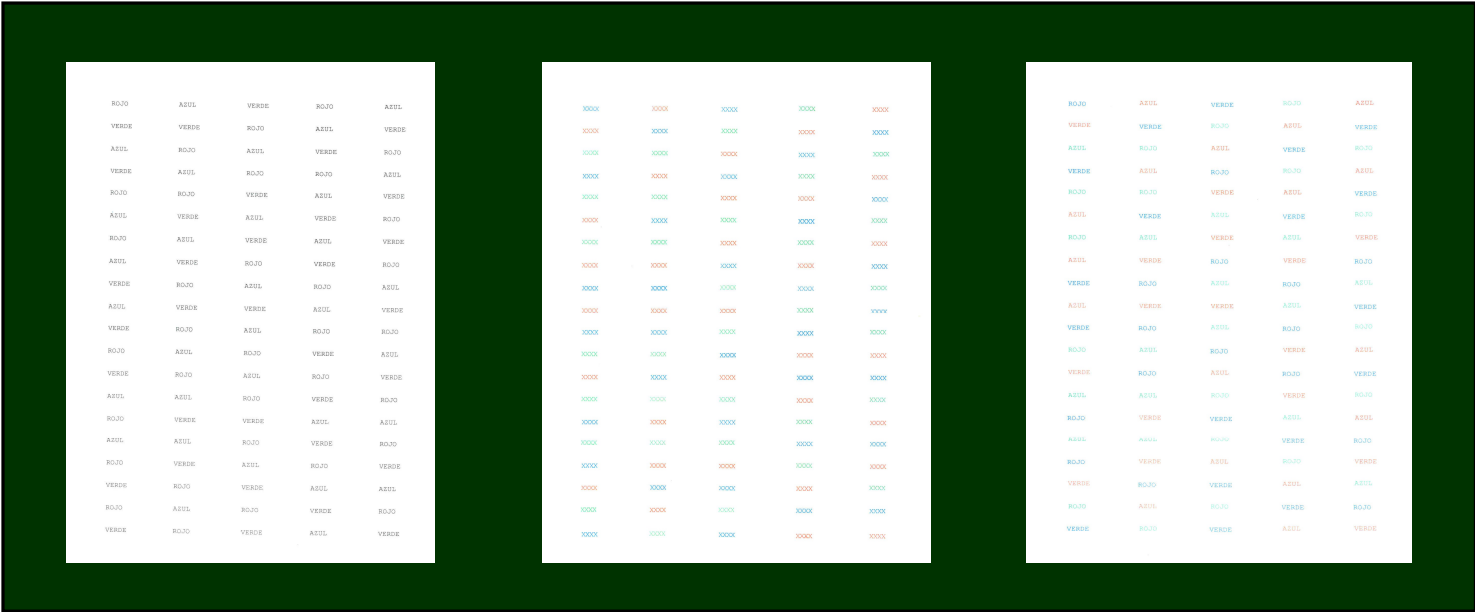
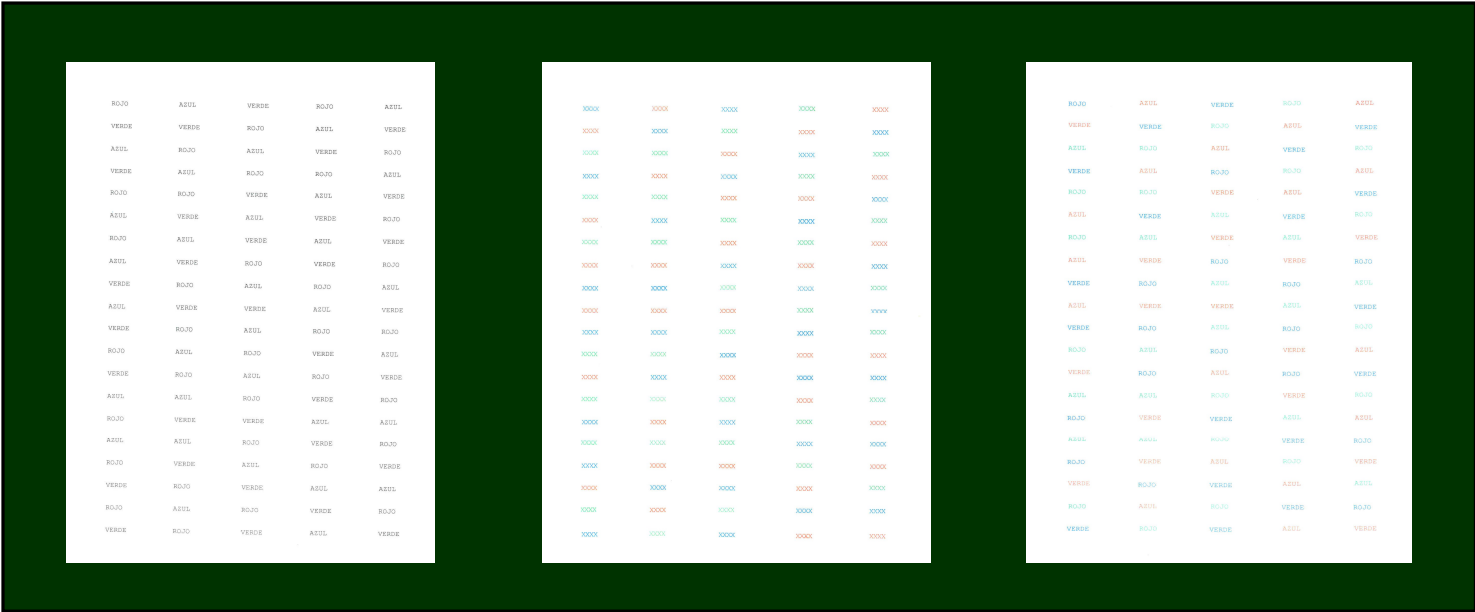
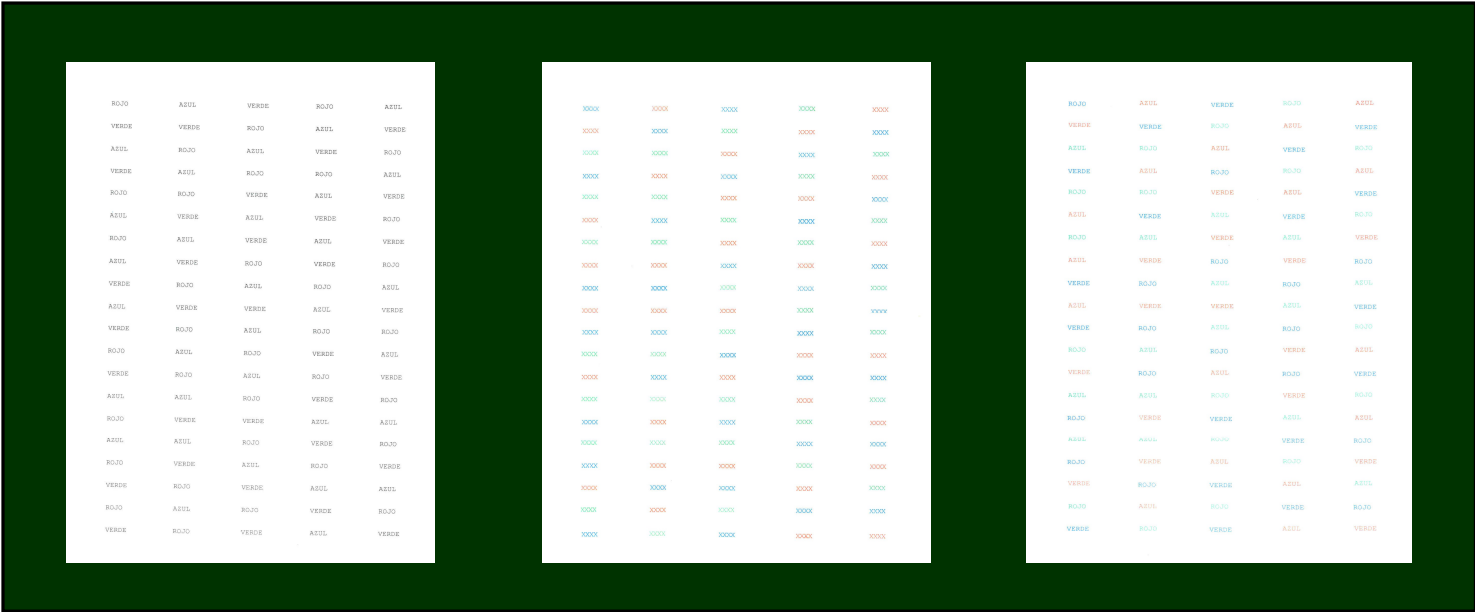
# Executive Functioning

## Wisconsin Card Sorting Test (WCST)



## Executive Functioning

## Stroop's Test



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# Confounding Factors

## Neurology, 2007:

**Table 1.** Criteria for clinical diagnosis of central nervous system disorders in HIV-infected adults and adolescents

**Table 2.** HAND Criteria

**Table 3.** Examples of Tests

**Table 4.** Guidelines for classifying confounds to HIV-associated neurocognitive disorders



# Confounding Factors

*"Evidence of another etiology, including active CNS opportunistic infection or malignancy, psychiatric disorders (e.g., depressive disorder), active alcohol or substance use, or acute or chronic substance withdrawal, must be sought from history, physical and psychiatric examination, and appropriate laboratory and radiologic investigation (e.g., lumbar puncture, neuroimaging). If another potential etiology (e.g., major depression) is present, it is not the cause of the above cognitive, motor, or behavioral symptoms and signs."*

Mainly:

- Drug abuse
- CNS opportunistic infections
- Psychiatric or emotional disorders



# Depression and Anxiety Symptoms

## - Hospital Anxiety and Depression Scale (HADS):

Zigmond AS, Snaith RP. The Hospital Anxiety and Depression Scale. *Acta Psychiatr Scand* 1983; 67: 361-370.

## - Beck Depression Inventory (BDI):

Beck AT, Rush AJ, Shaw BF, and Emery G: *Cognitive Therapy of Depression*. Guilford Press, New York, 1979.

## - State-Trait Anxiety Inventory (STAI):

Spielberger CD, Gorsuch RL, and Lushene RE: *Manual for the State-Trait Anxiety Inventory*. Consulting Psychologists Press, Palo Alto, CA, 1970.



# Depression Symptoms

## Hospital Anxiety and Depression Scale (HADS)

1. Me siento tenso o "nervioso"

- ☐ Todos los días
- ☐ Muchas veces
- ☐ A veces
- ☐ Nunca

2. Todavía disfruto con lo que antes me gustaba

- ☐ Como siempre
- ☐ No lo bastante
- ☐ Sólo un poco
- ☐ Nada

3. Tengo una sensación de miedo, como si algo horrible me fuera a suceder

- ☐ Definitivamente, y es muy fuerte
- ☐ Sí, pero no es muy fuerte
- ☐ Un poco, pero no me preocupa
- ☐ Nada

4. Puedo reírme y ver el lado divertido de las cosas

- ☐ Al igual que siempre lo hice
- ☐ No tanto ahora
- ☐ Casi nunca
- ☐ Nunca

5. Tengo mi mente llena de preocupaciones

- ☐ La mayoría de las veces
- ☐ Con bastante frecuencia
- ☐ A veces, aunque no muy a menudo
- ☐ Sólo en ocasiones

- 14 items  
- 2 scales  
- 1 total scale





# Depression Symptoms

## Beck Depression Inventory (BDI)

|   |                          |   |  |
|---|--------------------------|---|--|
| 1 | <input type="checkbox"/> | a | No me siento triste  |
|   | <input type="checkbox"/> | b | Me siento triste   |
|   | <input type="checkbox"/> | c | Siempre me siento triste, no puedo evitarlo                        |
|   | <input type="checkbox"/> | d | Me siento tan triste o infeliz que no puedo soportarlo             |
| 2 | <input type="checkbox"/> | a | No me siento especialmente desanimado ante el futuro               |
|   | <input type="checkbox"/> | b | Me siento desanimado ante el futuro                                |
|   | <input type="checkbox"/> | c | No hay nada que me haga ilusión                                    |
|   | <input type="checkbox"/> | d | Veó el futuro sin esperanza y creo que las cosas no pueden mejorar |
| 3 | <input type="checkbox"/> | a | No me siento fracasado   |
|   | <input type="checkbox"/> | b | Me siento más fracasado que la mayoría de la gente                 |
|   | <input type="checkbox"/> | c | Cuando recuerdo mi pasado no veo más que fracasos                  |
|   | <input type="checkbox"/> | d | Creo que soy un fracaso total como persona                         |
| 4 | <input type="checkbox"/> | a | Disfruto de las cosas igual que siempre                            |
|   | <input type="checkbox"/> | b | No disfruto de las cosas como antes                                |
|   | <input type="checkbox"/> | c | Nada me produce verdadera satisfacción                             |
|   | <input type="checkbox"/> | d | Estoy insatisfecho o aburrido de todo                              |
| 5 | <input type="checkbox"/> | a | No me siento especialmente culpable                                |
|   | <input type="checkbox"/> | b | Me siento culpable con frecuencia                                  |
|   | <input type="checkbox"/> | c | Me siento culpable la mayor parte del tiempo                       |
|   | <input type="checkbox"/> | d | Me siento culpable todo el tiempo                                  |

- 21 items  
- 1 scale  
- 2 sub-scales



# Anxiety Symptoms

## State-Trait Anxiety Inventory (STAI)

|   | Casi<br>nunca | A<br>veces | A<br>menudo | Casi<br>siempre |
|---|---------------|------------|-------------|-----------------|
| 1. Me siento bien .....   | 1             | 2          | 3           | 4               |
| 2. Me siento nervioso/a e inquieto/a .....                              | 1             | 2          | 3           | 4               |
| 3. Me siento satisfecho/a conmigo mismo/a.....                          | 1             | 2          | 3           | 4               |
| 4. Me gustaría poder ser tan feliz como otros parecen<br>serlo .....    | 1             | 2          | 3           | 4               |
| 5. Me siento un fracaso .....   | 1             | 2          | 3           | 4               |
| 6. Me siento descansado/a .....   | 1             | 2          | 3           | 4               |
| 7. Soy una persona tranquila, serena y sosegada .....                   | 1             | 2          | 3           | 4               |
| 8. Veo que las dificultades se amontonan y no puedo<br>superarlas ..... | 1             | 2          | 3           | 4               |
| 9. Me preocupo demasiado por cosas sin importancia .....                | 1             | 2          | 3           | 4               |
| 10. Soy feliz .....   | 1             | 2          | 3           | 4               |
| 11. Tengo pensamientos que me perturban .....                           | 1             | 2          | 3           | 4               |
| 12. Me falta confianza en mí mismo/a .....                              | 1             | 2          | 3           | 4               |

- 20 items

- 1 scale



## Which Patients?



# Characteristics of Patients: Which Predictors?

**According to biomarkers?**

**According to clinical factors?**

**According to demographic variables?**

**According to emotional variables?**

**According to subjective complaints?**



# Characteristics of Patients: Which Predictors?

**According to biomarkers?**

**According to clinical factors?**

**According to demographic variables?**

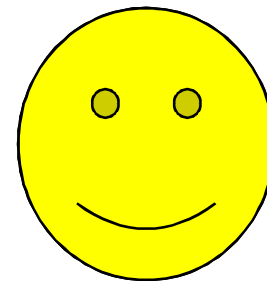
**According to emotional variables?**

**According to subjective complaints?**



# Biomarkers

Dr. Letendre and Dr. Antinori



# Characteristics of Patients: Which Predictors?

According to biomarkers?

**According to clinical factors?**

According to demographic variables?

According to emotional variables?

According to subjective complaints?



# Clinical Factors

➡ High number of clinical factors are associated

Some of most representative:

- ➡ AIDS
- ➡ CD4 Nadir
- ➡ Time with HIV
- ➡ Interruptions of ART
- ➡ Coinfection with HCV
- ➡ Virological Failure (in Plasma)
- ➡ CSF Viral Load \*





# New Potential Risk Factors

*Tozzi et al, Journal of Neurovirology, 2005*

To assess prevalence and risk factors for human immunodeficiency virus (HIV)-related neurocognitive impairment (NCI), the authors performed a 7-year survey in the period 1996 to 2002. A total of 432 patients were examined. HIV-related NCI was diagnosed in 238 patients (55.1%), meeting the HIV dementia (HIV-D) criteria in 45 (10.4%). The prevalence of both NCI and HIV-D did not change significantly during the study period. Compared with patients without NCI, patients with NCI were older (40.4 versus 38.2 years;  $P = .003$ ), had a higher prevalence of positive HCV serology (61.1% versus 38.9%;  $P = .003$ ), and a lower nadir CD4 cell count (156 versus 222 cells/ $\mu$ l;  $P < .001$ ). Compared with patients seen during 1996 to 1999, patients with NCI seen during 2000 to 2002 were older (40.7 versus 38.8 years;  $P = .004$ ), had a less advanced disease stage (previous acquired immunodeficiency syndrome [AIDS] 28.8% versus 65.7%;  $P < .001$ ) and a higher nadir CD4 count (174 versus 132 cells/ $\mu$ l;  $P = .026$ ). This study showed an unchanged prevalence of both HIV-related NCI and HIV-D in the period 1996 to 2002. The authors found evidences for new additional potential risk factors for HIV-related NCI (older age, lower nadir CD4 count, positive hepatitis C virus [HCV] serology), and for a change of risk factors for NCI in the late highly active antiretroviral therapy (HAART) era (older age, less advanced disease, higher nadir CD4 count). *Journal of NeuroVirology* (2005) 11, 265–273.



# Nadir CD4 Cell Count

## Nadir CD4 Cell Count Predicts Neurocognitive Impairment in HIV-Infected Patients

Jose A. Muñoz-Moreno,<sup>1,2</sup> Carmina R. Fumaz,<sup>1,2</sup> Maria J. Ferrer,<sup>1,2</sup> Anna Prats,<sup>1,2</sup>  
Eugènia Negredo,<sup>1,2</sup> Maite Garolera,<sup>3</sup> Núria Pérez-Álvarez,<sup>1,4</sup> José Moltó,<sup>1,2</sup>  
Guadalupe Gómez,<sup>4</sup> and Bonaventura Clotet<sup>1,2,5</sup>

Poster # 429

Ronald J. Ellis | 220 Dickinson St., Suite B, MC 8231 | San Diego, CA 92103 | Phone: 619-543-5079 | Fax: 619-543-4744 | roellis@ucsd.edu

### Higher CD4 Nadir is Associated with Reduced Rates of HIV-Associated Neurocognitive Disorders in the CHARTER Study: Potential Implications for Early Treatment Initiation

Ronald J. Ellis, M.D., Ph.D.<sup>1</sup>, Robert K. Heaton, Ph.D.<sup>1</sup>, Scott Letendre, M.D.<sup>1</sup>, Jayraan Badjee, M.P.H.<sup>1</sup>, Jose A. Muñoz-Moreno, M.S.<sup>1</sup>, Florin Vaida, Ph.D.<sup>1</sup>, David B. Clifford, M.D.<sup>2</sup>, Benjamin B. Gelman, M.D., Ph.D.<sup>3</sup>, David M. Simpson, M.D.<sup>4</sup>, Igor Grant, M.D.<sup>5</sup>, for the CHARTER Group

<sup>1</sup>University of California, San Diego; <sup>2</sup>Washington University, St. Louis; <sup>3</sup>University of Texas Medical Branch, Galveston; <sup>4</sup>Mount Sinai School of Medicine



**Muñoz-Moreno,  
et al, 2008**

TABLE 2. NEUROCOGNITIVE IMPAIRMENT BY NADIR CD4 CELL COUNT CUTOFF

|                               | No. of patients | % of impaired patients (n) | p value |
|-------------------------------|-----------------|----------------------------|---------|
| Nadir CD4 cutoff 200 cells/ml |                 |                            |         |
| Nadir ≤200                    | 26              | 73.1 (19)                  | 0.12    |
| Nadir >200                    | 38              | 52.6 (20)                  |         |
| Nadir CD4 cutoff 250 cells/ml |                 |                            |         |
| Nadir ≤250                    | 33              | 66.7 (22)                  | 0.31    |
| Nadir >250                    | 30              | 53.3 (16)                  |         |
| Nadir CD4 cutoff 300 cells/ml |                 |                            |         |
| Nadir ≤300                    | 36              | 63.9 (23)                  | 0.59    |
| Nadir >300                    | 23              | 56.5 (13)                  |         |
| Nadir CD4 cutoff 350 cells/ml |                 |                            |         |
| Nadir ≤350                    | 35              | 57.1 (20)                  | 0.76    |
| Nadir >350                    | 16              | 62.5 (10)                  |         |

**Ellis, CROI, 2010**



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# And Interruptions of ART?

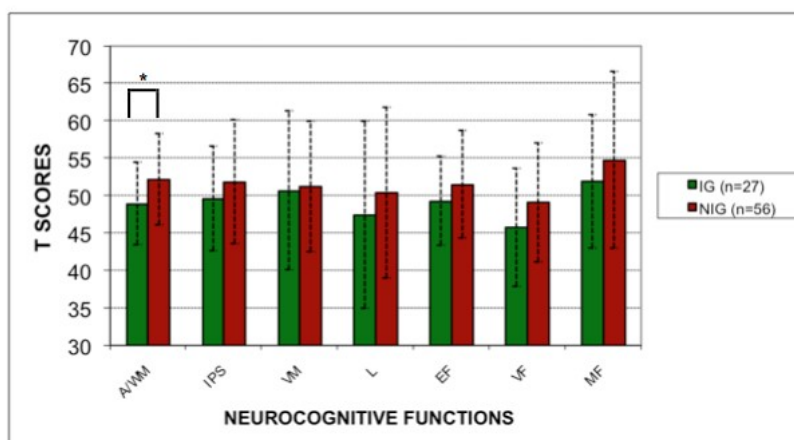
Journal of NeuroVirology, 00: 1-11, 2010  
© 2010 Journal of NeuroVirology  
ISSN 1355-0284 print/1538-2443 online  
DOI: 10.3109/13550281003767710

informa  
healthcare

## Interruptions of antiretroviral therapy in human immunodeficiency virus infection: are they detrimental to neurocognitive functioning?

Jose A. Muñoz-Moreno,<sup>1,2</sup> Carmina R. Fumaz,<sup>1,2</sup> Anna Prats,<sup>1,2</sup> Maria J. Ferrer,<sup>1,2</sup> Eugènia Negredo,<sup>1,2</sup> Núria Pérez-Álvarez,<sup>1,3</sup> José Moltó,<sup>1,2</sup> Guadalupe Gómez,<sup>3</sup> Maite Garolera,<sup>4</sup> and Bonaventura Clotet<sup>1,2,5</sup>

<sup>1</sup>Lluita contra la SIDA Foundation, Germans Trias i Pujol University Hospital, Badalona, Barcelona, Catalonia, Spain; <sup>2</sup>Autònoma de Barcelona University, Barcelona, Catalonia, Spain; <sup>3</sup>Politécnica de Catalunya University, Barcelona, Catalonia, Spain; <sup>4</sup>Consorci Sanitari de Terrassa Hospital, Terrassa, Barcelona, Catalonia, Spain; and <sup>5</sup>IrsiCaixa Foundation, Badalona, Barcelona, Catalonia, Spain



\* : p<0.05.



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# Characteristics of Patients: Which Predictors?

According to biomarkers?

According to clinical factors?

**According to demographic variables?**

According to emotional variables?

According to subjective complaints?



# Demographic Factors

Well identified:

☞ **Age**

☞ **Alcohol and Drug Use**

☞ **Education**



# Characteristics of Patients: Which Predictors?

According to biomarkers?

According to clinical factors?

According to demographic variables?

**According to emotional variables?**

According to subjective complaints?



# Emotional Status

- ➡ Both **Depression** and **Anxiety** symptoms related to self-reported NC complaints
- ➡ Neurocognitive impairment and depression different independent mechanisms
- ➡ Wide evidence about the need of including both constructs in assessments!



# Characteristics of Patients: Which Predictors?

According to biomarkers?

According to clinical factors?

According to demographic variables?

According to emotional variables?

**According to subjective complaints?**





# Self-reported NC Complaints

FIGURE 1.

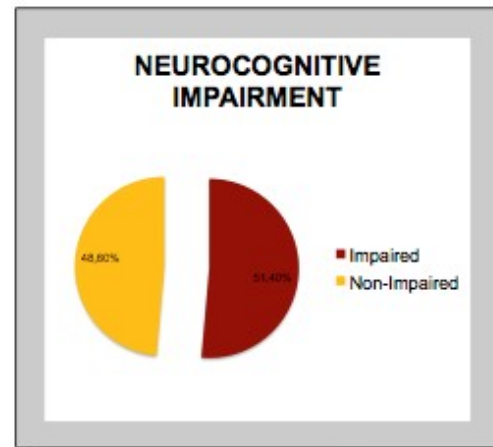
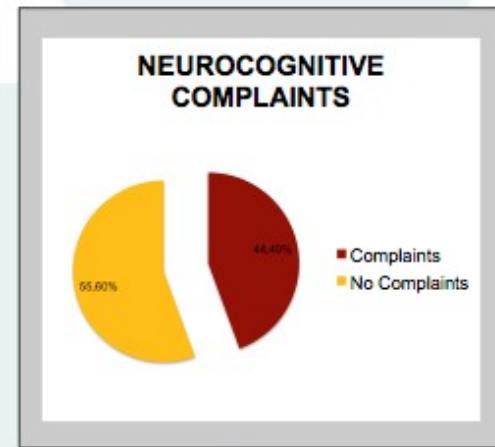


FIGURE 2.



*Muñoz-Moreno et al, INS, Helsinki, 2009*



# Self-reported Complaints

**3 patients' patterns according to presence or not of NC complaints:**

- ☛ 1) NC Complaint + Neurocognitive Impairment
- ☛ 2) NC Complaint + No Neurocognitive Impairment
- ☛ 3) No NC Complaint + Neurocognitive Impairment!!



# Self-reported NC Complaints

FIGURE 4.

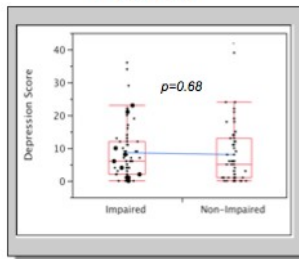


FIGURE 5.

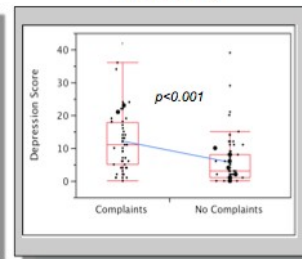


FIGURE 6.

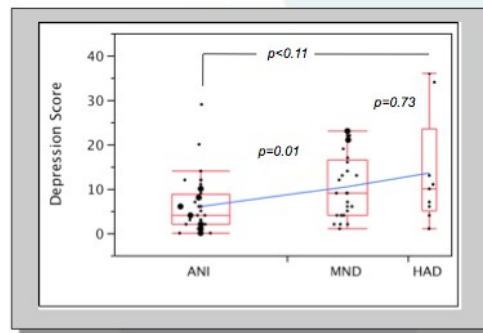
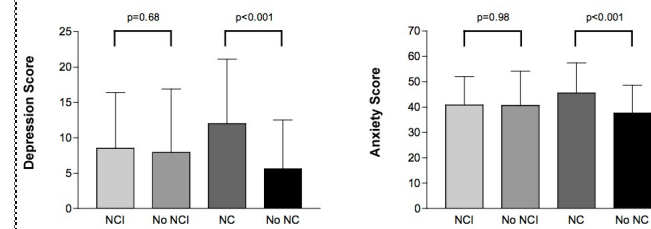


Table 1. Depression and anxiety scores according to the presence of neurocognitive impairment and neurocognitive complaints.



NCI, Neurocognitive Impairment; NCC, Neurocognitive Complaints.

*Unpublished Data*



# Self-reported Complaints

## 3 strategies:

1) To assess different scales of complaints:

**PAOFI Questionnaire**  
**An adapted NC Complaints Questionnaire**

2) To assess daily functioning:

**IADLs Questionnaire**





## When Monitoring?



# Algorithm Proposed - Cysique

## A screening algorithm for HIV-associated neurocognitive disorders

LA Cysique,<sup>1</sup> JM Murray,<sup>2,3</sup> M Dunbar,<sup>2</sup> V Jeyakumar<sup>2</sup> and BJ Brew<sup>4</sup>

### Results

The final algorithm utilized age, current CD4 cell count, past central nervous system HIV-related diseases and current treatment duration and required approximately 3 min to complete, with a good overall prediction accuracy of 78% (against the gold standard; NP-impairment status derived from standard NP testing) and a good specificity of 70%.

### Conclusion

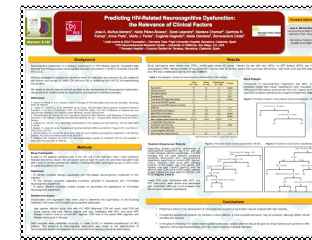
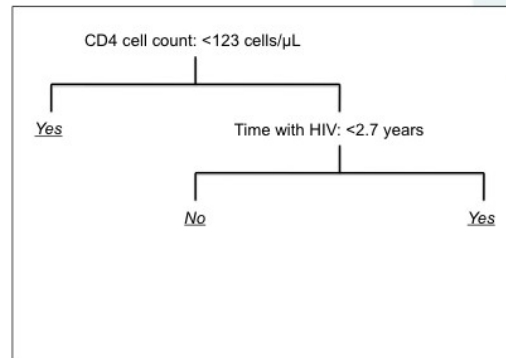
This noncognitive-based algorithm should prove useful to identify HIV-infected patients with advanced disease at high risk of HAND who require more formal assessment. We propose staged guidelines, using the algorithm, for improved HAND therapeutic management. Future larger, international studies are planned to test the predictive effect of nadir CD4 cell count, hepatitis C virus infection, gender, ethnicity and HIV viral clade. We recommend the use of this first version for HIV-infected Caucasian men with advanced disease.

$$\begin{aligned} \text{NP impairment: } & 0.351 \times \text{age} - 0.005 \times \text{CD4} - 0.681 \\ & \times \log_{10} \text{HIV RNA} - 0.225 \\ & \times \text{HIV duration} + 3.356 \\ & \times \text{CNS disease} - 0.098 \\ & \times \text{CART duration} - 9.8748 \geq 0. \end{aligned}$$



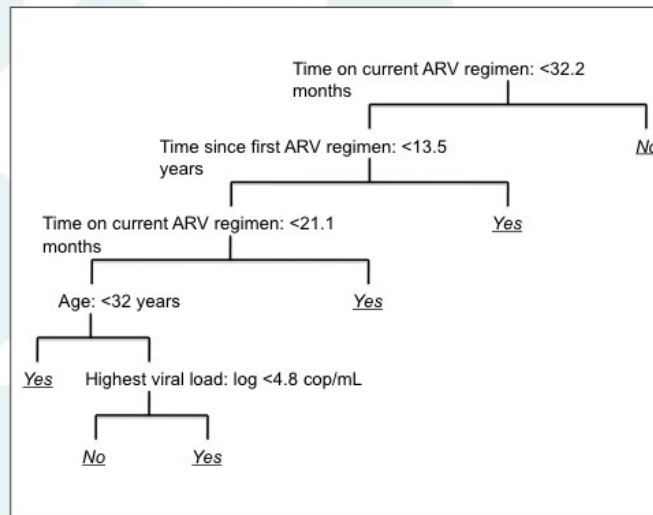
# Similar Findings

**Figure 1.** Predictive model for naïve patients (correct classification: 75.8%).

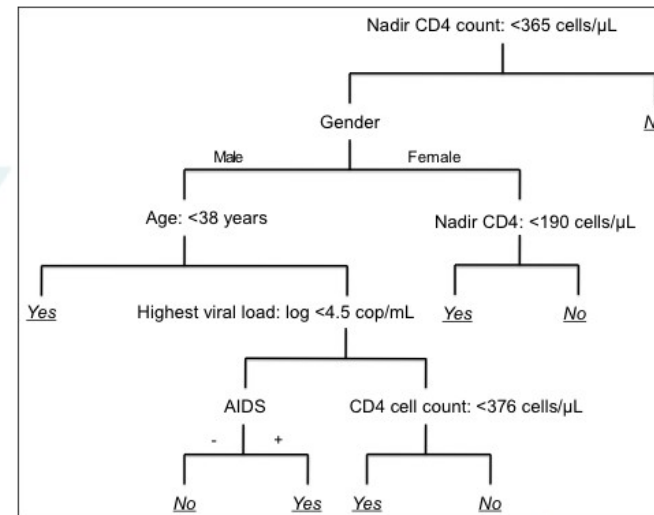


**Muñoz-Moreno et al, CROI, 2010**

**Figure 2.** Predictive model (correct classification: 88.4%).



**Figure 3.** Predictive model (correct classification: 84.9%).



# Algorithm Proposed - Cysique

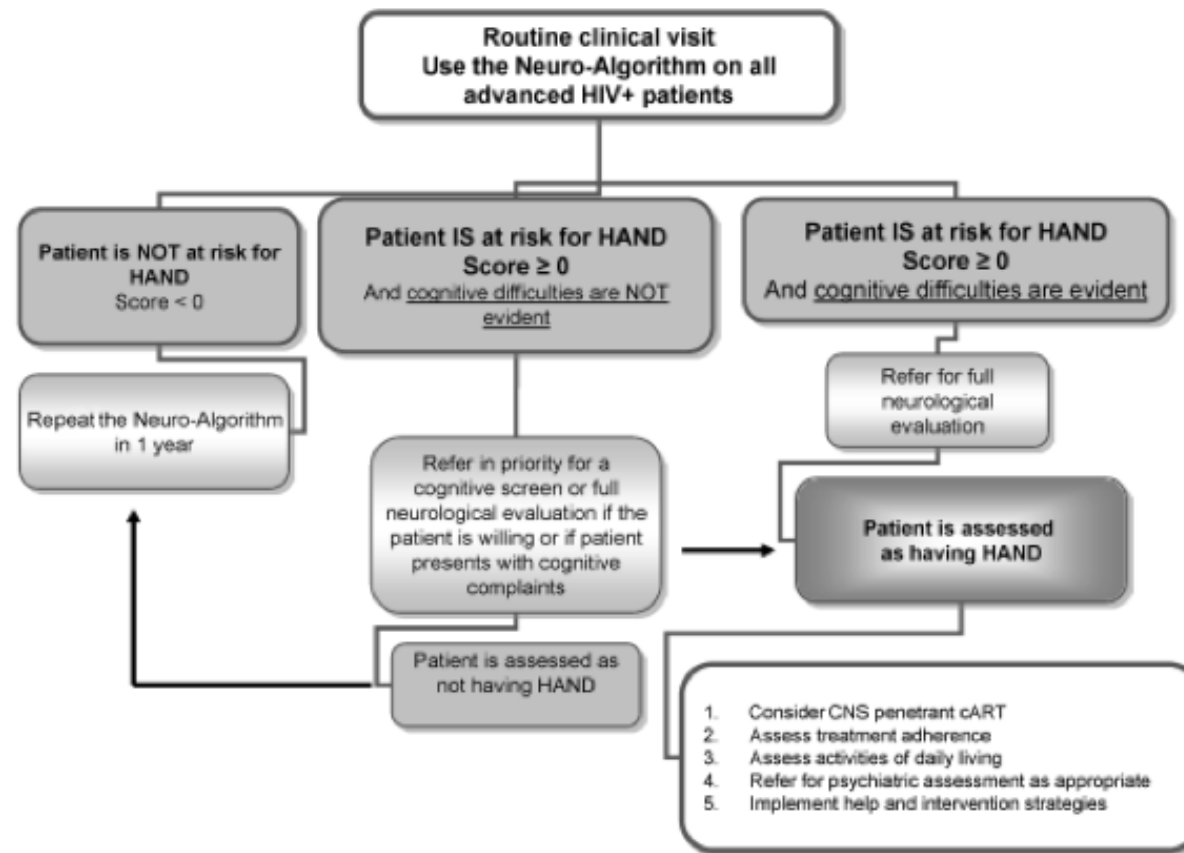


Fig. 1 Suggested algorithmic approach for the detection of cognitive impairment in HIV-infected individuals.



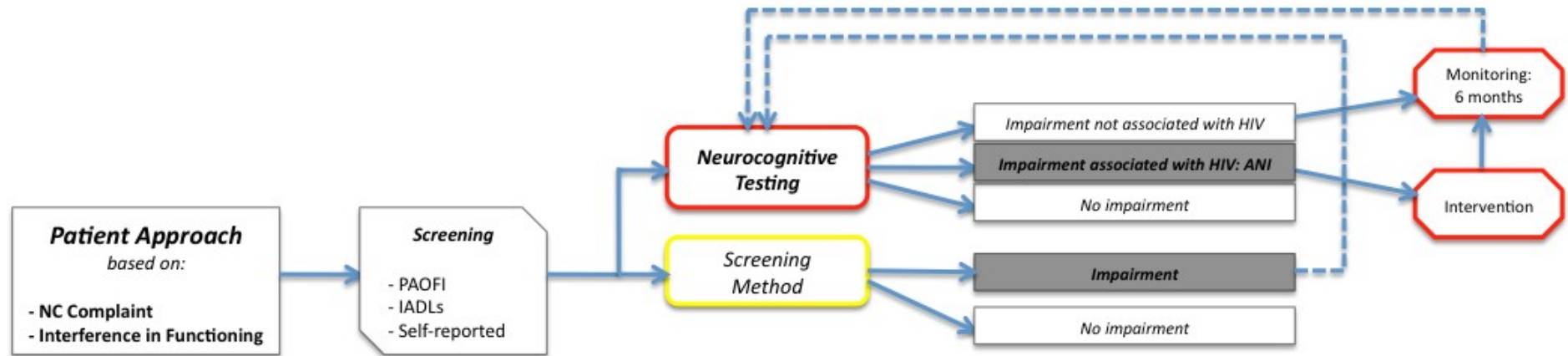


# Algorithm Proposed

2 prior aspects...

- Applicable regardless of ART status: both in ART-naïve or experienced patients
- Based only on assessment and monitoring, not interventions (!)





- Neurocognitive Testing always including exclusion of other causes for impairment.

— - Highly Recommended

— - Recommended

### ***Clinician Approach***

*based on clinical suspicion according to:*

- Clinical Risk Factors, particularly:

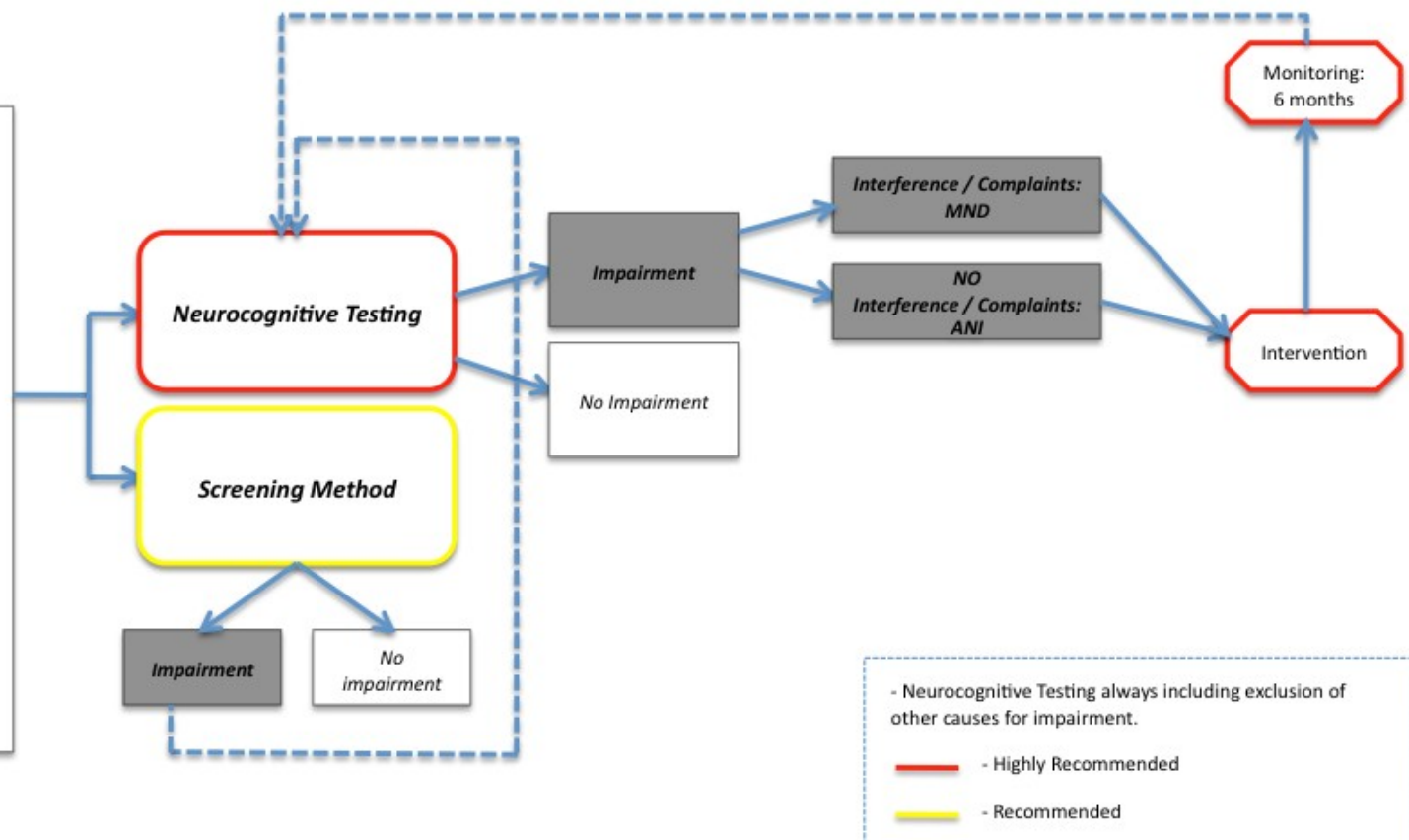
**AIDS**  
**CD4 Nadir**  
**Time with HIV**  
**Interruptions of ART**  
**Coinfection with HCV**  
**Virological Failure**

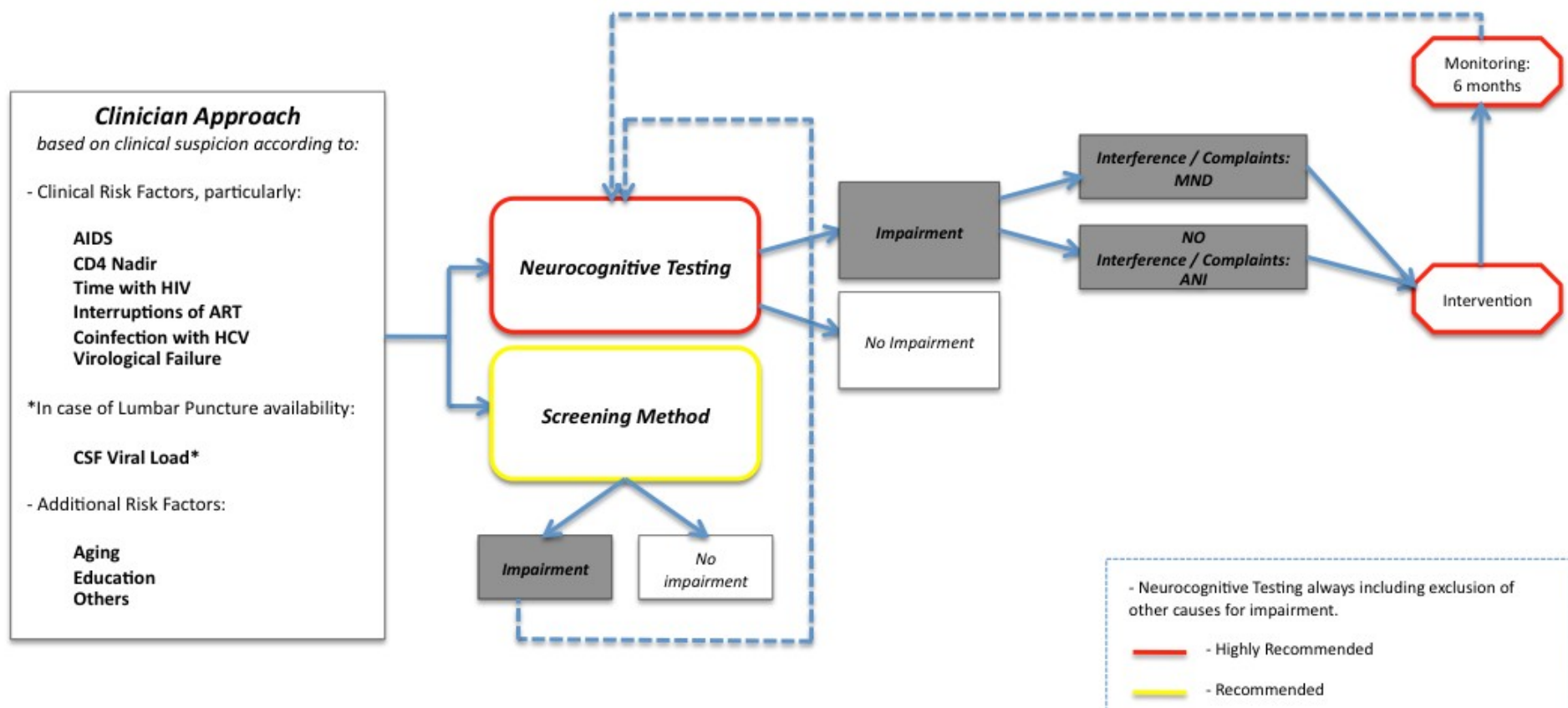
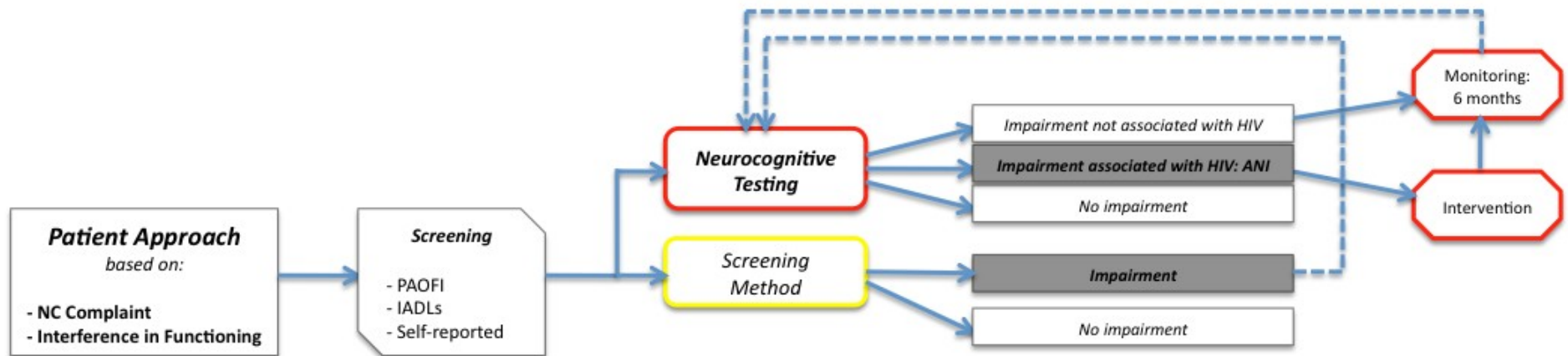
\*In case of Lumbar Puncture availability:

**CSF Viral Load\***

- Additional Risk Factors:

**Aging**  
**Education**  
**Others**





# Training in Neuropsychological Skills



## **Training in Neurocognitive and Neuropsychiatric Aspects in HIV Infection - Edition 2010 -**

- Location: Germans Trias i Pujol University Hospital (Barcelona, Spain)
- Duration: 2 days / 15 hours
- Contents: Particularly focused on neuropsychological assessment
- 3 Modules:

*A: Assessment and Risk Factors*

*B: Interventions and Clinical Management*

*C: Use of Neuropsychological Tests*

- Contact E-mail: [info.fls.germanstrias@gencat.cat](mailto:info.fls.germanstrias@gencat.cat)



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**Many Thanks!**

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