Brief Cognitive Screens for Older Adults

Introduction
This module provides an overview of a variety of brief cognitive screening measures that exist in the public domain and can easily be integrated in care settings that serve older adults. The online module is designed to be an interactive didactic experience, which includes short videos, reflection questions, and role-play experiential exercises.

Although this module is best implemented as a group activity with partners (particularly Section 3, which includes role play as both clinician and patient), it can be adapted and completed individually as well, as long as you make a concerted effort to play both roles separately.

Approximate course completion time: 60 minutes

Objectives
1. Discuss the purpose of evidence based brief cognitive screening instruments
2. Review pros and cons of five brief screens
3. Practice administration and scoring of brief cognitive screens.

Course Instructions and Activities
1. Intro to Brief Cognitive Screening Instruments for Older Adults:
   1.1) View the webinar at:
       http://mediasite.ouhsc.edu/Mediasite/Play/9f41d427267b4bf3aca945d38f8a8c241d
1.2) Please answer the following 2 reflection questions at this survey link below:

Please answer the following 2 reflection questions:

- Why would you conduct a Brief Cognitive Screen?
- Very briefly describe an instance when you may have to assess the cognitive status of an older adult as part of your professional responsibility.

https://www.surveymonkey.com/s/BCS_Q1_Baseline

2. Reviewing the Pros and Cons of Five Brief Cognitive Screens for Older Adults:

2.1) View the webinar at:
http://mediasite.ouhsc.edu/Mediasite/Play/3918a70fda6e4de4845fd30dbc8a8b421d

2.2) Experiential Exercise: Download each of these 5 brief cognitive screening instruments from the table below and review them, paying attention to which aspects you like and don’t like about each of these instruments, and what are pros and cons of each.

### Brief Cognitive Screening in Older Adults

Brief cognitive screening measures that exist in the public domain and can easily be integrated into care settings that serve older adults:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Name</th>
<th>URL</th>
<th>NIH NIA Source: Original Source Reference</th>
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FYI - You can also access these instruments through the VA Intranet or the NIH National Institute of Aging website. Please see the last section of this course that offers these optional extra resource links.
2.3) **Answer the Reflection Questions**: After looking over all of instruments, what are the pros and cons of using each of the brief cognitive screens?  
[https://www.surveymonkey.com/s/POGOe_BCS_Q2ProsCons](https://www.surveymonkey.com/s/POGOe_BCS_Q2ProsCons)

3. **Gain Experience Using a Brief Cognitive Screen of Your Choice:**

3.1) **View the webinar**:  
[http://mediasite.ouhsc.edu/Mediasite/Play/e1af7817ad204e709746c179ea3da8a11d](http://mediasite.ouhsc.edu/Mediasite/Play/e1af7817ad204e709746c179ea3da8a11d)

3.2) Consider the following self-reflective questions as you prepare to choose a single brief cognitive screening instrument in which to practice on (as both a provider and as an older adult patient for the next experiential role-play exercise). Think about the type of clinical setting you are working in:

- Is time an issue?
- Is comprehensive evaluation more important?
- What type of providers (i.e., MD, nurse, psychologist, social worker) will be administering the screen?

3.3) **Select and print one of the brief cognitive screens from the table above** (in Section 2) that you would like to gain experience with.

3.4) **Role-Play**: Although this module is best implemented as a group activity with partners, it can be adapted and completed individually as well. If you can, find a partner who will help you “role play” as a health care provider administering and scoring the assessment, and then again as the patient being screened with the assessment. Take turns so that each of you has an opportunity to play the role of provider doing the screening and the patient being screened. If you are unable to find a partner for this experiential exercise, you may play both roles, separately, yourself.

3.5) **Final Course Assessment**: Please "link-out" and tell us which brief cognitive screen you chose to work with and provide the final course evaluation:  
[https://www.surveymonkey.com/s/POGOe_BCS_3](https://www.surveymonkey.com/s/POGOe_BCS_3)

THANK YOU FOR COMPLETING THIS COURSE!

“For optional extra clinical resources, please see the next page!”
OPTIONAL
EXTRA CLINICAL RESOURCES:

Additional Resources

1. Department of Veterans Affairs: Brief Mental Status Measures
   http://vaww.mentalhealth.va.gov/mmse.asp

2. National Institute of Aging: Instruments to Detect Cognitive Impairment in Older Adults
   http://www.nia.nih.gov/research/cognitive-instrument

Thank you for completing this course!

Please check out other courses in mental health in geropsychology and palliative care at:
   http://www.ouhsc.edu/OkGEC/Geropsychology_Sorocco.asp