

Cognitive assessment in cross-cultural situations

Specific case of elderly from minority groups in France

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CONTEXT

This poster presents first results from a research currently ongoing as part of a PhD in Psychology in the University of Toulouse 2 – Jean Jaurès (France).

Our research considers the cognitive assessment of elderly in cross-cultural environments.

As for the French context, we consider the specificity of non French-speaking elderly with respect to cognitive assessment.

These results were obtained in a community health center located in Toulouse (south-west of France).

Our research is based on the cross-cultural psychology model and the intercultural concept.

« For individuals and groups belonging to two or more cultural groups, availing themselves of different cultures or being referred, as such, we will call **intercultural** the processes by which, in the interactions they develop, they implicitly or explicitly involve the cultural difference they tend to metabolize » (Denoux, 1994).

BIASES TO CONSIDER

Conceptual bias : The concept evaluated by the test does not exist in a given cultural group.

Method bias : The test sampling and direction (inclusion criteria, translator involvement...) may differ among cultural groups.

Item bias : The test item measures a different variable than the one it is supposed to evaluate.

It is important, when considering assessments with individuals from minority groups, to take these biases into account.

CONCLUSION FOR THE MMSE TEST

Conceptual biases : year and season often unknown.

Item biases : The sentence to be repeated : « No ifs, ands or buts » is translated as : « Laa illaa walaa wa ». For some patients, this sentence was vocally similar to the Muslim profession of faith.

Method biases : Most of the patients were not able to draw the figure. Some refused to throw a piece of paper on the floor (knowledge respect).

CONCLUSION FOR THE TMA-93 TEST

Conceptual biases : none observed

Item biases : The book (7th pair of images) was not recognized by any of the patients..

Method biases : Wrong associations were proposed that may however make sense with respect to the patients' cultural background.

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METHODOLOGY

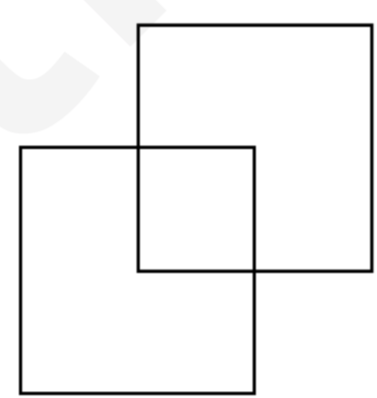
Our Hypothesis : Evaluation for elderly involved in cross-cultural environments requires adaptation that goes beyond the translation of an existing test.

We considered 2 tests

MMSE (Mini-Mental State Examination) :

We used a translated version in dialectal Arabic as our participants were Arab-speaking natives and did not speak French (Mokri version). (=> score /30)

اللقطة : 18
22 اشنو سميت هادا؟ (فم الرصاص)
23 اشنو سميت هادي؟ (ساعة)
24 سمع مزيان و عود مورابا: لا الا ولا
سمع مزيان اللي غادي نطلب منك
25 خود هاد الورقة بيديك البينية
26 طويها على جوج
27 و رميها على الارض
28 شوف هذا التصويرة و دير بحال السيدة اللي فيها
29 الى بغيتي تفسر لشي واحد شكون أنت اشنو غدي نقول لو؟
30 شوف هذا و دير بحالو



اللقطة : 19
واش بإمكانك تعاود لي هادوك 3 ديال الكلمات اللي طلبت منك تعقل عليهم فيابل؟
19 بناة
20 ساروت
21 كرة

اللقطة : 20
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اللقطة : 29
اللقطة : 30

TMA-93 (Test of Associative Memory of the 93) :

The TMA-93 was validated in October 2013 by the GRECO (French reflection group on cognitive evaluations) and is designed for individuals who are illiterate and/or with low educational level and/or of non French-speaking origins.

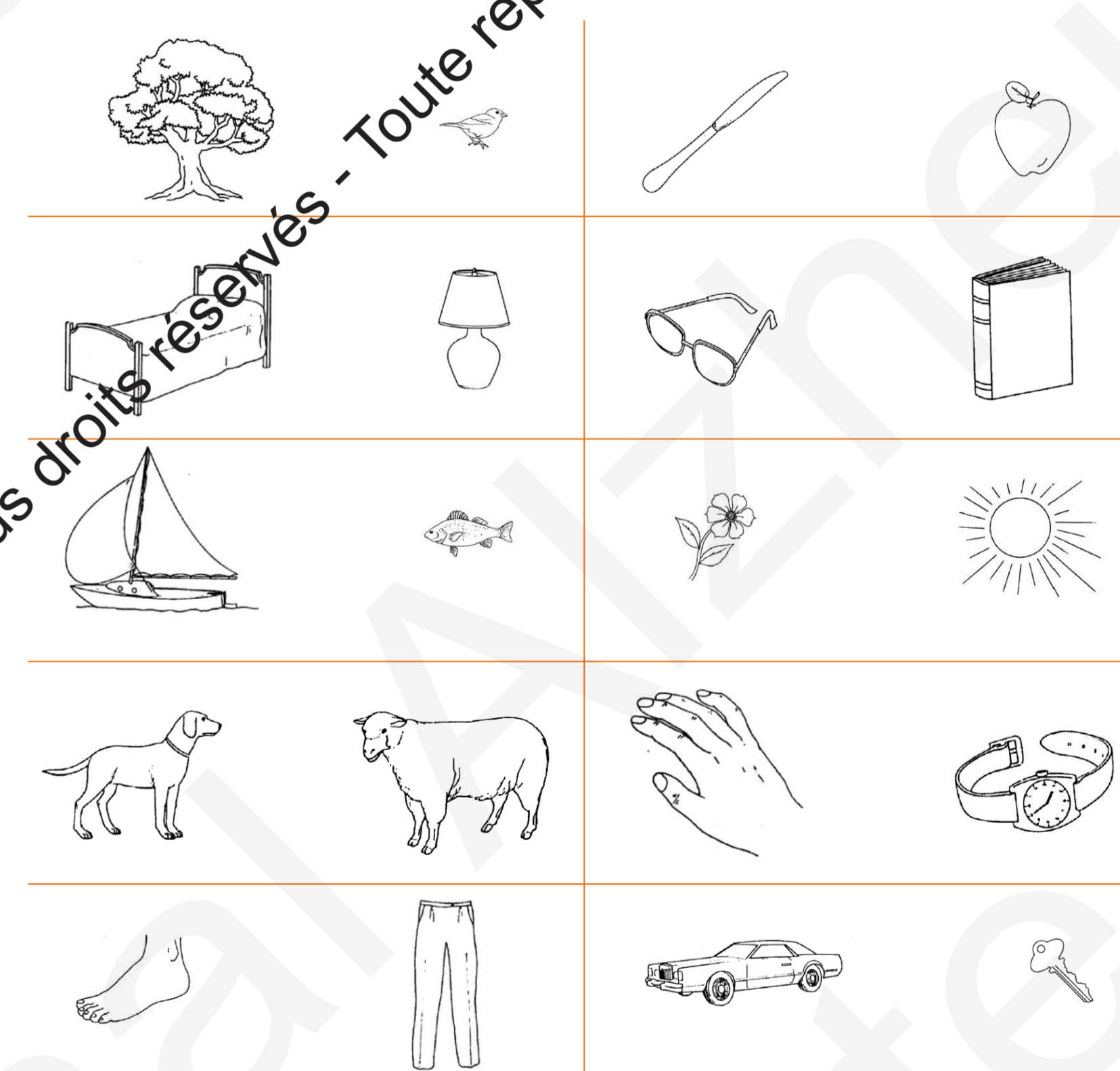
Phase 1 – NAMING : 10 pairs of images are presented to the participant who is asked to name all the images and to remember the associations



Phase 2 - RECALLING : Each pair is presented with a missing image. The participant is asked to name the missing image (score /10). This step is repeated 3 times (=> score /30).



The 10 pairs of images of the TMA-93 test



GENERAL CONCLUSION

For elderly from minority groups in France, access to cognitive assessment centers is still an issue.

Even translated in patient's language, MMSE is not relevant for the evaluation of the elderly immigrants. Our research showed that several languages were used by the patients during the evaluations. MMSE test is not adapted for multilingual situations.

New tools such as the TMA-93 are an interesting first step but some item and method biases still need to be considered. An evolution of this test could be envisaged based on the Berry ecocultural model which places the individual's development processes between a universal and a relative constructivism.

For elderly from minority groups, the cognitive assessment can be compared to a cross-cultural encounter between an individual and a professional who can both belong to various cultural groups. This situation can impact the evaluation and its result.

Recent researches in the linguistic domain open the way to new possibilities as they highlighted that patients with Alzheimer Disease may suffer from quantitative and qualitative limitation of their linguistic skills prior to memory ones. This orientation will be interesting for elderly individuals involved in cross-cultural environments and who may speak several languages.