Methodological and cross-cultural barriers of neuropsychological assessment in a refugee population

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Neurological Conditions

- Traumatic brain injury
- Stroke
- Age related cognitive decline
- Dementia
- Developmental difficulties
- Strengths & weaknesses
Neuropsychological Assessment

- Attention
- Learning & Memory
- Language
- Motor Function
- Information Processing Speed
- Visual perception/Construction
- Reasoning & Higher executive function
- Mood & Social Functioning
Cross Cultural Neuropsychology

- CALD (culturally & linguistically diverse)
- Hispanic / African American
  - Puente
  - Ardila
- National Academy of Neuropsychology Guidelines use of Interpreters, (Heilbronner, 2007)
Refugees

- 16 million worldwide (UN, 2009)
- 20-100% experience torture (Mollica, Henderson & Tor, 2002)
- Impaired cognitive functioning (Vasterling & Field, 2007)
The Current Study

• 18 participants (13 male/6 female)
• Nationality (Burma 7; Middle East 8; Africa 5)
• Age 25-60 (most [8] 35-40)
• Education (0 yrs = 2; 1-4yrs = 6; 4-8 yrs = 9)
Additional Factors

• Choice of tests
  – All professionally translated

• Time
  – To establish rapport
  – Flexibility to complete
  – To meet with counselors/family members

• Innovation
  – Stroop test
Results

- Administration
  - Challenges due to use of interpreters
  - Interaction with the researcher
  - Communication during testing
  - Motivation
  - Literacy
Results

• **Scoring**
  – Age appropriate scoring
  – Inferring pre-morbid functioning
  – Assessing presence of brain injury & other insults
  – Collateral Information
Results

• **Specific Measures**
  
  – Verbal
    
    • *Wechsler Memory Scale IV* –
      
      – *Logical Memory (Story 1 - Anna Thompson)*
    
    • *Auditory Verbal Learning Test –AVLT*
    
    • *Patient Competency Rating Scale*
  
  – Non Verbal
    
    • *WAIS IV- Block design*
    
    • *Delis Kaplan Executive Function Scale (DKEFS)*
      
      – *Color Word Test*
      
      – *20 Questions*
Results

- Ecological Validity
Conclusions

• Assessment people who are CALD may be invalid due to
  – Different communication styles
  – Unfamiliar/inappropriate content
  – Lack of prior experience with testing
  – Lack of educational opportunity
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