

# The Clock Drawing Test: Utility for Dementia Detection in Multiethnic Elders

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**Key Words:**

dementia, culturally appropriate assessment tools

**Research aim:**

To compare the effectiveness of the Clock Drawing Test (CDT) for dementia detection was compared with that of the Mini-Mental State Examination (MMSE) and the Cognitive Abilities Screening Instrument (CASI) in community-dwelling elders of diverse linguistic, ethnic, and educational backgrounds.

**Results/Conclusion:**

All tests were significantly affected by education ( $p < .001$ ) but not by primary language ( $p > .05$ ). In poorly educated non-English speakers, the CDT detected demented subjects with higher sensitivity than the two longer instruments (sensitivity and specificity 85% and 94% for the CDT, 46% and 100% for the MMSE, and 75% and 95% for the CASI). Moreover, less information was lost due to noncompletion of the CDT than the MMSE or CASI (severe dementia or refusal: CDT 8%, MMSE 12%, and CASI 16%).

**Implications:**

Overall, the CDT may be as effective as the MMSE or CASI as a first-level dementia screen for clinical use in multiethnic, multilingual samples of older adults. Its brevity (1-5 minutes), minimal language requirements, high acceptability, and lack of dependence on specialized testing materials are well adapted for screening of non-English-speaking elderly persons in settings where bilingual interpreters are not readily available and screening time is at a premium.

**Cultural Group(s):**

Non-English speakers

**Location of study:**

United States

**Age group:**

Elderly (not further defined)

**Number included in study:**

295

**Type of participants:**

elderly persons enrolled in the University of Washington's Alzheimer's Disease Research Center Satellite Registry for underserved poor or minority elderly persons. Included n=151 English speaking, n=154 other language speaking

**Research approach:**

Quantitative

**Type of data:**

Primary

**Secondary data sources used:**

**Specific scales or analytical techniques used:**

**Implications/ Recommendations:**

**Notes:**