



Column Editor: Sandra Hobson

Beyond the test manual of the Cognitive Competency Test (CCT)

Briana Zur

Like many other clinicians working in the field of dementia in the community, I became increasingly frustrated with the assessment tools being used to measure a person's cognition and ability to live safely. The available assessment tools, which include the Cognitive Competency Test (CCT), had many limitations. In my role as an occupational therapist on a geriatric assessment outreach team my team members, including geriatricians and geriatric psychiatrists, frequently requested the results of the CCT to aid in diagnosis and to predict functional implications in everyday life. In the climate of increased accountability within the health care system and the need for evidence-based practice, I began to question the rigor of the data underpinning the CCT.

As I began to investigate the reliability and validity of the CCT, I recognized my own lack of skill and knowledge and so as an empty-nester, I decided to embark on what had been a fantasy of mine: to return to the academic world to study and obtain a Master's degree. My goal in pursuing graduate education is to enhance my ability to make decisions regarding my practice and to be able to read and understand research publications. As my quest began, I started to read everything I could get my hands on regarding the CCT.

Description of the CCT

In 1986, Wang and Ennis addressed the need for an objective and standardized evaluation of cognitive competency and developed the CCT as an assessment tool with the intention that it would reflect the multidimensional concept of mental competency. Wang and Ennis recognized that no one test would be able to measure cognitive competency and therefore viewed the CCT as a component of an overall comprehensive battery of a mental competency evaluation (Wang & Ennis, 1986). Up until 1986, competency was only measured in a medical-legal sense or in the context of psychiatric illness and the information was gained mostly by interview. Wang and Ennis wanted to address the issue of cognitive competency as "an ability to know and to make use of knowledge" (Wang, Ennis & Copland, 1992, p. 1).

The CCT is designed as a test that "incorporates the concept of multidimensionality of cognitive skill

and adopts a practical approach by simulating daily living skills" (Wang & Ennis, 1986, p. 120). The test assesses a wide range of cognitive skills, incorporating twelve subtests that can provide information about a subject's cognitive strengths and weaknesses. These subtests can be combined to yield an Average Total Score (ATS), which is "believed to be an objective, direct, and quantifiable documentation of an individual's level of cognitive competency" (Wang et al., 1992, p. 40). The cognitive skills measured by the CCT include orientation to personal information, social intelligence, memory, reading, financial management, safety, judgment and spatial orientation. The authors of the CCT indicated that the test can also be helpful to identify areas of specific concerns that can be used to guide possible interventions.

Use of the CCT by occupational therapists

Occupational therapists are routinely asked to assess a person's ability to manage in the community and to predict a person's ability to live safely and independently in their home environment. Unpublished survey results indicate that the CCT and the MMSE (Mini Mental Status Examination) are the most commonly used assessment tools among occupational therapists in Ontario (Aronson, Bart, Kyle & O'Keefe, 2002; Assessment tools, 2004). The CCT is the second most utilized assessment tool by occupational therapists in Canada as reported in a survey of cognitive assessments used for older adults (Douglas, Liu, Warren & Hopper, 2005). From a clinical point of view, the tool helps to provide information about how individuals will perform their daily living tasks from a cognitive perspective.

Anecdotal information suggests that some occupational therapists are not using the CCT in its entirety and some are using it to assess the cognitive component of other tasks such as driving. This non-standardized use of the CCT and its use in the assessment of skills that it was not intended to measure further affects the

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Cognitive Competency Test Manual

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Geropsychology Assessment Resource Guide, 1993 **Processing of Medical Information in Aging Patients** Roger W. Morrell, Kim Shifren, Denise Park, 1999-05 This book addresses the decision making adherence and human factors issues e g design of medical instructions and text involved in medical treatment of an aging population For gerontologists health psychologists and cognitive aging specialists **Building a Neuropsychology Practice** Marvin H. Podd, Donald P. Seelig, 1998 Addresses the pragmatics of respecialization for clinical psychologists including where to get referrals the transferability of clinical training and how to undertake neuropsychological evaluations and interventions demonstrated by presentation of actual case material *An Assessment Guide To Geriatric Neuropsychology* Holly Tuokko, Thomas Hadjistavropoulos, 2014-04-04 This vol meets a growing need in the areas of geriatric assessment combining data from studies in the area of cognitive aging changes in cog functioning caregivers reports and ethics For psychologists neuropsychologists researchers clinicians **Neuropsychological Assessment** Muriel Deutsch Lezak, 1995-03-02 The 12 chapters in the second section contain nearly all of the tests and assessment techniques covered in the previous editions plus many additional ones including newly developed neuropsychological tests tests from other branches of psychology research techniques that have only recently been introduced into clinical neuropsychology tests originating in Europe and elsewhere and a few measures as yet untried by neuropsychology that appear to be potentially useful for neuropsychological purposes Thus the third edition of Neuropsychological Assessment maintains its multipurpose functions as an authoritative textbook reference work and practitioner s manual **Synopsis of Neuropsychiatry** Stuart C. Yudofsky, Robert E. Hales, 1994 A condensation and distillation of the most relevant data from almost every chapter of the American Psychiatric Press Textbook of Neuropsychiatry second edition Annotation copyright by Book News Inc Portland OR *The American Psychiatric Press Textbook of Neuropsychiatry* Stuart C. Yudofsky, Robert E. Hales, 1997 Written and edited by an internationally renowned group of experts including 39 new authors the Third Edition has been extensively revised to provide psychiatrists neurologists neuropsychologists internists and residents with the latest developments in research clinical practice and diagnostic technology With the addition of eight new chapters increased emphasis has been placed on molecular and intracellular aspects of neuropsychiatry and the role of functional imaging in neuropsychiatric disorders In addition this text is lavishly illustrated with more than 180 tables and over 200 figures including many full color images that will maintain this textbook s standing as the most important source for neuropsychiatry **Ziskin's Coping with Psychiatric and Psychological Testimony** David Faust, 2012-01-12 This highly effective guide is designed to help attorneys differentiate expert testimony that is scientifically well established from authoritative pronouncements that are mainly speculative Building on the foundation of Jay Ziskin s classic work this updated text blends the best of previous editions with discussion of positive scientific advances in the field to provide practical guidance for experts and lawyers alike Major contributors in

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Proceedings ... Annual Conference of the American Council on Consumer Interests American Council on Consumer Interests. Conference,1989

CCT Paul L. Wang,Karen E. Ennis,Sherrie L. Copland,Assessment & Rehabilitation,1992 The CCT has been used by the occupational therapists for ascertaining the fundamental cognitive skills in performing activities of daily living and by the psychologists as a part of test batteries for assessing mental competency The examiner should not determine the client s status of competency based on the CCT findings alone

Acquired Aphasia Martha Taylor Sarno,1991 Intended for students clinicians and researchers in speech pathology as well as linguists this book provides information from disciplines involved in the study of aphasia Topics discussed include acquired aphasia in children the elderly and the head injured and recovery and rehabilitation

Proceedings American Council on Consumer Interests. Conference,1989

Handbook of Psychological Assessment Gary Groth-Marnat,1990-07-09 This comprehensive text provides a practical framework for selecting administering interpreting and integrating data from commonly used methods of clinical psychological assessment More than a codebook or list of possible interpretations of tests it stresses integrating data as a means of solving problems and making informed decisions The first two chapters deal with introductory principles of assessment including historical trends evaluating tests issues and guidelines psychological assessment within the general medical legal educational psychological and psychiatric contexts The middle chapters 3 11 cover methods of collecting information including interviewing behavioral assessment Wechsler intelligence scales Bender Gestalt Rorschach Minnesota Multiphasic Personality Inventory and other means The final chapter provides specific guidelines for report writing detailed formats and four sample reports Revised and updated for this Second Edition the text stresses interrelationships among test scores history observational data and other forms of input as being essential for arriving at accurate psychological assessment

Screening for Brain Impairment Richard A. Berg,Michael D. Franzen,Danny Wedding,1994-06-07 cs psych clinc_psych

Comprehensive Handbook of Psychological Assessment, Volume 1 Gerald Goldstein,Sue R. Beers,2003-09-22 In one volume the leading researchers in intelligence and neuropsychological assessment interpret the range of issues related to intellectual and neuropsychological

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Handbook of Psychological Skills Training William T. O'Donohue,1995 Handbook of Child and Adolescent Assessment Thomas H. Ollendick,Michel Hersen,1993 A comprehensive presentation of assessment strategies actual strategies and a review of specific populations for psychologists psychiatrists social workers and mental health social workers who work with children and adolescents Chapter authors address only those strategies that have a firm empirical base and proceed beyond behavioral assessment to cover those assessment practices that are used more routinely by traditional clinicians

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