

Optimising Interpreter Mediated Assessments for Dementia (OPTIMEDD)

Naaheed Mukadam & Maryam Gurwara

T. Rune Nielsen, Sanne Franzen, Ana Rita Silva, Clara Calia, Jessica Jiang, Krystian Barzykowski, Magda Jordao, Marco Canevelli, Michał Wereszczyński, Renelle Bourdage, Tamlyn Watermeyer, Carl McNelis, Erika Gonzalez, Bianca Brijnath, Marina Cavuoto

Funding: Alzheimer's Association, grant number AARGD-24-1313431

Background

- European countries have become more diverse over the past few decades.
- There is a need to improve the quality of assessments provided so that dementia can be diagnosed in an accurate and timely manner.
- Many of these assessments will necessitate the use of interpreters but quality of these assessments varies and knowledge of dementia among interpreters is inconsistent.
- An intervention recently trialled in Australia found that an interpreter training intervention improved knowledge of dementia among interpreters.
- We aim to build on this successful intervention by translating and adapting it for use in seven European countries.

Aims

1



Review existing evidence including the Australian intervention and other similar interventions to identify core components and good practice.

2



Recruit and engage ~40 stakeholders including patients, service managers, clinicians, and interpreters about experiences using interpreter-mediated cognitive assessment.

3



Translate and adapt the Mindset intervention for use in seven different European countries and modify in accordance with feedback.

4



Pilot the intervention with interpreters and modify based on feedback.

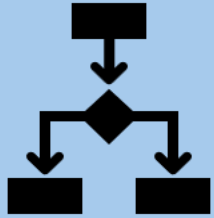
5



Identify future funding to implement and assess the training programme across Europe.

Overview

1



Systematic review:

Review existing evidence

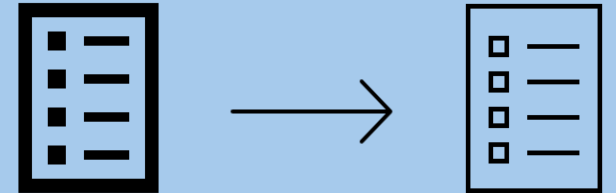
2



Stakeholder Engagement & Input:

Semi-structured interviews with stakeholders

3

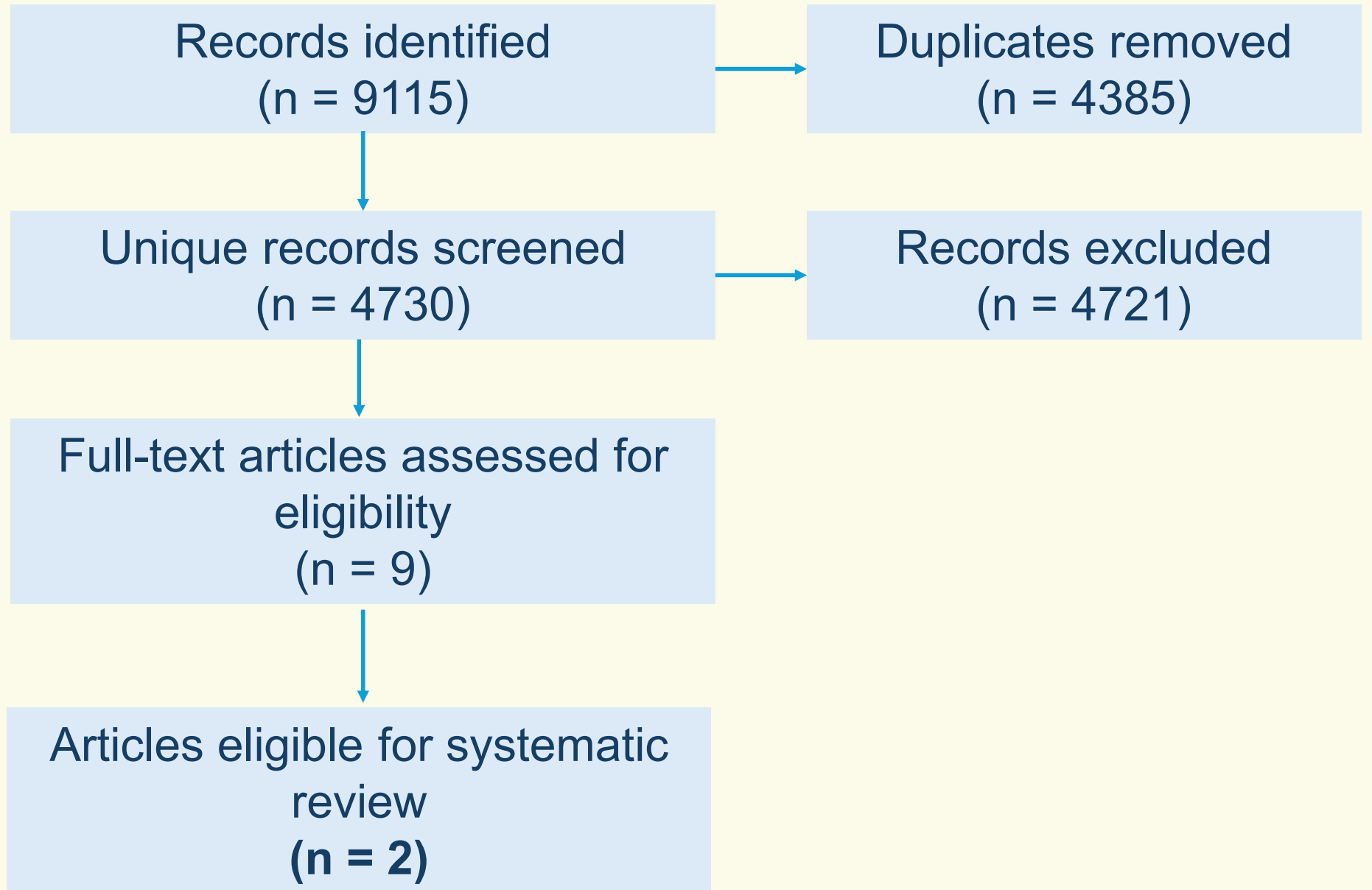


Translate & Adapt the MINDSET Intervention

1 Systematic Review

- **Review Question:** What are the core components and good practice of interpreter training interventions for dementia?
- **Search strategy:** The following electronic databases were searched: MEDLINE (via PubMed), PubMed, EMBASE (via OVID), PsycINFO (via OVID), and CINAHL (via EBSCO).
- **Inclusion criteria:**
 - Studies with any individuals functioning in the role of interpreters and interpreting for cognitive assessments
 - Studies with interventions aimed at training interpreters to support or enhance dementia diagnostic processes or cognitive assessments.

Results



Results cont. & Conclusions

- Both studies tested the MINDSET interpreter training, which included five key components: dementia knowledge, cross-cultural communication, briefings and debriefings, interpreting skills, and interpreting ethics.
- Structured training improved interpreters' dementia knowledge in both studies.
- Higher training completion ($\geq 70\%$) was associated with improvements in communication quality (Brijnath, Markusevka, et., 2025)
- High pass rates were reported on knowledge quizzes among interpreters following training (Brijnath, Clarke, et al., 2026)



Interpreter training for dementia should include dementia knowledge, communication skills, ethics, and briefing/debriefing, and evidence suggests it can improve interpreters' dementia knowledge.

2 Stakeholder Engagement & Input

Aim: to explore current practices surrounding the use of interpreters in cognitive assessments across eight European countries, including **England, Scotland, The Netherlands, Poland, Italy, France, Portugal, and Denmark.**

We therefore asked:

- (1) How the need for, booking of, and preparation with interpreters are handled within dementia pathways;
- (2) Which barriers and enablers shape assessment accuracy, validity, and equity; and
- (3) Which improvements are considered most actionable.

Study Design & Sample



Study Design

Semi-structured interviews with stakeholders with experience of working with people living with dementia and/or conducting cognitive assessments.



Recruitment

Purposively recruited through professional networks via email



Sample

- 25 participants (Mage = 41.70 [SD: 13.9])
- 68% female
- Most were recruited from England, and English was the first language for the majority
- Primarily consisted of clinicians

Themes:

Using thematic analysis, **seven themes** were developed from the data

Theme 1

Determining if an interpreter is needed

Theme 2

Process of booking an interpreter

Theme 3

Preparation before the appointment

Theme 4

Experiences with Interpreters

Theme 5

Family interpreting

Theme 6

Modes of interpreting

Theme 7

Improving interpreting services

Implications & Conclusions

1

Mandate structured briefings/debriefings to clarify goals, terminology, and procedures.

2

Prioritise in-person interpreting and, where this is not feasible, use video rather than telephone.

3

Standardise booking pathways, fund coverage for niche dialects, and require providers to report timelines and cancellation rates.

4

Invest in targeted interpreter training.

This study highlights considerable cross-national variation in interpreting practices. While professional interpreters are viewed as essential to achieving accurate assessments, barriers such as limited dementia knowledge, limited briefing time, and funding constraints undermine their effectiveness.

3 Translate & Adapt the MINDSET Intervention

The MINDSET interpreter training was tested in Australia and yielded successful results (Brijnath et al., 2025).



Our aim: To translate and adapt the MINDSET interpreter training into different languages for use across Europe.

Welcome to MINDSET

Training for interpreters in dementia and cognitive assessment

Welcome to the MINDSET training course. This course has been designed to improve interpreters competence and confidence while interpreting for cognitive assessments.

The training consists of the following five modules:

- **Module 1:** Knowledge of dementia and health/aged care services
- **Module 2:** Culture and dementia
- **Module 3:** Briefings and introductions
- **Module 4:** Interpreting cognitive assessments
- **Module 5:** Applying the AUSIT Code of Ethics during cognitive assessments

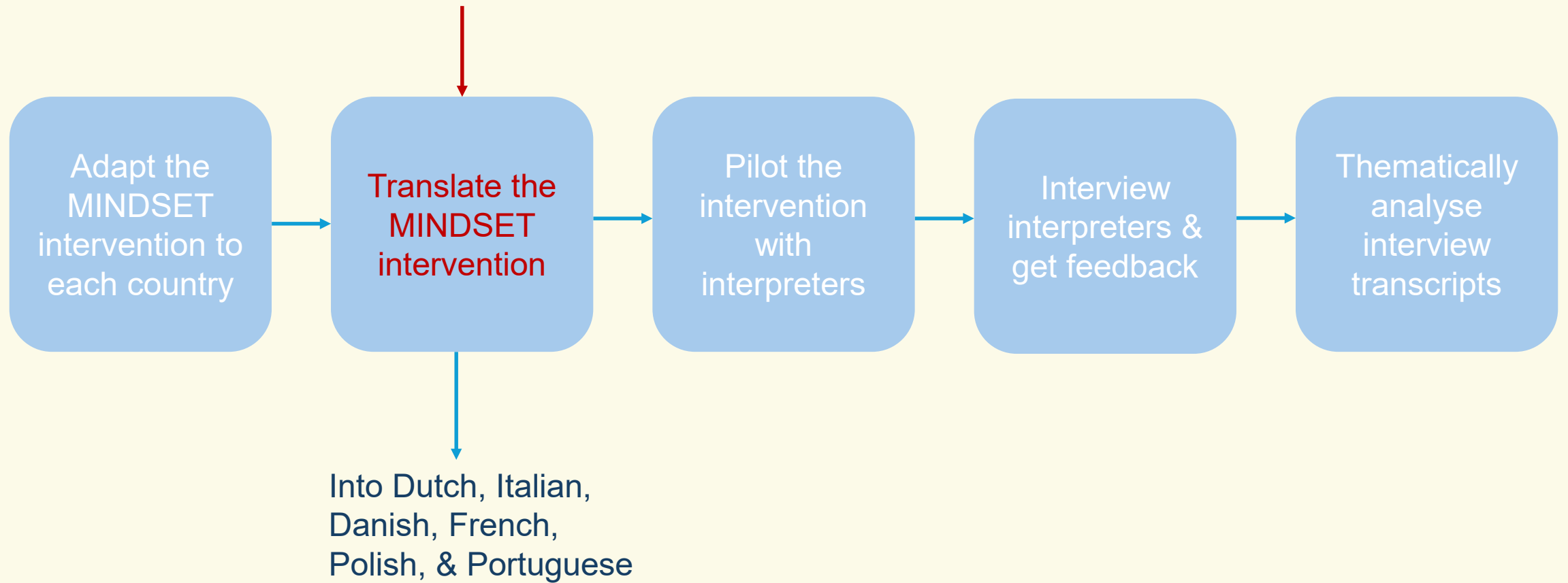
At different points in the training there are links to **reading tasks** and **multimedia tasks**. Some of these are on external websites. Please carefully view this material as it will help you in the assessment.

The training should take you between **3-4 hours in total** to complete.

You don't have to do it all at once. You can stop and resume the training as is convenient for you.

Methods

We are currently at this stage



Future Plans



Modify our adapted & translated interpreter training programme based on interpreters' feedback.



Identify future funding to implement and assess the training programme across Europe.

References

- Brijnath, B., Cavuoto, M. G., Markusevska, S., Gilbert, A., Antoniadou, J., Garcia, E. G., ... & Lin, X. (2024). Improving interpreting for dementia assessments: Results from the MINDSET trial. *Alzheimer's & Dementia*, 20, e085823.
- Brijnath, B., Markusevska, S., Enticott, J., Sethi, P., Gilbert, A. S., Gonzalez, E., ... & Cavuoto, M. (2025). Interpreter Communication Quality in Cognitive Assessments for Dementia: The MINDSET Randomized Clinical Trial. *JAMA Network Open*, 8(2), e2458069-e2458069.
- Brijnath, B., Clarke, N., Markusevska, S., Gonzalez, E., Hlavac, J., Low, L.-F., Woodward-Kron, R., Antoniadou, J., Enticott, J., Gilbert, A. S., LoGiudice, D., Lin, X., Hwang, K., White, J., & Cavuoto, M. (2026). Implementing interpreter training for dementia assessments at national scale using the RE-AIM framework: A mixed-methods evaluation. *BMC Geriatrics*
- Fujii, D., Santos, O., & Della Malva, L. (2022). Interpreter-assisted neuropsychological assessment: Clinical considerations. In *Understanding Cross-Cultural Neuropsychology* (pp. 135-147). Routledge.
- Franzen, S., Nielsen, R., van den Berg, E., & Papma, J. M. (2020). Cross-cultural neuropsychological assessment in Europe: A Delphi expert study: Neuropsychology/Multicultural issues in assessment of dementia. *Alzheimer's & Dementia*, 16, e044471.
- Haralambous, B., Tinney, J., LoGiudice, D., Lee, S. M., & Lin, X. (2018). Interpreter-mediated cognitive assessments: who wins and who loses?. *Clinical Gerontologist*, 41(3), 227-236.
- Nielsen, T. R. (2022). Cognitive assessment in culturally, linguistically, and educationally diverse older populations in Europe. *American Journal of Alzheimer's Disease & Other Dementias®*, 37, 15333175221117006.
- Prince, M., Wimo, A., Guerchet, M., Ali, G. C., Wu, Y. T., & Prina, M. (2015). *World Alzheimer Report 2015. The Global Impact of Dementia: An analysis of prevalence, incidence, cost and trends* (Doctoral dissertation, Alzheimer's Disease International).