

Cognitive Screening Tips: SCIP*

*Screen for Cognitive Impairment in Psychiatry

Introduction

To be used in conjunction with SCIP Score form and SCIP instruction, available on Insite. If you do not have access to Insite, please contact practice.consultation@ahs.ca. Administration instructions are very clear and contained on one page for convenience. Scoring is straightforward by adding five subscale raw scores to arrive at a total score. Z-Score conversions are also available for more advanced clinicians such as psychologists. A two page instruction sheet, and three alternative forms are located on Insite. Instructions need to be read exactly as written. Additional questions can be directed to the author and developer of the SCIP, Dr. Scot Purdon at scot.purdon@ualberta.ca.

Materials Required

Test Form, pencil or pen, timer and quiet room with a table and chairs

Suggested Introduction Script

“I would like to ask you some questions about your memory and thinking skills. Because this is a standard test, I need to read the questions exactly as they are written and I am not able to answer any questions during the test. Some of the questions may seem unusual, quite simple or difficult. Just try to answer them as best you can. We will have time for questions at the end. Do you have any questions before we start?”

1. List learning test

Record the serial order on the test form by placing the appropriate number in the appropriate box. For example, if the client remembered “school” first, record “1” in the corresponding box. If the remembered “bell” next, record “2” in the corresponding box. Record words offered that are not on the list but do not include in the total.

2. Consonant Repetition test

The first two sets of three letters are a practice for the client. The “Start #” is the number at which the client starts counting backwards. The “delay” number is the number of seconds delay for when the examiner asks for the 3 letters. It is helpful if you pre-program your time keeping piece to the number of seconds of delay. Do not start the timer until client starts to count. Record all of the letters recalled regardless of the order.

3. Verbal Fluency

At this point in the screen, the examiner folds the test paper where indicated and presents the paper to the client. Or, an alternative copy can be given to the client. Record all words generated but only count words that do not violate any of the three words.

4. Delayed List Learning

Do not repeat the list at this point in the screen.

5. Visuomotor Tracking Test

The examiner demonstrates the first three letters (in the shaded section). The client then attempts the next 3 letters (in the shaded section) with the examiner providing correction for any mistakes. The client is then asked to complete as many items (left to right, top to bottom) as they can within 30 seconds.