

Process Evaluation of a Remote Training Program for Cognitive and Functional Assessment



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BACKGROUND

- The **growing prevalence of dementia underscores the need for health professionals trained in cognitive and functional assessments.**
- Limited availability of trained personnel and geographic barriers challenge standardized in-person training, making remote alternatives necessary. However, evidence on structured remote training processes remains scarce. **This study aimed to evaluate a structured remote training process to support standardized administration of cognitive and functional assessments.**

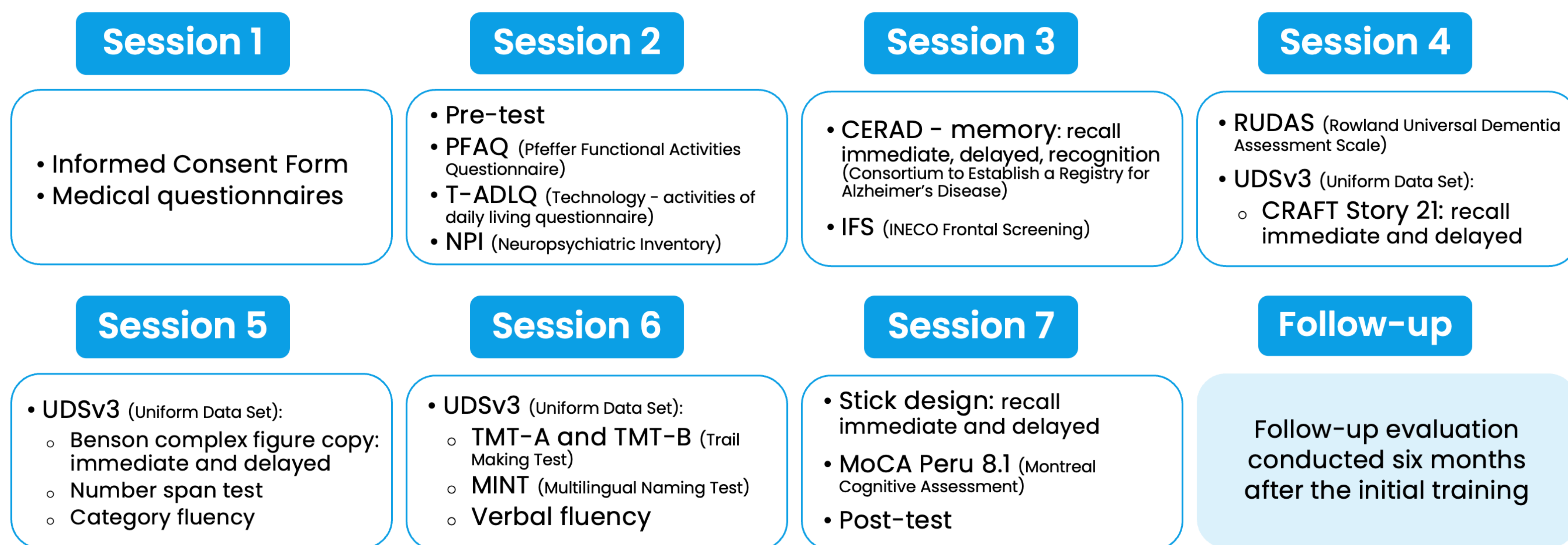
METHODS

A structured remote training program was implemented over seven sequential sessions.

The training process included:

- Instruction on functional and cognitive tests
- Theoretical-practical sessions on test administration
- Interactive scoring exercises
- Pre- and post-training assessment
- Practical evaluation requiring participants to submit recorded administrations of the full assessment protocol.
- Follow-up evaluation conducted six months after training.

Sessions' details of the training program



- Process **indicators included session attendance, pre- and post-test scores, completion of video submissions, and qualitative analysis** of frequent administration and scoring errors.

CONCLUSIONS

Evaluating the training process provides valuable insights into the feasibility and effectiveness of structured remote training for cognitive assessment. **This approach supports capacity building, standardization of assessments, and quality assurance in dementia research and clinical practice, particularly in resource-limited settings.**

RESULTS

- 12 participants** from four cities in Peru (Arequipa, Iquitos, Lambayeque, Puno) and one from La Paz, Bolivia, completed the theoretical sessions and pre- and post-training assessments.
- 83% attended at least 4 of the 7 sessions. Pre- and post-training evaluations were completed by eight participants (67%),** with five showing improvement in their scores, one remaining stable, and two demonstrating a decrease.
- Seven participants submitted a recorded video.** Common errors identified during the review of recorded assessments included: incorrect timing, inappropriate pacing, misuse of materials such as pens or stimuli, and inconsistent application of prompts or instructions. These errors were addressed through individualized feedback.

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