



# La influencia de la educación y la complejidad laboral en el desempeño cognitivo de adultos mayores con deterioro cognitivo leve [

2020

text (article)

Analítica

The objective of this paper is to assess the relative importance of education and occupational complexity to determine the cognitive performance on patients with mild cognitive impairment (MCI). 80 patients with MCI were assessed using the following instruments: questionnaire of sociodemographic data, questionnaire on attainment of occupation, and an extended neuropsychological battery. Abilities tested were: logical memory (Signoret Memory Battery, TAVEC), attention (Digit span, TMTA ), language (Vocabulary WAIS III, Boston Naming Test, Verbal Fluency), executive functions (TMTB, Analogies WAIS III, Matrix reasoning WAIS III) and visuoconstruction (Block design WAIS III). Results show that occupational complexity is more relevant than education for cognition of vocabulary, to achieve cognitive flexibility and to obtain visuoconstructive abilities. Education is more important for abstract reasoning and sustained attention. Occupational complexity and education have a unique and important role in the maintenance of cognitive abilities, working as buffers for cognitive impairment during aging

The objective of this paper is to assess the relative importance of education and occupational complexity to determine the cognitive performance on patients with mild cognitive impairment (MCI). 80 patients with MCI were assessed using the following instruments: questionnaire of sociodemographic data, questionnaire on attainment of occupation, and an extended neuropsychological battery. Abilities tested were: logical memory (Signoret Memory Battery, TAVEC), attention (Digit span, TMTA ), language (Vocabulary WAIS III, Boston Naming Test, Verbal Fluency), executive functions (TMTB, Analogies WAIS III, Matrix reasoning WAIS III) and visuoconstruction (Block design WAIS III). Results show that occupational complexity is more relevant than education for cognition of vocabulary, to achieve cognitive flexibility and to obtain visuoconstructive abilities. Education is more important for abstract reasoning and sustained attention. Occupational complexity and education have a unique and important role in the maintenance of cognitive abilities, working as buffers for cognitive impairment during aging

The objective of this paper is to assess the relative importance of education and occupational complexity to determine the cognitive performance on patients with mild cognitive impairment (MCI). 80 patients with MCI were assessed using the following instruments: questionnaire of sociodemographic data, questionnaire on attainment of occupation, and an extended neuropsychological battery. Abilities tested were: logical memory (Signoret Memory Battery, TAVEC), attention (Digit span, TMTA ), language (Vocabulary WAIS III, Boston Naming Test, Verbal Fluency), executive functions (TMTB, Analogies WAIS III, Matrix reasoning WAIS III)

and visuoconstruction (Block design WAIS III). Results show that occupational complexity is more relevant than education for cognition of vocabulary, to achieve cognitive flexibility and to obtain visuoconstructive abilities. Education is more important for abstract reasoning and sustained attention. Occupational complexity and education have a unique and important role in the maintenance of cognitive abilities, working as buffers for cognitive impairment during aging

<https://rebiunoda.pro.baratznet.cloud:28443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhcmF0ei5yZW4vMzE2NDM0Njg>

---

**Título:** La influencia de la educación y la complejidad laboral en el desempeño cognitivo de adultos mayores con deterioro cognitivo leve [electronic resource]

**Editorial:** 2020

**Tipo Audiovisual:** adultos mayores complejidad laboral deterioro cognitivo leve educación rendimiento cognitivo  
older adults occupational complexity mild cognitive impairment education cognitive performance idosos  
complexidade laboral declínio cognitivo leve educação desempenho cognitivo

**Documento fuente:** Ciencias Psicológicas, ISSN 1688-4094, Año 14, N°. 1, 2020, pags. 169-188

**Nota general:** application/pdf

**Restricciones de acceso:** Open access content. Open access content star

**Condiciones de uso y reproducción:** LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

**Lengua:** Spanish

**Enlace a fuente de información:** Ciencias Psicológicas, ISSN 1688-4094, Año 14, N°. 1, 2020, pags. 169-188

---

## Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- [informa@baratz.es](mailto:informa@baratz.es)