

VAMC SLUMS EXAMINATION

Questions about this assessment tool? E-mail aging@slu.edu

Name _____ Age _____

Is the patient alert? _____ Level of education _____

___/1

1 1. What day of the week is it?

___/1

1 2. What is the year?

___/1

1 3. What state are we in?

4. Please remember these five objects. I will ask you what they are later.

Apple Pen Tie House Car

5. You have \$100 and you go to the store and buy a dozen apples for \$3 and a tricycle for \$20.

1 How much did you spend?

___/3

2 How much do you have left?

6. Please name as many animals as you can in one minute.

___/3

0 0-4 animals 1 5-9 animals 2 10-14 animals 3 15+ animals

___/5

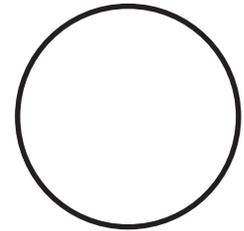
7. What were the five objects I asked you to remember? 1 point for each one correct.

8. I am going to give you a series of numbers and I would like you to give them to me backwards. For example, if I say 42, you would say 24.

___/2

0 87 1 649 1 8537

9. This is a clock face. Please put in the hour markers and the time at ten minutes to eleven o'clock.



___/4

2 Hour markers okay

2 Time correct



1 10. Please place an X in the triangle.

___/2

1 Which of the above figures is largest?

11. I am going to tell you a story. Please listen carefully because afterwards, I'm going to ask you some questions about it.

Jill was a very successful stockbroker. She made a lot of money on the stock market. She then met Jack, a devastatingly handsome man. She married him and had three children. They lived in Chicago. She then stopped work and stayed at home to bring up her children. When they were teenagers, she went back to work. She and Jack lived happily ever after.

___/8

2 What was the female's name?

2 What work did she do?

2 When did she go back to work?

2 What state did she live in?

_____ TOTAL SCORE

SCORING

HIGH SCHOOL EDUCATION

27-30

21-26

1-20

NORMAL

MILD NEUROCOGNITIVE DISORDER

DEMENTIA

LESS THAN HIGH SCHOOL EDUCATION

25-30

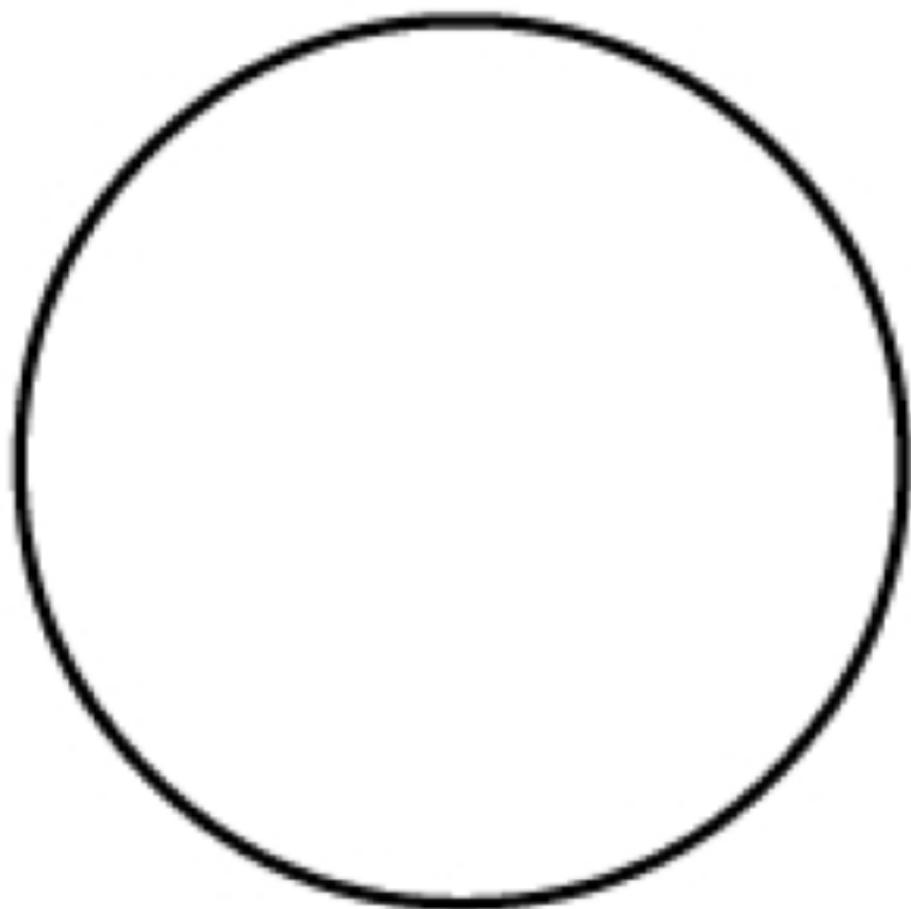
20-24

1-19

CLINICIAN'S SIGNATURE

DATE

TIME



VAMC Saint Louis University Mental Status Examination Form Details

Who Can Complete the Form: Social Services, Reflections/Passages Program Coordinators, Licensed Nurses, MDs, NPs, OTs, PTs, Residence Supervisors and Other Qualified Healthcare Professional who have been trained (and retrained annually) by viewing the VA-produced DVD (available upon request to tumosan@slu.edu).

Purpose of the Form: To screen individuals to look for the presence of cognitive deficits, and to identify changes in cognition over time.

Instructions for Use:

1. Complete resident demographics at the top of the page.
2. We recommend that you put the date and the name of the evaluator on the bottom of the page as well (see #19).
3. Administration should be conducted privately and in the examinee's primary language. Be prepared with the items you need to complete the exam. You will need a watch with a second hand on it.
4. Record the number of years the patient attended school. If the patient obtained an Associates, Bachelor's, Master's or Doctorate degree, note the degree achieved instead of actual years of school attended.
5. Determine if the patient is alert. Do not answer "yes" or "no", but indicate level of alertness. Alert indicates that the individual is fully awake and able to focus. Other descriptors include: drowsy, confused, distractible, inattentive, preoccupied.
6. Begin by asking the patient the following:
"Do you have any trouble with your memory?" "May I ask you some questions about your memory?"
Then proceed with the exam questions.
7. Read the questions aloud clearly and slowly to the examinee. It is not usually necessary to speak loudly but it is necessary to speak slowly.
8. Begin by asking the patient something similar to the following:
"Do you have any trouble with your memory?" "May I ask you some questions about your memory?" "I'd like to see how good your memory is by asking you some questions." You may need to reassure patients by telling them that this is not a test that they can fail but merely a tool much like a thermometer that takes temperature is a tool. What this does is checks for the amount of memory they have.
Then begin to administer the exam questions.
9. Score the questions as indicated on the examination.
10. On question #4, read the statement as listed on the exam. Ask the patient to repeat each of the five objects (Apple, Pen, Tie, House, Car) that you recite to make sure that the patient heard and understood what you said. Repeat them as many times as it takes for the patient to repeat them back to you correctly.

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11. On question #5, make sure the patient is focused on you prior to reciting the information. Obtain an answer for the first part of the question (“How much did you spend”) before moving on to part two (“How much do you have left?”). Do not prompt or give hints, but do give ample time to the patient to answer the questions. If the patient asks you to repeat the question you may do so once.
12. Redirect the patient’s attention if necessary back to you to answer question #6. Give them one minute to complete the question. Be sure to time them.
13. Continue with the exam questions in the order that they are listed.
14. On question #8, state each number by its individual name. 87 is pronounced eight, seven; 649 is pronounced six, four, nine; 8537 is pronounced eight, five, three, seven.
15. On question #9, either draw a large circle on the back of the examination form or provide the patient with a separate piece of paper with a larger circle printed on it and attach it to the original examination form. When scoring, give full credit for either all 12 numbers or all 12 ticks. If the patient puts only 4 ticks on the circle, prompt them once to put numbers next to those ticks (12, 3, 6, and 9) for full credit. When scoring the correct time, make sure the hour hand is shorter than the minute hand and that the minute hand points at the 10 and the hour hand points at the 11.
16. You may also provide a separate sheet with larger examples of the forms listed on question #10 for those with vision impairment. This sheet should be created by enlarging the figures on the examination form and can also be attached to the original form.
17. Read question #11 as written, and provide ample time to answer each question. Do not repeat the story but do make sure they are paying attention the first time you read it to them. Do not prompt or give hints. The answer of Chicago as the state she lives in gets no credit but you may prompt them once by repeating the question.
18. Score the examination as listed at the bottom of the page, circling the level based on the score.
19. Sign and date the form.

20. Upon Completion of the Form:

- Record the score in the patient’s record and comment on any indicated changes
- Depending upon office protocols, either put the sheet in the patient’s record, place it in a separate identified location, or destroy the worksheet once the score is recorded in the patient record (Specify based on Office Center Policy)

21. Form Status: (Varies by office)

Mandatory for (e.g., patients with diagnoses or indicators of cognitive loss

Mandatory for _____

VAMC Saint Louis University Mental Status Examination

Instructions to Administer

1. Orientation and Attention:

Administration: The physician begins the examination by asking: “*What day of the week is it?*”

Allocate one point if the day is correct.

2. Orientation and Attention:

Administration: The physician continues on asking: “*What is the year?*”

Allocate one point if the year is correct.

3. Orientation and Attention:

Administration: The physician asks: “*What state are we in?*”

Allocate one point if the state you are in is correct.

4. Memory:

Administration: The physician instructs the subject the following: “*Now I am going to ask you five objects to remember. I am going to say them to you first, have them repeat them back to me and then I am going to ask you to remember them a little later. It doesn't have to be in the same order. And these objects are: apple, pen, tie, house, car. Can you say them for me?*”

No points given in this item.

5. Calculation and Registration:

Administration: The physician continues on: “*The next question is: You have a hundred dollars and you go to the store. You buy a dozen apples for three dollars and a tricycle for twenty dollars. How much money did you spend?*” Physician waits for an answer and continues on: “*How much do you have left?*”

Allocate one point if the first answer is correct plus two more points if the second answer is correct.

6. Category Naming (time constraint):

Administration: The physician instructs the subject: “*Now, please name as many animals as you can in one minute.*”

Allocate points as follows:

- ✓ 0 points for 0-4 animals
- ✓ 1 point for 5-9 animals
- ✓ 2 points for 10-14 animals
- ✓ 3 points for 15+ animals

7. Delayed Recall with interference:

Administration: The physician asks: “*Earlier I gave you those five objects and I asked you to remember them. Can you tell me those five objects I asked about?*”

VAMC Saint Louis University Mental Status Examination

Instructions to Administer

Allocate one point for each object recalled correctly.

8. Registration and Digit Span:

Administration: "Now I am going to give you a series of numbers and I would like you to give them to me backwards. For example, if I say "four", "two" you would say "two", "four"."

Allocate points as follows:

- ✓ 0 points for the first series of numbers (87).
- ✓ 1 point for the second series of numbers (649).
- ✓ 1 point for the third series of numbers (8537).

9. Clock Drawing:

Administration: Now the physician draws a big circle on the back of the paper and asks: "This is a clock face. Please put in the hour markers and the time at ten minutes to eleven o'clock".

Allocate points as follows:

- ✓ 2 points if all clock numbers are present (no additional numbers) and all the numbers are in the correct order and placed approximately in the correct quadrant of the clock face.
- ✓ 2 points if the hour markers are placed and indicating the correct time. The hour marker must be clearly shorter than the minute marker.

10. Visual Spatial:

Administration: The physician tells the subject: "Also in this piece of paper I would like you to place an X in the triangle". Waits and continues on: "Which of the above figures is largest?"

Allocate points as follows:

- ✓ 1 point if the subject places the X in the triangle.
- ✓ 1 point if the subject points to the square as the largest figure.

11. Story Recall with Executive Function:

Administration: The physician instructs the subject: "For the last question I am going to tell you a story. Please listen carefully because afterwards, I am going to ask you some questions about it". Then the physician reads the story and then asks the questions.

Allocate 2 points for each question answered correctly.



VAMC SLUMS Examination

SAINT LOUIS UNIVERSITY

Name: ID: Age: Educ: Alert? Date Given:

1. Qué día de la semana es hoy?

2. En qué año estamos?

3. En qué estado estamos?

4. Por favor, recuerde los cinco objetos que le voy a nombrar. Mas tarde, le preguntaré nuevamente por ellos.

- Manzana Lapiz Corbata Perro Casa

5. Usted tiene ciento dolares, y en la tienda compra una docena de manzanas por tres dolares y una bicicleta por veinte dolares.

- 1. Cuánto dinero gastó? 2. Cuánto dinero le queda?

6. Por favor en un minuto nombre todos los animales que pueda.

- 0-4 animals 5-9 animals 10-14 animals 15+ animals

7. Cuáles fueron los 5 objetos que le dije que recordara?

- Manzana Lapiz Corbata Perro Casa

8. Voy a decirle una serie de números. Me gustaría que usted me los dijera al revés. Por ejemplo, si yo digo 42, usted debe decir 24.

- 87 649 8537

9. Este círculo representa un reloj. Por favor escriba los números de las horas y las manecillas señalando las once menos diez.

- Hour markers correct? Time correct?



10a. Por favor, señale el triángulo con una equis.

10b. Cuál de estas figuras es la mas grande?

11. Voy a contarle una historia. Por favor, escuche cuidadosamente, porque al terminar le voy a hacer unas preguntas sobre esta historia.

María era una abogada muy exitosa y ganaba mucho dinero en la compañía donde trabajaba. Ella conoció a Carlos, un hombre muy apuesto, y, al cabo del tiempo, se casaron, tuvieron 3 hijos y vivían en Chicago. Ella dejo de trabajar para criar a sus hijos, y cuando estos fueron adolescentes ella volvió al trabajo. Ella y Carlos vivieron felices por siempre.

- Cuál era el nombre de la mujer? Cuando volvió a trabaja? Que profesión tenía ella? En que estado vivía?

Total Score

Table with columns: HS Educ, Normal, MNCD, Dementia, No HS Educ

