

VAMC SLUMS Examination

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

Name _____ Age _____
Is patient alert? _____ Level of education _____



Department of
Veterans Affairs

___/1
___/1
___/1

1. What day of the week is it?
2. What is the year?
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

___/3

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?

2 How much do you have left?

___/3

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

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.

0 87 1 649 2 8537

___/2

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

2 Hour markers okay

2 Time correct

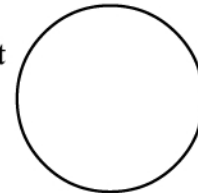
___/4

10. Please place an X in the triangle.



___/2

- 1 Which of the above figures is largest?



___/8

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.

2 What was the female's name?

2 When did she go back to work?

2 What work did she do?

2 What state did she live in?



SAINT LOUIS
UNIVERSITY



Department of
Veterans Affairs

TOTAL SCORE _____

SCORING

HIGH SCHOOL EDUCATION

27-30

21-26

1-20

Normal

MNCD*

Dementia

LESS THAN HIGH SCHOOL EDUCATION

25-30

20-24

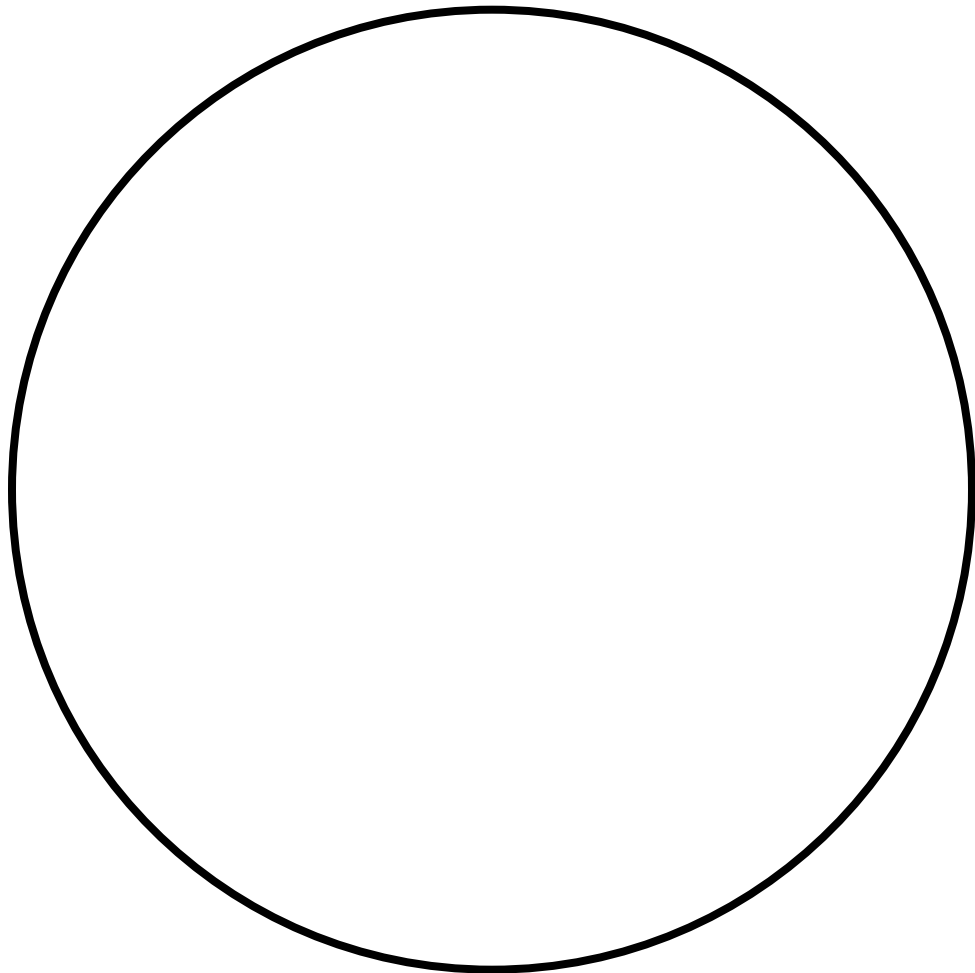
1-19

* Mild Neurocognitive Disorder

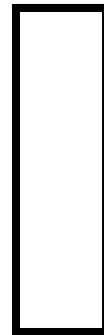
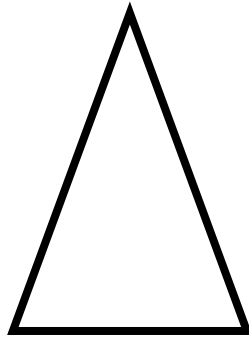
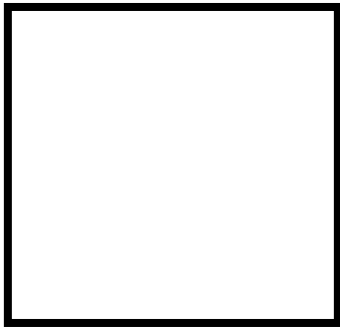
SH Tariq, N Tumosa, JT Chibnall, HM Perry III, and JE Morley. The Saint Louis University Mental Status (SLUMS) Examination for Detecting Mild Cognitive Impairment and Dementia is more sensitive than the Mini-Mental Status Examination (MMSE) - A pilot study. Am J Geriatr Psychiatry 14:900-910, 2006.

SLUMS Examination

Question 9



Question 10



VAMC SLUMS Examination

Instructions for Use

1. Complete demographics at the top of the page. We recommend that you put the date and the name of the evaluator at the bottom of the page as well.
2. 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.
3. Record the number of years the client attended school. If the client obtained an associate, bachelor's, master's or doctoral degree, note the degree achieved instead of the actual years of school attended.
4. Determine if the client 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, distractable, inattentive, and preoccupied.
5. Begin by asking the client the following: "Do you have any trouble with your memory?", "May I ask you some questions about your memory?" or "I'd like to see how good your memory is by asking you some questions." You may need to reassure clients by telling them that this is not a test that they can fail but merely a tool much like a thermometer that takes temperature. What this tool does is check the amount of memory they have. Then proceed with the exam questions.
6. 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.
7. Score the questions as indicated on the examination.
 - a. On question No. 4, read the statement as listed on the exam. Ask the client to repeat each of the five objects (apple, pen, tie, house, car) that you recite to make sure that the client heard and understood what you said. Repeat them up to three times.
 - b. On question No. 5, make sure the client is focused on you before 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 client to answer the questions. If the client asks you to repeat the question you may do so once.

- c. Redirect the client's attention if necessary back to you to answer question No. 6. Give them one minute to complete the question. Be sure to time them.
 - d. On question No. 8, state each number by its individual name. For example. 87 is pronounced eight, seven; 648 is pronounced six, four, eight; 8537 is pronounced eight, five, three, seven.
 - e. On question No. 9, either draw a large circle on the back of the examination form or provide the client 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 client puts only four 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.
 - f. You may also provide a separate sheet with larger examples of the forms listed on question No. 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.
 - g. Read question No. 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.
8. Score the examination as listed at the bottom of the page, circling the level based on the score.

FAQs About Exam Items

Item 1: Day of the Week

The answer must be the correct day of the week. For example, if the day is Tuesday when the test is administered, then the client must respond 'Tuesday' to receive 1/1 point for this item.

Item 2: Year

The answer must be the correct year. For example, if the year is 2024 when the VMAC SLUMS Examination is administered, then the client must respond '2024' to receive 1/1 point for this item.

Item 3: State

The answer must be the correct state. For example, if the state where the SLUMS is administered is Illinois, then the only correct answer is 'Illinois'.

Item 4: Remember and Repeat Five Words

If clients do not repeat the five words correctly on the first attempt, how many times should I repeat the word list?

You may repeat the item list of items up to three times. If a client is unable to repeat the five items correctly after three attempts, then you should stop and move on to the next question.

Item 5: Calculation, Money Spent and Money Left

If someone gives an incorrect number for "How much money did you spend?" but gives a correct amount for "How much money do you have left?" Do they receive two points for answering the latter question correctly?

Yes, question 5 is a two-part question worth a total of three points. The first part (money spent) is worth one point and the second part (money left) is worth two points. Each part is scored separately. Thus, for question 5 one can score zero points (incorrect answers to money spent and money left), one point (correct answer to money spent and incorrect answer to money left), two points (incorrect answer to money spent and correct answer to money left), or three points (correct answers to money spent and money left).

Item 6: Animal Naming

Should the healthcare professional who administers the VAMC SLUMS exam write down the names of the animals provided by the client for this question?

You may write down the names or use hash marks when administering this item. We recommend writing down the animal names because it makes it easier to score this item accurately because any repeated animal names should only be counted as one point/one animal name. For example, if a client names the following animals in one minute: dog, bird, cow, cat, horse, zebra, giraffe, dog, turtle, penguin, zebra, the total number of animals named for the score is nine because dog was named twice but only counts as one point/animal names. An experienced healthcare professional may use hash marks (e.g., IIII for 4 animals) rather than writing down all the animals named in one minute. If you do this, it is recommended that one does not make a hash mark for any animal names repeated by the client.

If a client names insects (e.g., butterfly, ant, etc.) are they counted as animals named?

Yes, insects are counted as animals named for this item.

Item 8: Backward Digit Span

How should I say the numbers for this item? If the numbers are 426, should I say 'four' – 'two' – 'six' or 'four hundred twenty-six'?

The correct way to administer this is for the examiner to say the individual numbers ('four' – 'two' – 'six'), and the correct response is for the client to repeat the sequence in reverse order ('six' – 'two' – 'four'). When administering this item, the examiner also should say each digit/number at a constant rate with a short pause between each (i.e., "four" - [1-second pause] – "two" – [1-second pause] – 'six').

Item 9: Clock Drawing, Hour Markers and Correct Time

Can clients receive partial credit for ticks or numbers 12, 3, 6, 9 in the correct placement? And can they receive a prompt to add additional numbers or ticks?

When scoring, give full credit for either all 12 numbers or all 12 ticks. If the client puts only four numbers or ticks on the circle, then prompt one time to request that the client write down all numbers or ticks.

When scoring, the numbers/ticks should be located approximately in the correct position; if the numbers/ticks are poorly spaced and not close/near to the correct position, then the 'Hour markers okay' score should be 0/2 points (incorrect).

When scoring, both components (hours markers okay; time correct) of the clock test are scored are correct or incorrect with no partial credit, so the possible total scores on the clock test are 0 (both components incorrect), 2 (one component correct, one component incorrect), or 4 (both components correct).

Item 11: Questions About the Story

For the question about going back to work, should a response such as 'After she had children' count as a correct answer?

"After she had children" is not a correct answer, because she did not go back to work until the children were teenagers (i.e., at least 13 years after she had her youngest child). If a client answers, "after she had children", you may use a general prompt to request a more specific answer such as, "Can you provide more information about when she went back to work" or "can you provide more details about when she when back to work", and score the answer accordingly based on any additional details/information client provides in response to your prompt.

Source: <https://www.slu.edu/medicine/internal-medicine/geriatric-medicine/aging-successfully/assessment-tools/mental-status-exam.php>