Cultural and Language Considerations for Cognitive Assessments – Special Focus on Filipino Americans

Jessica de Leon, MD

Assistant Professor of Neurology

DHCS — CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES

Introduction

Speaker

Jessica de Leon, MD
Assistant Professor of Neurology at
the UCSF Memory and Aging Center

Moderator

Anna Chodos, MD, MPH
Primary Care & Geriatrics Clinician
Associate Professor, UCSF Department of Medicine,
Executive Director, Dementia Care Aware

Housekeeping

We will leave 10-15 minutes at the end of this session for Q&A. Throughout the webinar, you can put your questions into the Q&A/chat functions, and some may be answered in real time.

We will share instructions for claiming Continuing Education (CE) credit at the end of this webinar and via email within 48 hours.

You will receive the recording of this webinar via email within 48 hours

You can also access the webinar slides and recording from the Dementia Care Aware website and YouTube channel.

DEMENTIA Care Aware

DHCS
CALIFORNIA DEPARTMENT OF
HEALTH CARE SERVICES

Dementia Care Aware Program Offerings

Warmline:

1-800-933-1789

A provider support and consultation service that connects primary care teams with Dementia Care Aware experts

Trainings:

- Online Trainings, e.g., Cognitive Health Assessment training
- Monthly Webinars
- Podcasts

Interactive Case Conferences:

- UCLA and UCI ECHO (Extension for Community Healthcare Outcome) conferences

Practice change support:

- UCLA Alzheimer's and Dementia Care Program
- Alzheimer's Association Health Systems

DEMENTIA Care Aware

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DementiaCareAware.org   DCA@ucsf.edu

Our Training

Welcome!

Welcome to the Dementia Care Aware (DCA) learning management system. This site provides access to the training modules for the DCA program. When you registered, you were automatically enrolled in the "*The Cognitive Health Assessment: The Basics*" course. Select Start in the "The Cognitive Health Assessment: The Basics" block below to begin.

Screening for Dementia: The Cognitive Health Assessment (CHA)

Goal: Screen patients older than age 65 annually (who don't have a pre-existing diagnosis of dementia)

Part 1

Take a Brief Patient History

Part 2

Use Screening Tools

Part 3

Document Care Partner Information

Sign Up for Upcoming Live CHA Trainings

- Dementia Care Aware offers the CHA training as **a free one-hour live session** multiple times each month.

- Led by Dementia Care Aware partners at the Alzheimer's Association and UC, Irvine.

- Open for anyone who is interested.

- Eligible participants can claim **1 free CE/CME/MOC credi**t.

Financial Disclosures

None

Outline

- The Philippines and the Filipino diaspora
  - Languages
  - History (in one slide)
  - Filipino diaspora: Across the world to California
  - Dementia and Filipino +/- Americans
- Language considerations for cognitive assessments
- Cultural considerations for cognitive assessments

Learning Objectives

1. Describe language considerations for cognitive testing of Tagalog speakers.

2. Identify best practices for cognitive testing of bilingual speakers.

3. Recognize cultural considerations for clinical interactions with Filipino Americans.
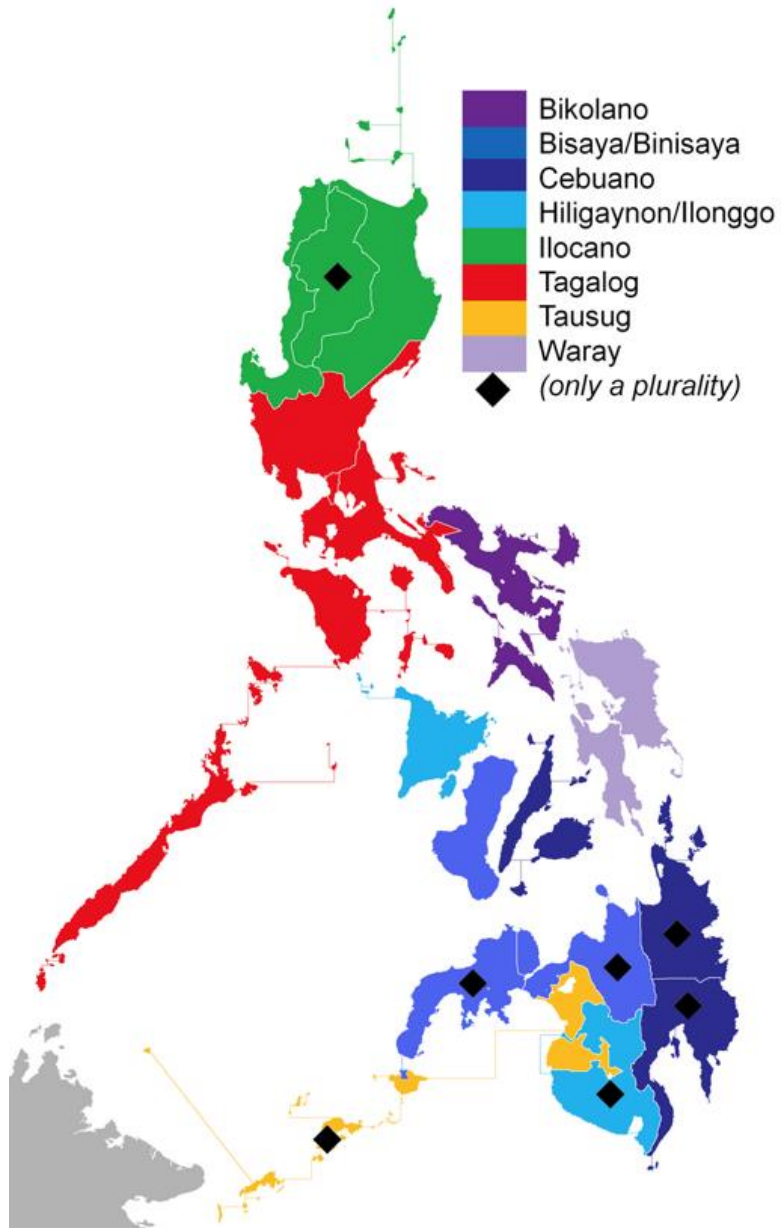
Philippines

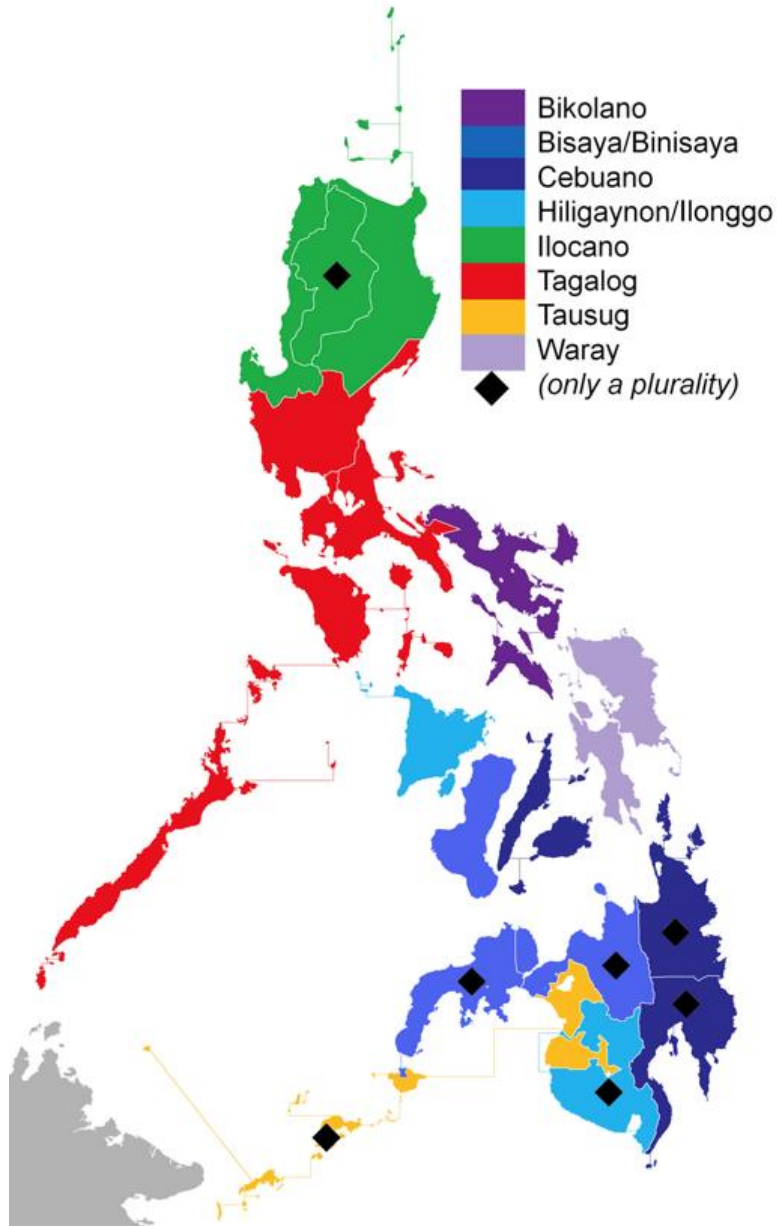| 0 | 200 km |
| 0 | 150 mi |

Batan Islands 124°
Basco
Luzon Strait 20°
Babuyan Islands
Babuyan Channel
Laoag
Bangued Tuguegarao
Vigan Tabuk
Bontoc Ilagan
San Fernando Luzon
La Trinidad Cabarroguis
Lingayen
Palayan Philippine Sea 16°
Scarborough Iba Tarlac
Shoal San Fernando Malolos Polillo Islands
Balanga Manila
Trece Martires Santa Cruz
Lucena Daet Catanduanes Island
Batangas Boac Pili Virac
Mamburao Marinduque Legazpi Sorsogon
Mindoro Romblon
Masbate Catarman
Samar
Calamian Group Kalibo Catbalogan Borongan 12°
Cuyo Island Panay Visayan Sea Tacloban
Iloilo Leyte
San Jose de Buenavista Bacolod Cebu
Negros Cebu Maasin Siargao Island
Puerto Princesa Tagbilaran Bohol Surigao
Palawan Dumaguete Bohol Sea Tandag
Siquijor Mambajao Butuan
Dipolog Cagayan de Oro
Pagadian Marawi Malaybalay 8°
Tagum
Zamboanga Cotabato Davao
Balabac Island Isabella Maganoy Mati
Cagayan Sulu Island Basilan Island Koronadal
Jolo Jolo Island Mindanao
Tawitawi Island
Malaysia Sulu Archipelago Celebes Sea
Balimbing

South China Sea
Palawan Passage
Sulu Sea
Panay Gulf
Moro Gulf

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Philippine Languages

Bikolano
Bisaya/Binisaya
Cebuano
Hiligaynon/Ilonggo
Ilocano
Tagalog
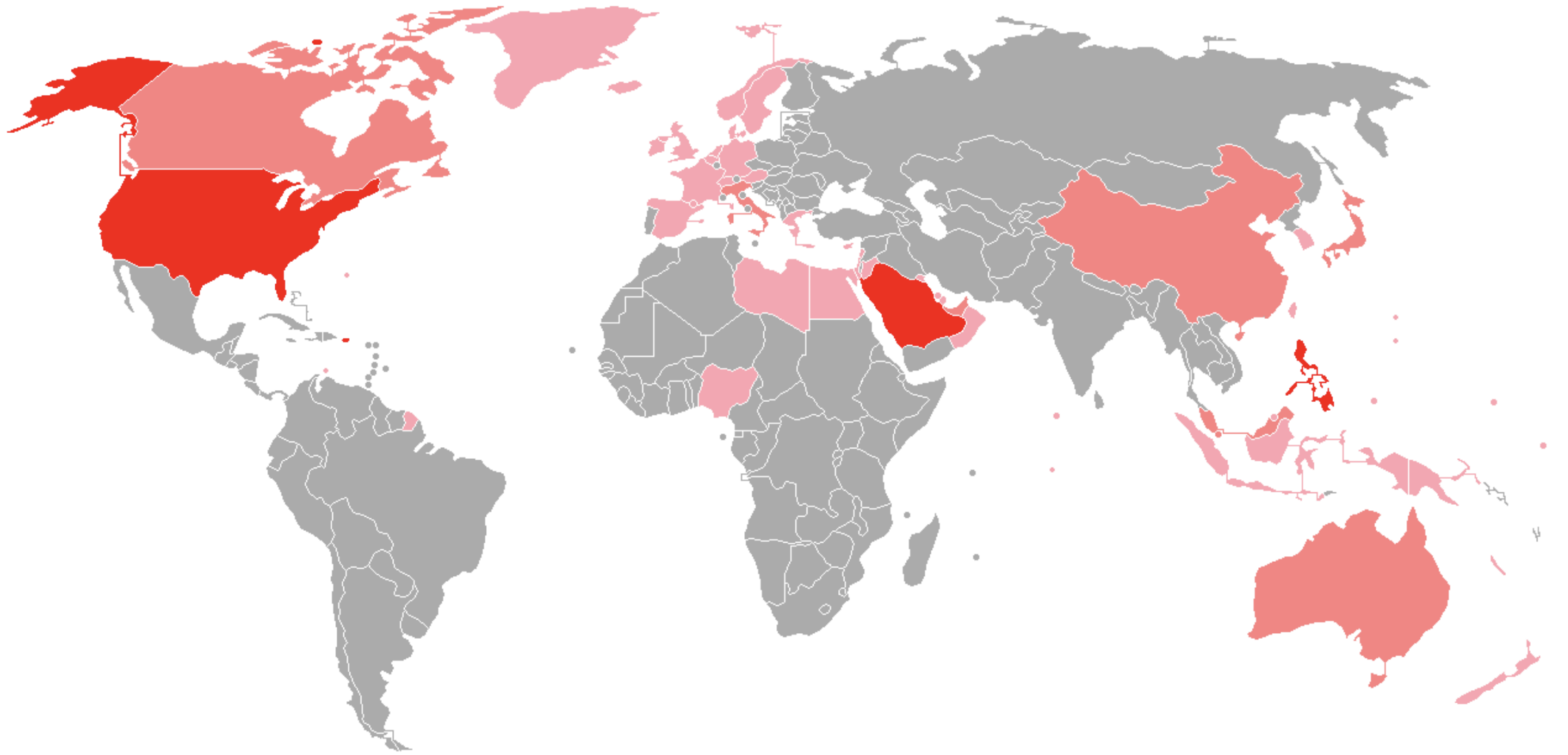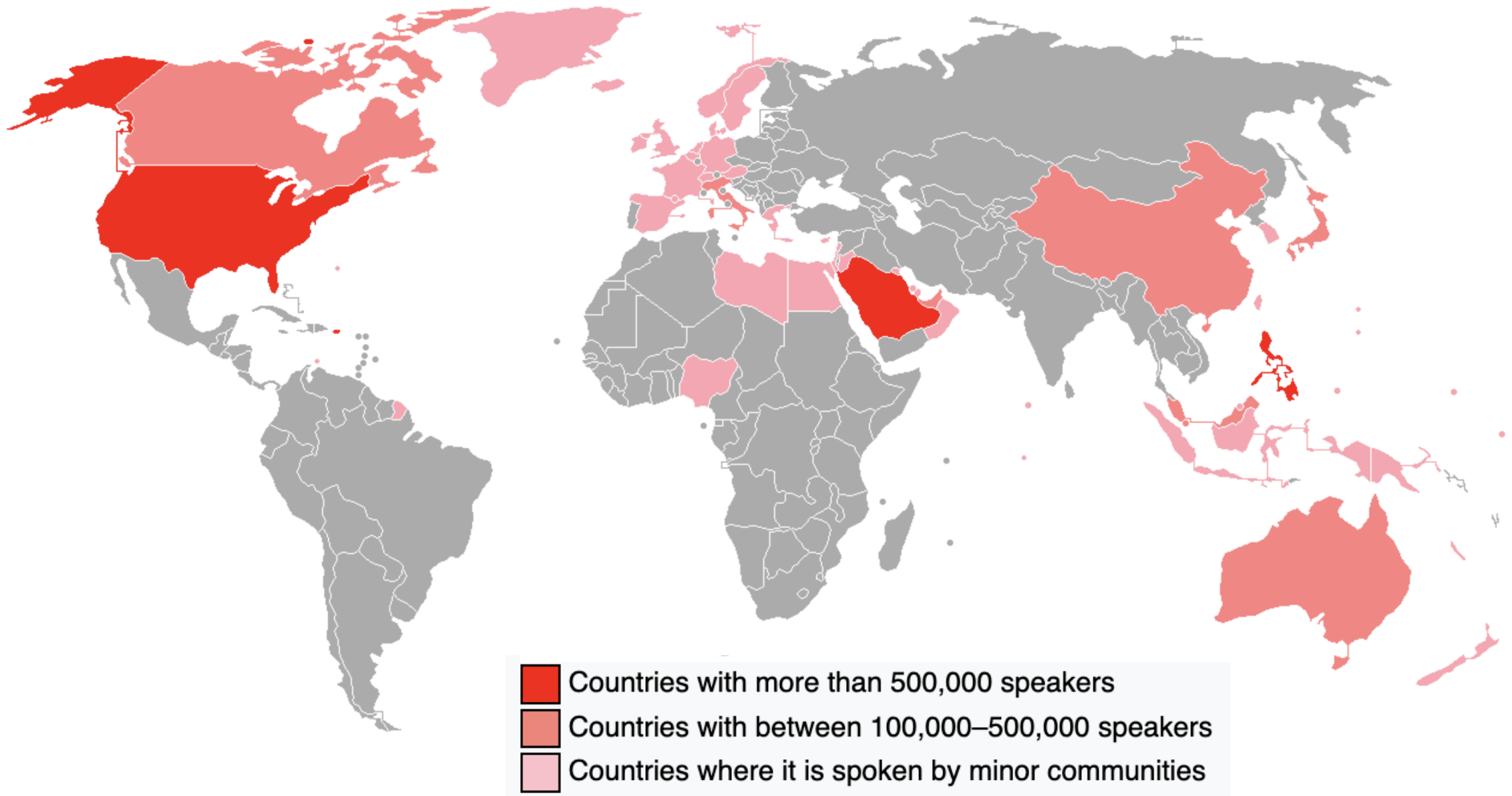Tausug
Waray
◆ (only a plurality)

- \>175 languages
- Official languages: Filipino (standardized Tagalog), English, (Spanish)
- Tagalog: Austronesian
  - 25% speak Tagalog as first language
  - 50% speak Tagalog as second language
- Tagalog (Filipino) 4th most spoken language in US
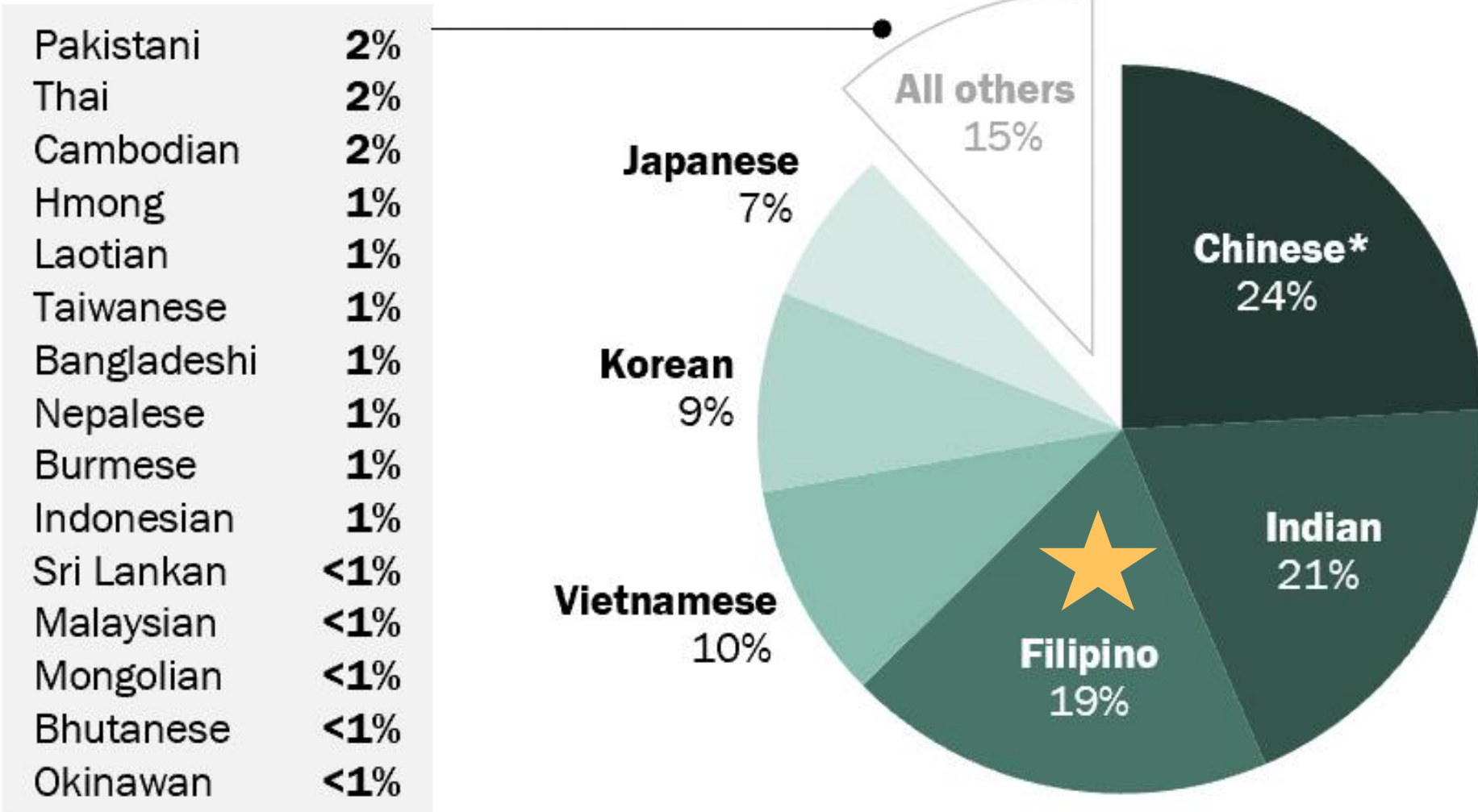 - 20% Filipino Americans not English proficient

Philippine Languages

Bikolano
Bisaya/Binisaya
Cebuano
Hiligaynon/Ilonggo
Ilocano
Tagalog
Tausug
Waray
◆ (only a plurality)

- Multilingualism is the norm
- *Taglish* is common
  - "**Finished** na ba 'yung **dinner** mo?"
    Have you finished your dinner?
- Many cognates (and false cognates) and borrowed words from Spanish and English
  - *Baño* (Spanish for bathroom) vs. *Banyo* (Tagalog for bathroom)
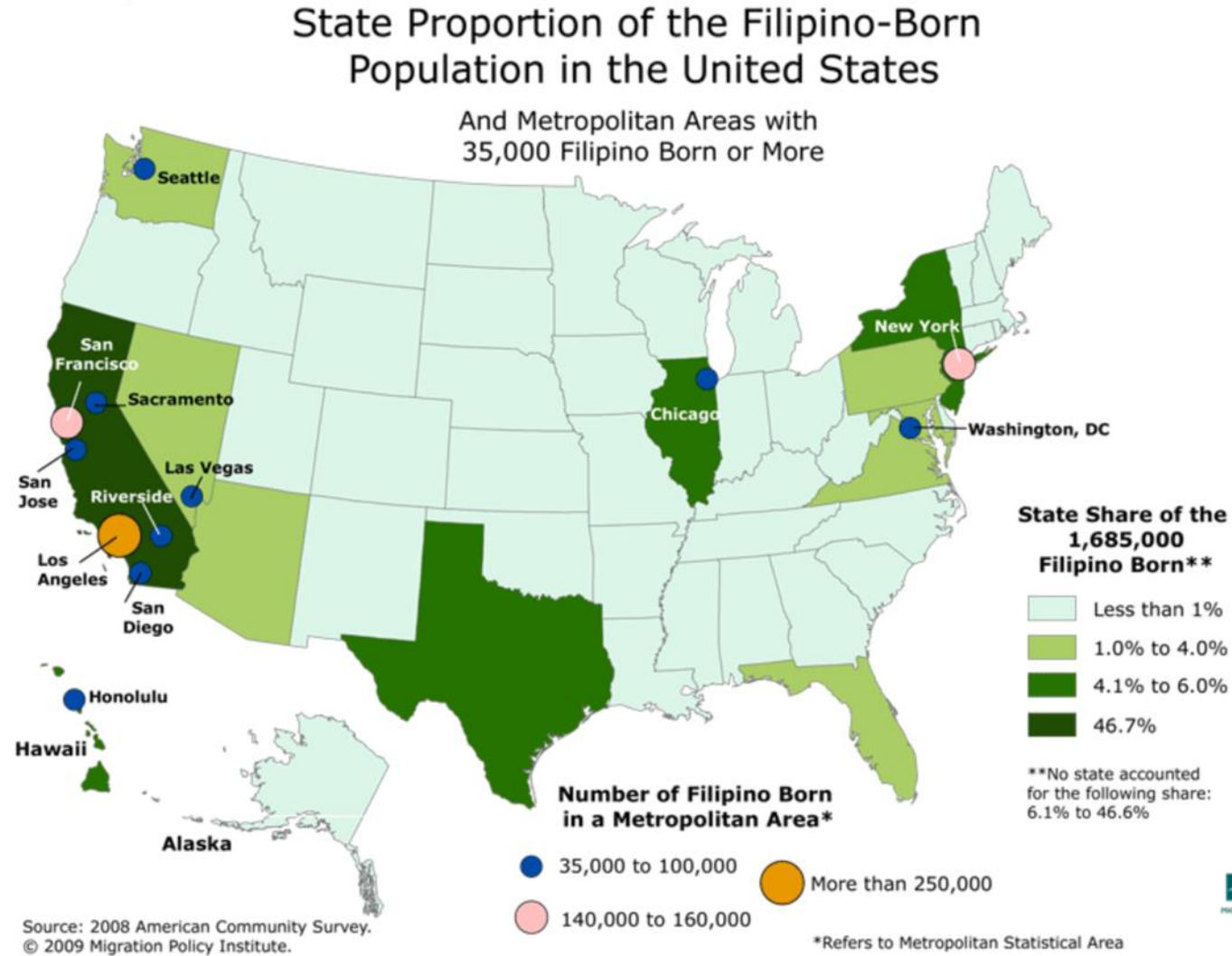 - *Almorzar* (Spanish verb for lunch) vs. *Almusal* (Tagalog noun for breakfast)

Countries with more than 500,000 speakers

Countries with between 100,000–500,000 speakers

Countries where it is spoken by minor communities

Filipinos in the US

Pakistani	**2%**
Thai	**2%**
Cambodian	**2%**
Hmong	**1%**
Laotian	**1%**
Taiwanese	**1%**
Bangladeshi	**1%**
Nepalese	**1%**
Burmese	**1%**
Indonesian	**1%**
Sri Lankan	**<1%**
Malaysian	**<1%**
Mongolian	**<1%**
Bhutanese	**<1%**
Okinawan	**<1%**

All others 15%

Japanese 7%

Chinese* 24%

Korean 9%

Indian 21%

Vietnamese 10%

Filipino 19%

Filipinos in the US

State Proportion of the Filipino-Born Population in the United States

And Metropolitan Areas with 35,000 Filipino Born or More

FILIPINOS IN CALIFORNIA

STATE OF CALIFORNIA 1,474,707 — 4% — 4% of California Population

NORTHERN CALIFORNIA 649,646

BAY AREA 457,857

BAY AREA FILIPINO POPULATION RANKED FROM LARGEST TO SMALLEST IN NINE METRO COUNTIES:

1 Santa Clara: 104,234
2 Alameda: 99,665
3 San Mateo: 80,349
4 Contra Costa: 61,161
5 Solano: 52,641
6 San Francisco: 43,646
7 Napa: 6,915
8 Sonoma: 6,188
9 Marin: 3,058

Statistics from 2010 Census provided by the Philippine Consulate in San Francisco

Filipinos in San Francisco
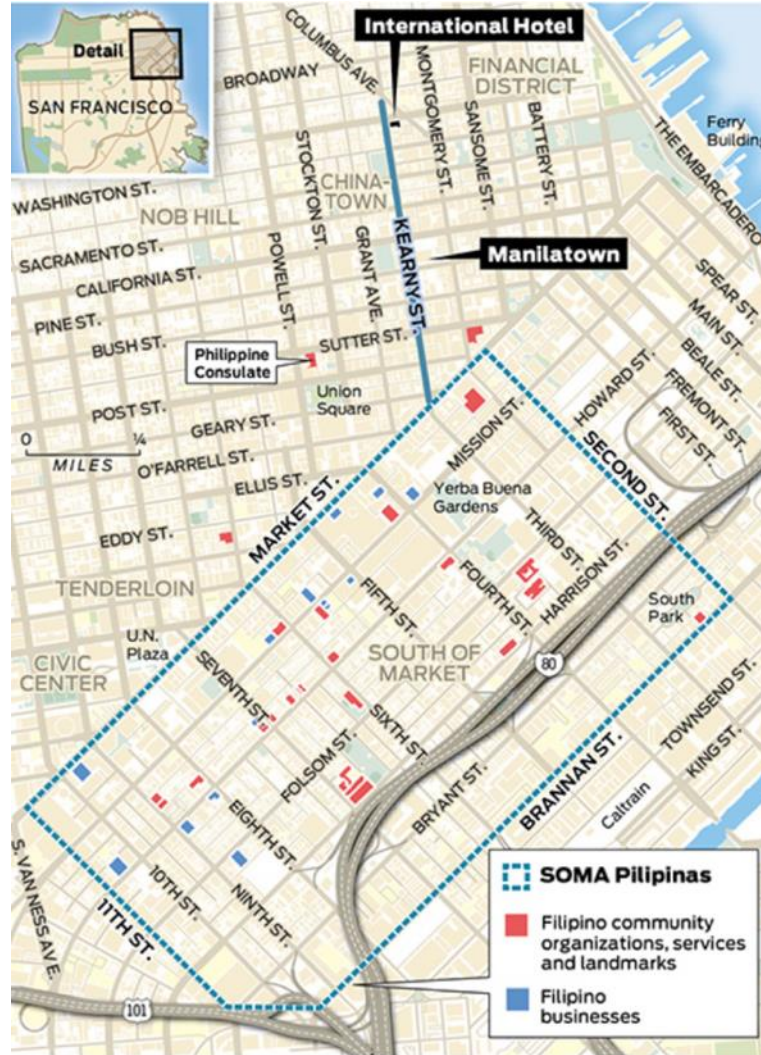
Dementia and Filipinos

- Highest dementia incidence among Asian Americans

Mayeda et al., 2017; Pura, 2020; Dominguez, 2018; David, 2008, 2010; Tompar-Tiu and Sustento-Seneriches, 1995; Kim, 2015; Pew Research Center, 2021; US Census Bureau, 2010, 2020
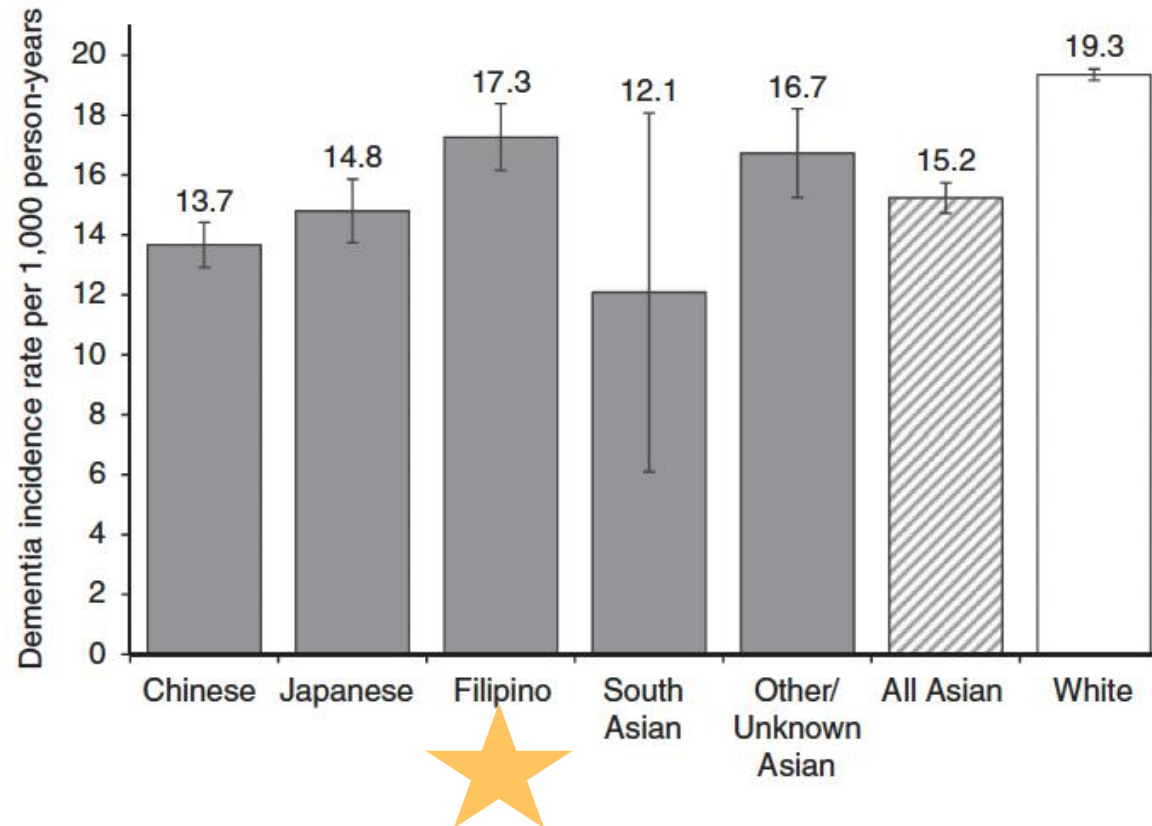
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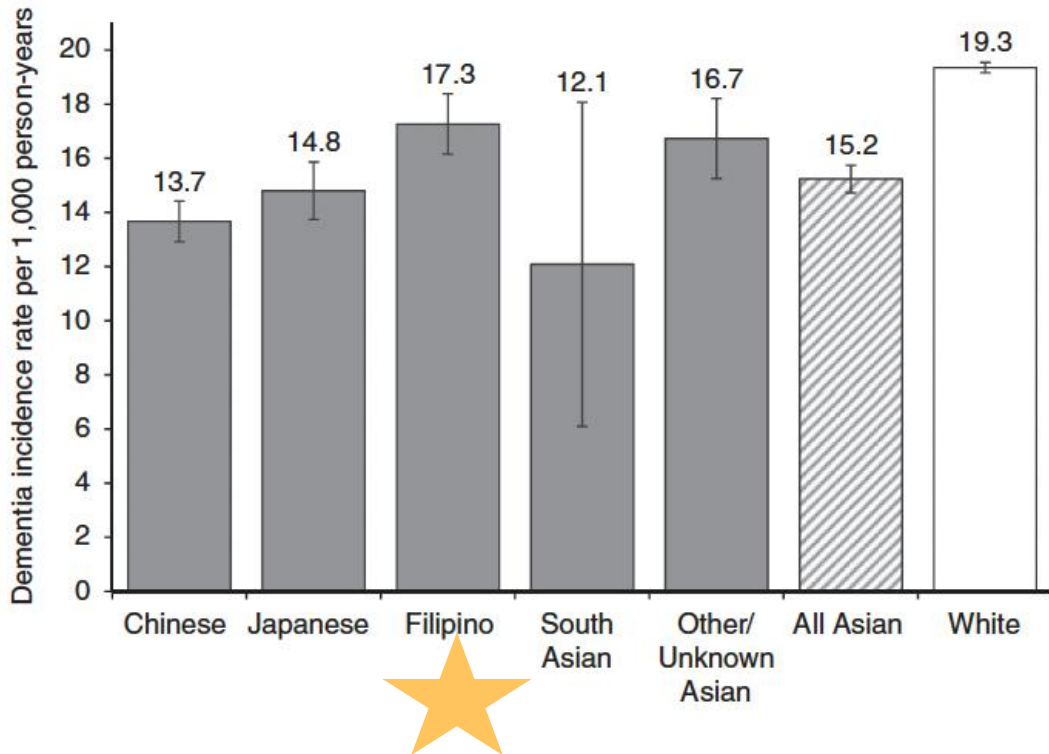
- Why?
  - Protective factors?
    - High education (53% bachelor degree)
      - Lower in Fil-Ams (44%)
    - Low poverty rate *
  - Many vascular risk factors
  - Depression (27-34%)
    - Low usage of mental health services
- Likely underreported
- Low knowledge about dementia
- Lack of disaggregated data

Mayeda et al., 2017; Pura, 2020; Dominguez, 2018; David, 2008, 2010; Tompar-Tiu and Sustento-Seneriches, 1995; Kim, 2015; Pew Research Center, 2021; US Census Bureau, 2010, 2020

Cognitive Testing for Filipino Americans

Created/normed in the Philippines	Validated and/or translated Western-based
De-Westernized Dementia Screening Scale (DDSS)	Montreal Cognitive Assessment – Filipino (MoCA-P)
Neuropsychological Assessment for MCI (NAMCI)	Mini Mental Status Exam – Filipino version (MMSE-P)
Manila Motor-Perceptual Screening Test (MMPS)	Filipino Norming Project (FNP) Alzheimer's Disease Assessment Scale – Cognitive (ADAS-Cog) Uniform Dataset Alzheimer's Disease Center (UDS-ADC)
	Filipino Geriatric Depression Scale short-form
	Bilingual Aphasia Test (BAT)

Cognitive Testing for Filipino Americans

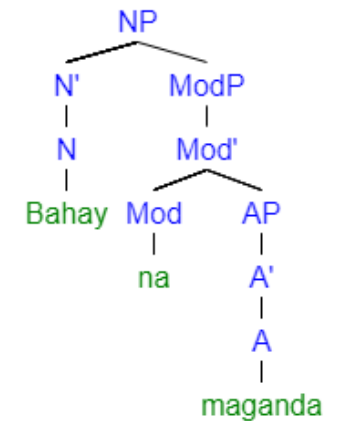- *Some* normative data and (adapted) tests for Tagalog speakers in the Philippines
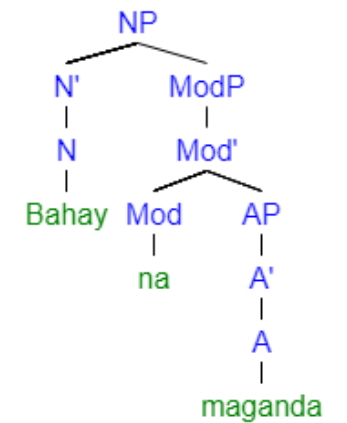
Cognitive Testing for Filipino Americans

- *Some* normative data and (adapted) tests for Tagalog speakers in the Philippines
- Translated/adapted tasks can be culturally or linguistically unsuitable
  - ➔ Syntax - differences between English grammar and Tagalog grammar
  - ➔ MMSE-P, but some items not for Filipinos living in US
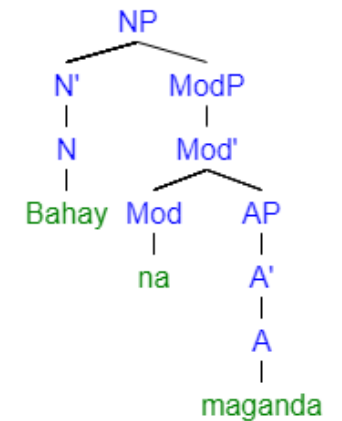
Cognitive Testing for Filipino Americans

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- Translated/adapted tasks can be culturally or linguistically unsuitable
  - ➔ Syntax - differences between English grammar and Tagalog grammar
  - ➔ MMSE-P, but some items not for Filipinos living in US
- No studies to date have validated measures for ADRD in Filipino Americans
  - ➔ *MAJOR BARRIER TO HEALTH CARE*

Cognitive Testing for Filipino Americans

Cognitive Testing for Filipino Americans

Language considerations for cognitive assessments

Language considerations for cognitive assessments

- High levels of bilingualism
  - But 20% are not English proficient
  - Tagalog not always L1
- Code-switching and Taglish
- Consider accepting responses in Tagalog, English, or Spanish
- Effects of education, bilingualism, immigration, culture, and acculturation/enculturation on testing
- No gender in Tagalog language

Language considerations for cognitive assessments

- 42 Tagalog/English bilingual Filipino Americans

- English acquisition: 3.6 years

- Number of languages: 3.3

- Most living in US for 20+ years

- Self-rated English proficiency: 5.6 out of 6 (range 3-6)
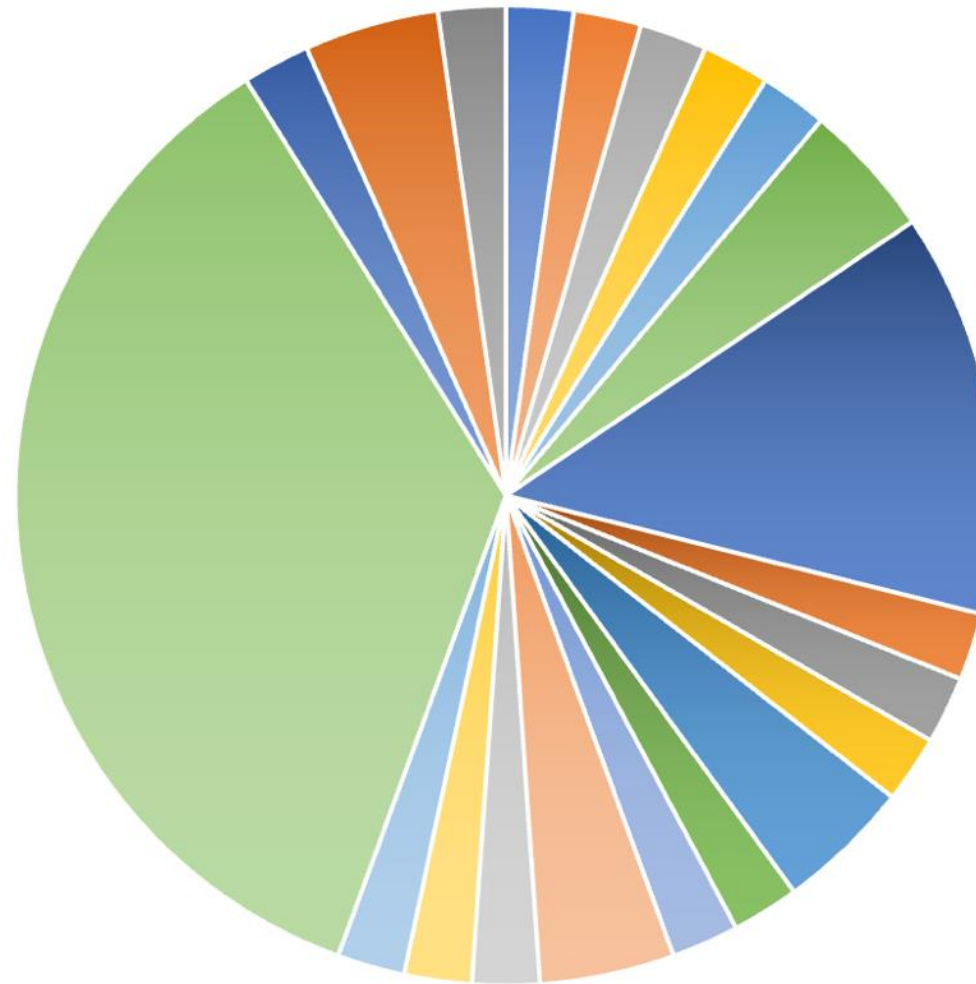
Legend:
- Aklanon
- Arabic
- Bahasa
- Bikol
- Bisaya
- Cebuano
- French
- Fulanese
- German
- Hiligaynon
- Ilocano
- Ilonggo
- Japanese
- Kapampangan
- Mandarin
- Nippongo
- Russian
- Spanish
- Vietnamese
- Waray
- Ybanag

Mamuyac, et al. (in prep)

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MMSE-P (Philippines)

Allow English, Spanish, or Tagalog response for the date

Allow English response for season ("wet" or "dry" in MMSE-P)

Replaced street / *barangay* and country with county and state

> *"August ninth, twenty twenty-two; agosto nueve, agosto siyam, dalawang libo bente dos"*

Mamuyac, et al. (in prep); Dominguez et al., 2001

Multilingual Naming Test (MINT) (n=15)

Bar chart showing Mean Score for two response categories. "Tagalog Responses Only" has a mean of approximately 15 with error bars extending from about 9 to 21. "Tagalog or English Responses" has a mean of approximately 24 with error bars extending from about 19 to 29. X-axis labeled "Mean Score" ranging from 0 to 32.
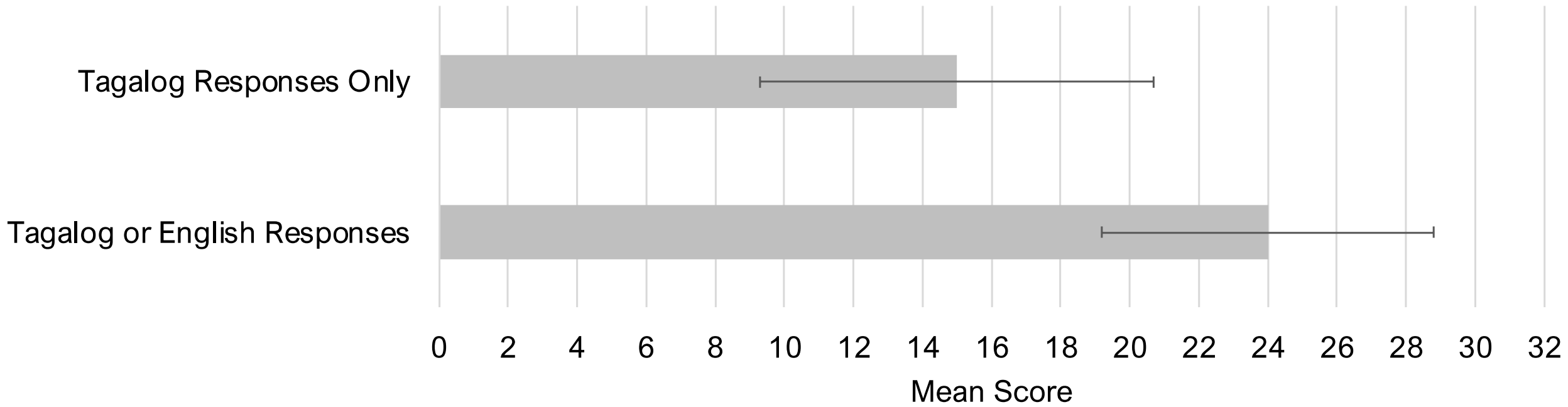
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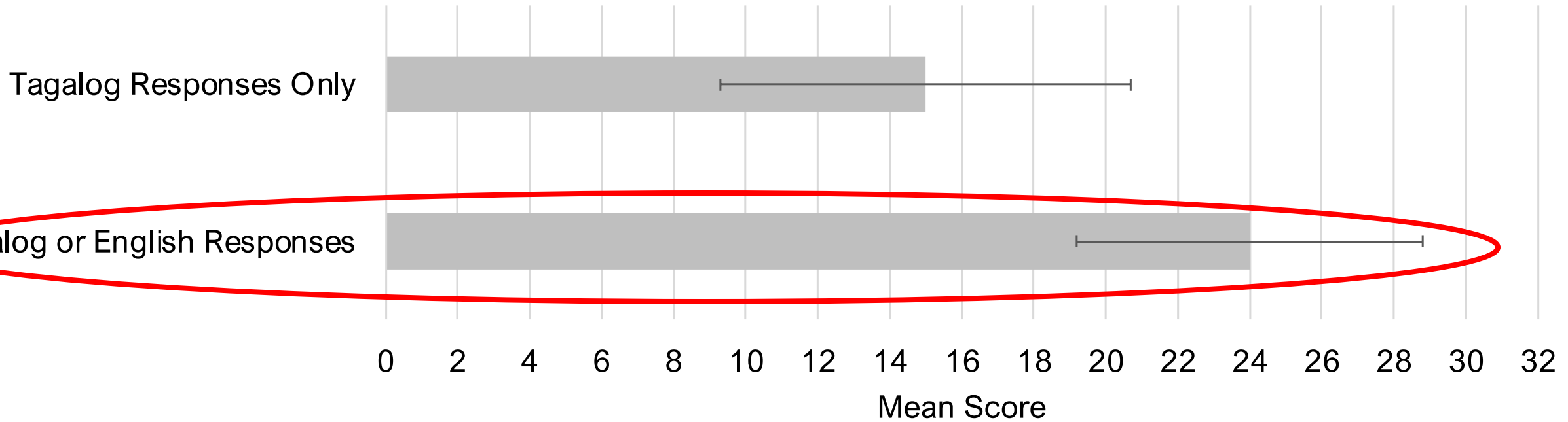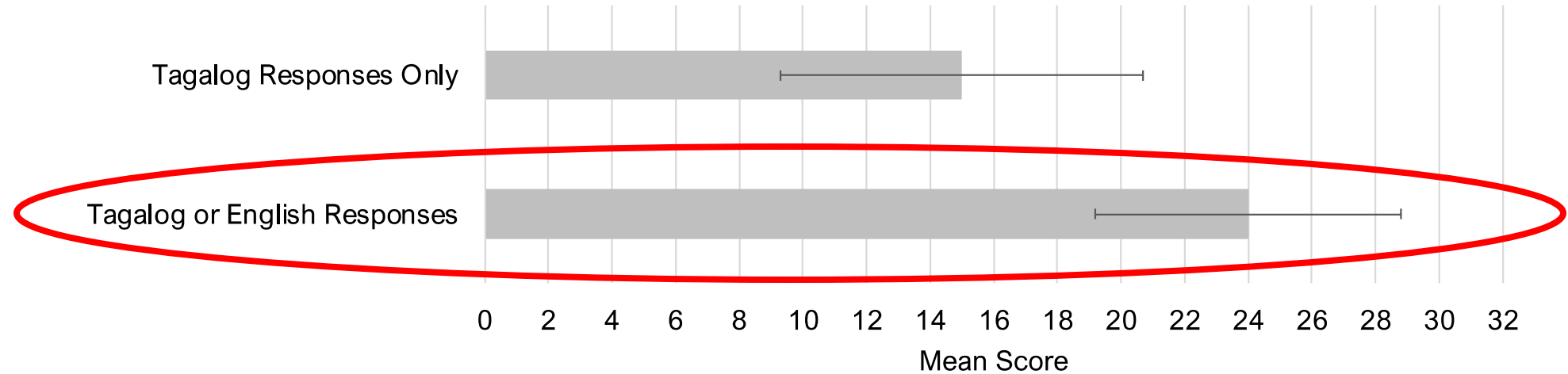
Many cognates
- 7 English cognates
- 14 Spanish cognates

Multilingual Naming Test (MINT) (n=15)
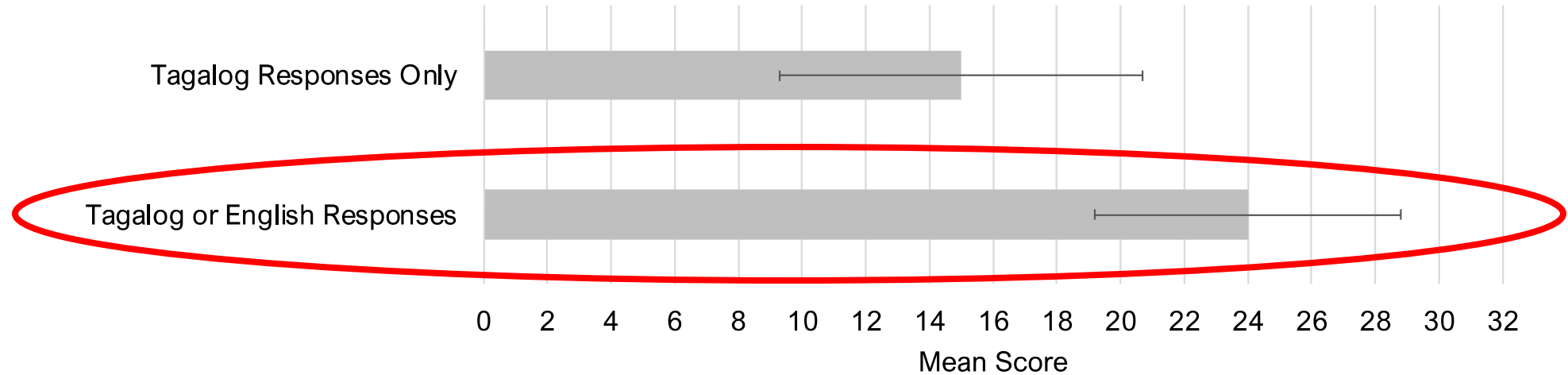
Many cognates
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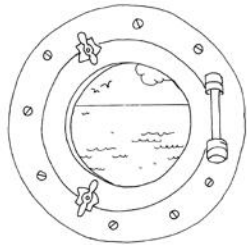
"I have never encountered this word in Tagalog"
(porthole)
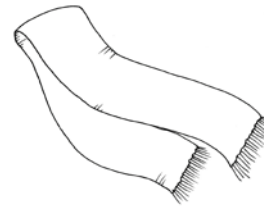
"I have never seen this in the Philippines"
(scarf)

"This is so American"

Multilingual Naming Test (MINT) (n=15)
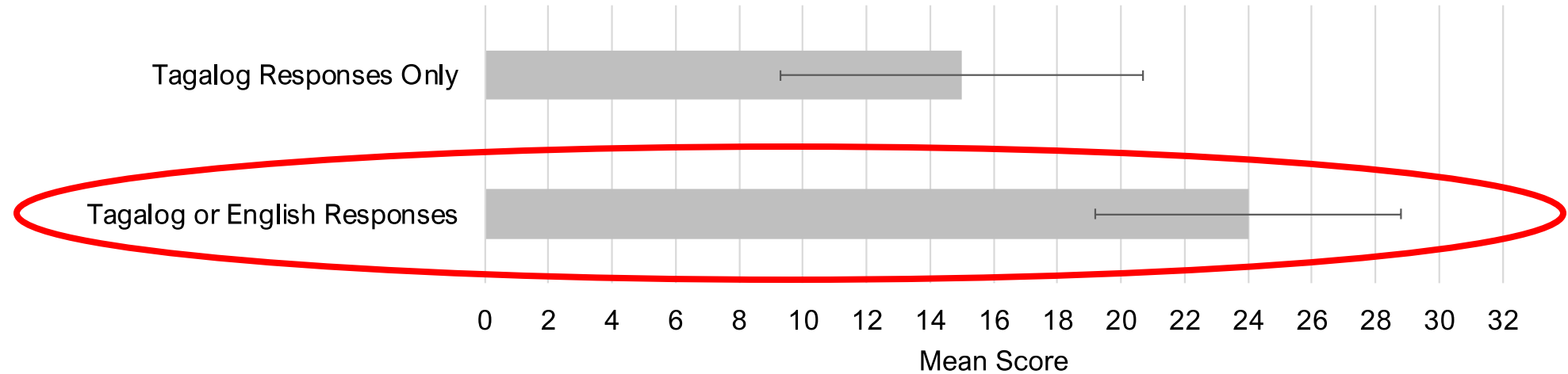
Important to ask if:

    Name in either English or Tagalog?

    Familiar with the item?

Phonemic cues may not be helpful

Respecting how people feel about their languages

Importance of language-based norms

	Bilingual Tagalog	Bilingual English	Monolingual English	P-value
MMSE	27.2 +/- 2.5	27.7 +/- 2.1		
Letter fluency (B words / D words)	13.8 +/- 5.6	15.1 +/- 5.2	16.3 +/- 4.5	0.34
Animal fluency	12.7 +/- 6.1	19.1 +/- 5.3	23.5 +/- 5.0	0.002*
Digits forward	4.7 +/- 1.3	6.2 +/- 1.1	7.5 +/- 1.0	<.0001*
Digits backward	4.3 +/- 1.5	5.1 +/- 1.1	5.8 +/- 1.2	0.02*
MINT	15.1 +/- 5.4	27.0 +/- 3.7	30.5 +/- 1.8	<.0001*
Stroop Color Naming	54.5 +/- 11.0	68.5 +/- 14.5	91.3 +/- 13.4	<.0001*
Stroop Interference	40.4 +/- 13.2	47.1 +/- 11.2	51.9 +/- 10.6	0.09
Rey figure copy	15.9 +/- 1.3	16.2 +/- 0.7	15.5 +/- 1.1	0.01*
Rey figure recall	11.5 +/- 3.7	12.2 +/- 2.2	11.5 +/- 2.8	0.31
VOSP	8.6 +/- 2.1	8.5 +/- 1.6	9.0 +/- 1.2	0.19
CVLT SF 10 min	4.5 +/- 1.9		7.8 +/- 1.4	

Same individuals

Differences in performance depending on language of testing

Mamuyac, et al. (in prep)

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Same tasks

Differences in performance depending on bilingual status

Mamuyac, et al. (in prep)

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Don't use F words when testing in either language

Mamuyac, et al. (in prep)

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Insects should probably be scored as correct

Mamuyac, et al. (in prep)

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Related to #syllables/word in Tagalog?

Use different languages for different contexts (e.g. time, date, shopping)

Mamuyac, et al. (in prep)

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Digits backward	4.3 +/- 1.5	5.1 +/- 1.1	5.8 +/- 1.2	0.02*
MINT	15.1 +/- 5.4	27.0 +/- 3.7	30.5 +/- 1.8	<.0001*
Stroop Color Naming	54.5 +/- 11.0	68.5 +/- 14.5	91.3 +/- 13.4	<.0001*
Stroop Interference	40.4 +/- 13.2	47.1 +/- 11.2	51.9 +/- 10.6	0.09
Rey figure copy	15.9 +/- 1.3	16.2 +/- 0.7	15.5 +/- 1.1	0.01*
Rey figure recall	11.5 +/- 3.7	12.2 +/- 2.2	11.5 +/- 2.8	0.31
VOSP	8.6 +/- 2.1	8.5 +/- 1.6	9.0 +/- 1.2	0.19
CVLT SF 10 min	4.5 +/- 1.9		7.8 +/- 1.4	

Interference from other language?

Importance of language-based norms

	Bilingual Tagalog	Bilingual English	Monolingual English	P-value
MMSE	27.2 +/- 2.5	27.7 +/- 2.1		
Letter fluency (B words / D words)	13.8 +/- 5.6	15.1 +/- 5.2	16.3 +/- 4.5	0.34
Animal fluency	12.7 +/- 6.1	19.1 +/- 5.3	23.5 +/- 5.0	0.002*
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Cultural differences?

Mamuyac, et al. (in prep)   45

Best practices for cognitive testing in bilingual speakers

Best practices for cognitive testing in bilingual speakers

L1 influences L2, but L2 also influences L1

Birdsong, 2018; Gollan et al., 2008; Roberts et al., 2002; Ivanova and Costa, 2008; Mindt, 2008; Gasquoine et al., 2007; Acevedo and Lowenstein 2007; Bialystok and Craik 2007

Best practices for cognitive testing in bilingual speakers

L1 influences L2, but L2 also influences L1

Bilingual disadvantages

- Picture naming: even in dominant language
  - Balanced bilinguals name fewer than unbalanced bilinguals
- Verbal fluency
- Tasks that increase interference between languages (production in the less dominant language)

Birdsong, 2018; Gollan et al., 2008; Roberts et al., 2002; Ivanova and Costa, 2008; Mindt, 2008; Gasquoine et al., 2007; Acevedo and Lowenstein 2007; Bialystok and Craik 2007

Best practices for cognitive testing in bilingual speakers

Evaluation in both languages preferred
- But lack of standardized tests

Birdsong, 2018; Gollan et al., 2008; Roberts et al., 2002; Ivanova and Costa, 2008; Mindt, 2008; Gasquoine et al., 2007; Acevedo and Lowenstein 2007; Bialystok and Craik 2007; Larris and Llorente, 2005; Paradis, 2008

Best practices for cognitive testing in bilingual speakers

Evaluation in both languages preferred
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Determine language proficiency/dominance
- Subjective info/self-rating is probably OK, but:
  - Individuals immersed in L2 tend to underestimate L2 abilities
  - Older bilinguals tend to underestimate their own proficiency levels in both languages

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- Subjective info/self-rating is probably OK, but:
  - Individuals immersed in L2 tend to underestimate L2 abilities
  - Older bilinguals tend to underestimate their own proficiency levels in both languages
  - Best practice: professionally trained bilingual, sociolinguistically competent neuropsychologist or refer out
- Backup: professional interpreters

Birdsong, 2018; Gollan et al., 2008; Roberts et al., 2002; Ivanova and Costa, 2008; Mindt, 2008; Gasquoine et al., 2007; Acevedo and Lowenstein 2007; Bialystok and Craik 2007; Larris and Llorente, 2005; Paradis, 2008

Notes on bilingualism of the examiner

- Verify examiner's proficiency
  - Could they enroll in a college graduate program in that language?
  - ACTFL proficiency guidelines
- Could still collect factual info (e.g., interview and history)
- Sociocultural competency is just as important

Artiola i Fortuny and Mullaney (1998); Artiola i Fortuny et al. (1999)

Best practices for cognitive testing in bilingual speakers

Repeat testing in one year

Patterns on testing (e.g. memory vs frontal/executive tasks)

Imaging and other diagnostic tools

Ask about ADLs/IADLs, changes in everyday life

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Summary: Language considerations for cognitive assessments

- Cognitive testing scores are influenced by language(s)

- Bilingualism affects testing in both languages

- Best to evaluate in both languages and with sociolinguistically competent neuropsychologist

- If not possible-> get a good history, look for patterns on testing, use other diagnostic tools, consider repeat testing

Cultural considerations for cognitive assessments

Core Filipino cultural values and clinic

Core value	Definition	Intersection with clinic
Kapwa	Togetherness, the other person is also yourself, treat others as equal fellow human beings	Others' needs (especially family) come first, family as caregivers/ involved in decisions
Pakikisama	Conformity with, deference to the majority, prioritize smooth interpersonal relationships	Non-confrontational, will not correct or interject
Pakikiramdam	Sense feelings/needs of others, more than sympathy or empathy, put others before yourself	Conversations about personal mood and feelings
Utang na loob	Norm of reciprocity, return favors	Caregiving- will be paying back/ supporting parents for their lifetimes
Hiya	"shame"?, sense of propriety, social norms	Minimize symptoms, stigma of dementia
Lakas ng loob	Endurance, bearing hardships, faith-based country	Resilience, courage in the midst of problems and uncertainties

Colonial mentality / Internalized oppression

The perception of ethnic and cultural inferiority
A form of internalized racial oppression

Decena, 2014;
https://themindofthegarrett.wordpress.com/2017/04/02/colonia
l-mentality-in-the-philippines/

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Preference/deference to "American" providers

Filipinos and dementia beliefs
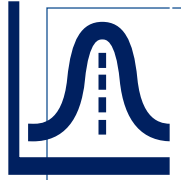
Memory loss is "normal aging"

Burden to others

Bahala na, God's will

Stigma

Hope for the future

Resilience and strength

Word choice

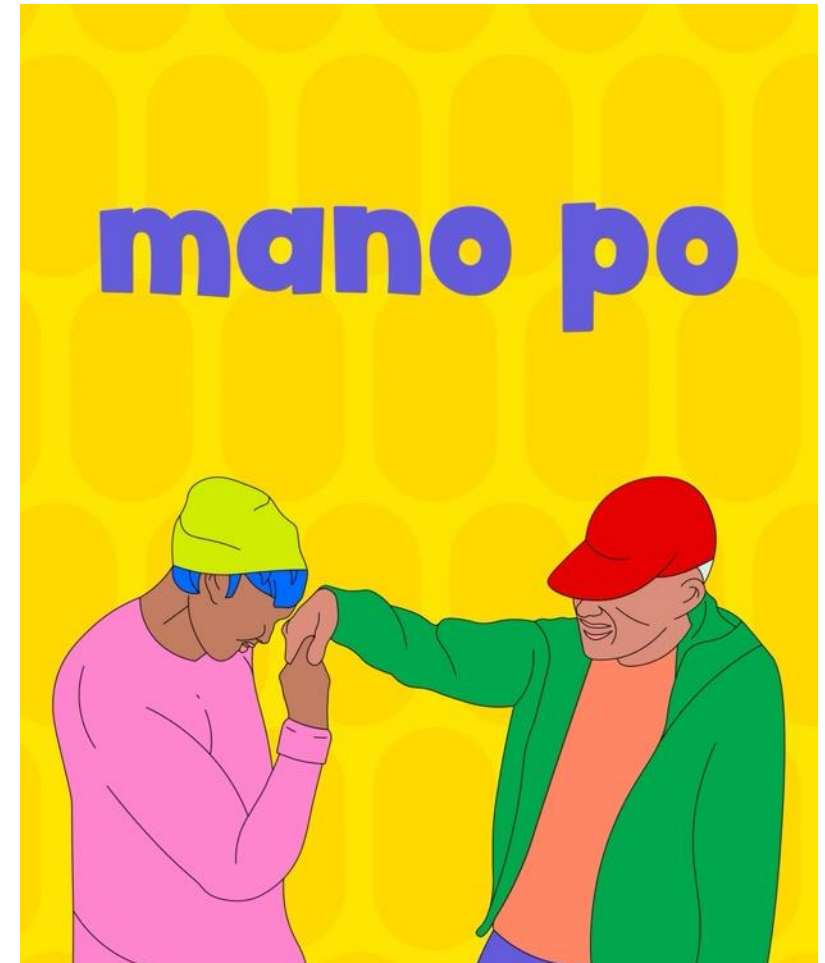# Clinical considerations for clinic

- Hospitality

Clinical considerations for clinic

- Hospitality
- Be respectful
  - Requests to elders
 - Tagalog has "honorifics"

mano po

Clinical considerations for clinic

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  - Requests to elders
  - Tagalog has "honorifics"
- Non-verbal cues
  - Won't voice discomfort
  - Tone of voice, facial expressions, body language
  - Very polite ways of saying no
    - *e.g.,* "we will think about it," "we shall see"

mano po

Clinical considerations for clinic

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  - Tone of voice, facial expressions, body language
  - Very polite ways of saying no
    - *e.g.,* "we will think about it," "we shall see"
- Filipinos may be reserved/formal with strangers
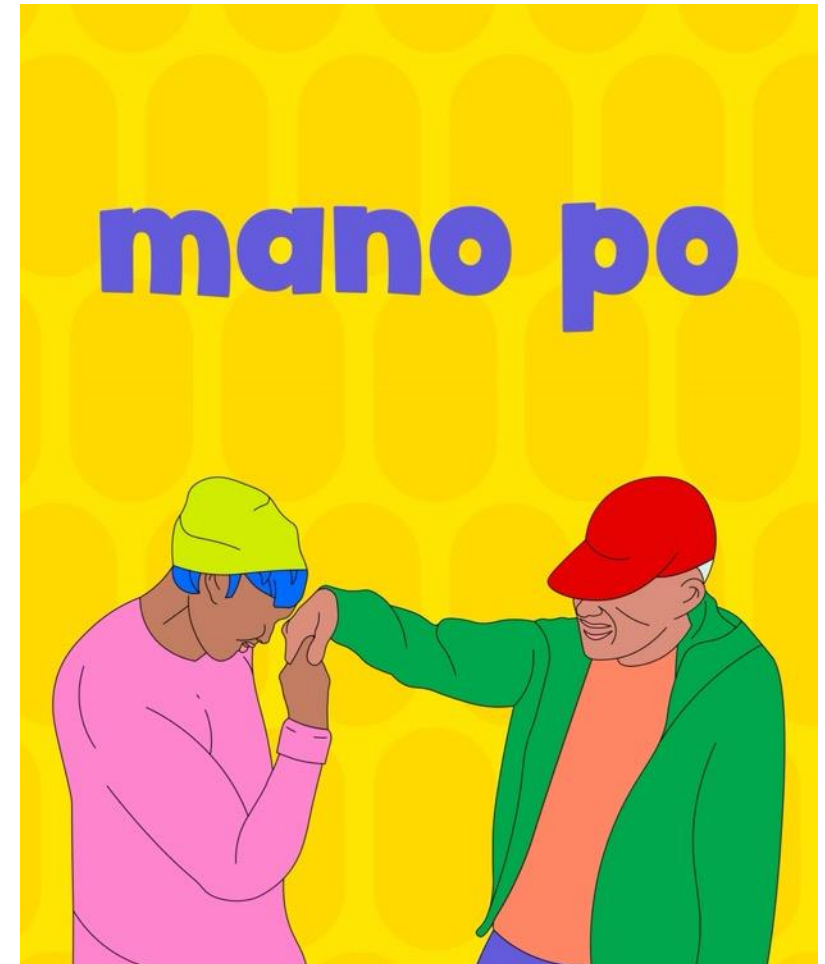
Summary: Cultural considerations for cognitive assessments

- Cultural values may influence clinic interactions
- Colonial mentality may affect care
- Filipino values can shape dementia beliefs
- Ways to show cultural humility in clinic

Case study

Mrs. Cortez is a 60yo Filipina American. She moved to the US with her family at age 18 from Iloilo, Philippines. She grew up speaking Illongo, a Filipino language. In grammar school in the Philippines, she was taught Tagalog and English. In the US, she earned an associate's degree in health science, her highest level of education. She works as a caregiver at a nursing home. She never drives and always relies on family for transportation.

Mrs. Cortez is presenting with reported word finding difficulties and short-term memory loss. She complains of "high blood" at work. Hypertension is controlled with medication. Neuro exam is normal. Her daughter says that she always made some mistakes when speaking English, such as mixing up pronouns or using the wrong verb tense, but she has always understood her. Mrs. Cortez would often describe common objects or point instead of naming them when giving instructions but maybe it's happening more frequently.

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DISCUSSION QUESTIONS

- Should you use an interpreter? If so, which language?

- What factors are important to consider when interpreting her testing results?

- What factors should you document in your note?

- What is the "high blood" that Mrs. Cortez describes?

Summary

- Many Filipino / Filipino Americans in the US
- High incidence of dementia
- Language considerations for cognitive assessments
  - Lack of appropriate, normed cognitive tasks for Filipinos in the US
  - Bilingualism affects testing performance
- Cultural considerations for cognitive assessments
  - Cultural values affect clinic interactions and dementia beliefs
  - Cultural humility in clinic

Maraming salamat po!

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Have more questions? Get answers through our Warmline @ **1-800-933-1789** or our support page!

Here are some examples!

What do I prioritize if my patient tests positive for cognitive impairment?

What medications should I avoid if my patient has cognitive complaints?

What cognitive assessment should I use for a Spanish speaking patient experiencing homelessness?

Open your phone camera and scan the QR code to submit questions:

Or visit: www.dementiacareaware.org

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