Vulnerable Elders Survey (VES-13)

Name of Resident: _____________________________

Date of Assessment: ___________________________

This questionnaire can be distributed to the resident to fill out themselves or it can be delivered orally along with the rest of the comprehensive assessment of client wellbeing. However, if it is delivered orally, all questions must be read exactly as written, since the Vulnerable Elders Survey is a standardized, research-based risk assessment instrument that must be used with high fidelity to achieve good results.

1. How old are you?

   65-70 years (0 points)
   75-84 years (1 point)
   85 years or older (3 points)

Mark points here: □

2. In general, compared to other people your age, would you say your health is:

   □ Poor (1 point)
   □ Fair (1 point)
   □ Good (0 points)
   □ Very Good (0 points)
   □ Excellent (0 points)

Mark points here: □

Continue to next page.
3. How much difficulty, on average, do you have with the following physical activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>No difficulty</th>
<th>A little difficulty</th>
<th>Some difficulty</th>
<th>A lot of difficulty*</th>
<th>Unable to do*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stooping, crouching, or kneeling, lifting, or carrying</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>objects as heavy as 10lbs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaching or extending your arms above shoulder level?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Writing, handling, and grasping small objects?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Walking a quarter of a mile?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Heavy housework?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

1 point for each * response in Q3a through Q3f. **MAXIMUM OF 2 POINTS.**

Mark points here: [ ]

4. Because of your health or physical condition, do you have any difficulty:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes*</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shopping for personal items (like toilet items or medicines)?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ YES → Do you get help with shopping?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ NO</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ DON’T DO → Is that because of your health?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Managing money (like keeping track of expenses or paying bills)?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ YES → Do you get help with managing money?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ NO</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ DON’T DO → Is that because of your health?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Walking across the room? USE OF CANE OF WALKER IS OK.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ YES → Do you get help with walking?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ NO</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ DON’T DO → Is that because of your health?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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### Doing light housework (like washing dishes, straightening up, or light cleaning)?
- □ YES \(\rightarrow\) Do you get help with light housework?
- □ NO
- □ DON’T DO \(\rightarrow\) Is that because of your health?

### Bathing or showering?
- □ YES \(\rightarrow\) Do you get help with bathing or showering?
- □ NO
- □ DON’T DO \(\rightarrow\) Is that because of your health?

**4 POINTS** for one or more * responses in Q4a though Q4e.

Mark points here:

Total Score: ____________________________

Range: 0-10
### Patient Health Questionnaire-9 (PHQ-9)

**Name of Resident:**

**Date of Assessment:**

<table>
<thead>
<tr>
<th>Over the last two weeks, have you been bothered by any of the following problems? (Please circle answer)</th>
<th>Not at all</th>
<th>Several Days</th>
<th>More than half the days</th>
<th>Nearly every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little interest or pleasure in doing thing</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Feeling down, depressed, or hopeless</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Trouble falling or staying asleep, or sleeping too much</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Feeling tired or having little energy</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Poor appetite or overeating</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Feeling bad about yourself- or that you are a failure or have let yourself or your family down</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Trouble concentrating on things, such as reading the newspaper or watching television</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Moving or speaking so slowly that other people could have noticed? Or the opposite- being so fidgety or restless that you have been moving around a lot more than usual</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Thoughts that you would be better off dead or of hurting yourself in some way</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

| Totals: |   |   |   |

(Add totals from each column) **Total Score:**

---

If you checked off any problems, how difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?

- Not Difficult at all
- Somewhat Difficult
- Very Difficult
- Extremely Difficult

- 

©Developed by Drs. Robert L. Spitzer and Janet B.W. Williams, Kurt Kroenke and colleagues, with an educational grant from Pfizer Inc.
Lubben Social Network Scale-Revised (LSNS-R)

Name of Resident: ________________________________

Date of Assessment: ______________________________

**Family**

Considering the people to whom you are related by birth, marriage, adoption, etc...

1. How many relatives do you see or hear from at least once a month?
   
   0 = none   1 = one    2 = two    3 = three or four    4 = five thru eight    5 = nine or more

2. How often do you see or hear from the relative with whom you have the most contact?
   
   0 = less than daily    1 = monthly    2 = few times a month    3 = weekly    4 = few times a week    5 = daily

3. How many relatives do you feel at ease with that you can talk about private matters?
   
   0 = none    1 = one    2 = two    3 = three or four    4 = five thru eight    5 = nine or more

4. How many relatives do you feel close to such that you could call on them for help?
   
   0 = none    1 = one    2 = two    3 = three or four    4 = five thru eight    5 = nine or more

5. When one of your relatives has an important decision to make, how often do they talk to you about it?
   
   0 = never    1 = seldom    2 = sometimes    3 = often    4 = very often    5 = always

6. How often is one of your relatives available for you to talk to when you have an important decision to make?
   
   0 = never    1 = seldom    2 = sometimes    3 = often    4 = very often    5 = always
Friends

Considering all of your friends including those who live in your neighborhood…

7. How many of your friends do you see or hear from at least once a month?
   0 = none    1 = one    2 = two    3 = three or four    4 = five thru eight    5 = nine or more

8. How often do you see or hear from the friend with whom you have the most contact?
   0 = less than daily    1 = monthly    2 = few times a month    3 = weekly    4 = few times a week    5 = daily

9. How many friends do you feel at ease with that you can talk about private matters?
   0 = none    1 = one    2 = two    3 = three or four    4 = five thru eight    5 = nine or more

10. How many friends do you feel close to such that you could call on them for help?
    0 = none    1 = one    2 = two    3 = three or four    4 = five thru eight    5 = nine or more

11. When one of your friends has an important decision to make, how often do they talk to you about it?
    0 = never    1 = seldom    2 = sometimes    3 = often    4 = very often    5 = always

12. How often is one of your friends available for you to talk to when you have an important decision to make?
    0 = never    1 = seldom    2 = sometimes    3 = often    4 = very often    5 = always

LSNS-R total score is an equally weighed sum of these twelve items. Scores range from 0 to 60.

Total Score: ____________________________
Name of Resident: ________________________________

Date of Assessment: ________________________________

Step 1: Patient Examination

Unless specified, each question should only be asked once.

Name and Address for subsequent recall test:

1. “I am going to give you a name and address. After I have said it, I want you to repeat it. Remember this name and address because I am going to ask you to tell it to me again in a few minutes: John Brown, 24 West Street, Kensington.” (Allow a maximum of 4 attempts)

Time Orientation:

2. What is the date? (exact only) □ Correct □ Incorrect

Clock Drawing (use blank page):

3. Please mark in all the numbers to indicate the hours of a clock (correct spacing required) □ Correct □ Incorrect

4. Please mark in hands to show 10 minutes past eleven o’clock (11.10) □ Correct □ Incorrect

Information:

5. Can you tell me something that happened in the news recently? (Recently = in the last week. If a general answer is given, eg. “war”, “lots of rain”, ask for details. Only specific answer scores) □ Correct □ Incorrect

Total number correct pg 1. ________
Recall:

6. What was the name and address I asked you to remember?

   John       ☐ Correct  ☐ Incorrect
   Brown      ☐ Correct  ☐ Incorrect
   42         ☐ Correct  ☐ Incorrect
   West (St)  ☐ Correct  ☐ Incorrect
   Kensington ☐ Correct  ☐ Incorrect

Total number correct pg 2. _________

To get the total score, add the number of items answered correctly

Total Correct (scored of 9) /9

If patient scores 9: no significant cognitive impairment and further testing is necessary.

If patient score 5-8: more information required. Proceed to Step 2, informant section.

If patient scores 0-4: cognitive impairment is indicated. Conduct standard investigations.
Step 2: Informant Interview

Name of Informant: _________________________________

Date of Assessment: ________________________________

Informant’s relationship to patient, i.e. informant is the patient’s: ________________________________

These six questions ask how the patient is compared to when s/he was well, say 5-10 years ago.

<table>
<thead>
<tr>
<th>Compared to a few years ago…</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the patient have more trouble remembering things that have happened recently than s/he use to?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does he or she have more trouble recalling conversations a few days later?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>When speaking, does the patient have more difficult in finding the right word or tend to use the wrong words more often?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is the patient less able to manage money and financial affairs (e.g. paying bills, budgeting)?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is the patient less able to manage his or her medication independently?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Does the patient needs more assistant with transport (either private or public)?*</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*If the patient has difficulties due only to physical problems, e.g. bad leg, tick ‘no’

To get the total score, add the number of items answered ‘no’, ‘don’t know’ or ‘N/A’

**Total Correct (scored of 6)**

If patient scores 0-3: cognitive impairment is indicated. Conduct standard investigations.
All older adults capable of any communication should be asked to provide information regarding what they consider to be the most important facets of their lives. By asking these questions, we begin the process of optimizing each individual's quality of life. Physical function and performance of basic and instrumental activities of daily living are areas that affect independent living and quality of life. Other important aspects of quality of life include mood, ability to communicate with others, overall health status and social engagement.

Even simple scripted interviews like those in VES-13 or PHQ-9 involve a dynamic, collaborative process. There are some basic approaches that can make interviews simpler and more effective.

**Introduce yourself to the individual.**

**Be sure the individual can hear what you are saying.**

1. Do not mumble or rush. Articulate words clearly.
2. Ask the individual if he or she uses or own a hearing aid or other communication device.
3. Help him or her get the aid or device in place before starting the interview.
4. The assessor may need to offer an assistive device (headphones).
5. If the individual is using a hearing aid or other communication device make sure that it is operational.

**Ask whether the individual would like an interpreter (language or signing).**

If the individual does not appear to be fluent in English or continues to have difficulty understanding. Interpreters are people who translate oral or written language from one language to another. If an interpreter is used during older adult interviews, he or she should not attempt to determine the intent behind what is being translated, the outcome of the interview, or the meaning or significance of the interviewee’s responses. The individual should determine meaning based solely on his or her interpretation of what is being translated.

**Find a quiet, private area where you are not likely to be interrupted or overheard.**

This is important for several reasons:

1. Background noise should be minimized.
2. Some items are personal, and the individual will be more comfortable answering in private. The interviewer is in a better position to respond to issues that arise.
3. Decrease available distractions.
Sit where the individual can see you clearly and you can see his or her expression.

1. Have your face well lighted.
2. Minimize glare.
3. Ask the individual where you should sit so that he or she can see you best. Some older adults have decreased central vision or limited ability to turn their heads.

Establish rapport and respect.

1. The steps you have already taken to ensure comfort go a long way toward establishing rapport and demonstrating respect.
2. You can also engage the individual in general conversation to help establish rapport.
3. If the individual asks a particular question or makes a request, try to address the request or question before proceeding with the interview.

Explain the purpose of questions to the individual.

1. Start by introducing the topic and explain that you are going to ask a series of questions.
2. You can tell the individual that these questions are designed to be asked of everyone to make sure that each person’s needs are understood.
3. Highlight what you will ask.

Say and show the item responses.

1. It is helpful to many older adults to both hear and read the response options.
2. As you verbally review the response options, show the individual the items written in large, clear print on a piece of paper or card.
3. Older adults may respond to questions verbally, by pointing to their answers on the visual aid or by writing out their answers.

Ask the questions as they appear in the questionnaire.

1. Use a nonjudgmental approach to questioning.
2. Don’t be afraid of what the individual might say; you are there to hear it.
3. Actively listen; these questions can provide insights beyond the direct answer.

Clarify using echoing.

If the individual appears to understand but is having difficulty selecting an answer, try clarifying his or her response by first echoing what he or she told you and then repeating the related response options.
• **Echoing** means simply restating part of the individual’s response. This is often extremely helpful during clinical interviews. If the individual provides a related response but does not use the provided response scale or fails to directly answer the question, then help clarify the best response by repeating the individual’s own comment and then asking the related response options again. This interview approach frequently helps an older adult clarify which response option he or she prefers.

<table>
<thead>
<tr>
<th>Repeat the response options as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some older adults might need to have response choices repeated for each item on a given list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Move on to another question if the individual is unable to answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even if the interview item cannot be completed the time spent is not wasted. The observation of older adult behaviors and attention during the interview attempt provide important insights.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do not try to talk an older adult out of an answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the individual expresses strong emotions, be nonjudgmental, and listen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Record the individual’s response, not what you believe he or she should have said.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If the individual becomes deeply sorrowful or agitated, sympathetically respond to his or her feelings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowing emotional expression—even when it is uncomfortable for you as the interviewer—recognizes its validity and provides cathartic support to older adults.</td>
</tr>
<tr>
<td>If the individual remains agitated or overly emotional and does not want to continue, respond to his or her needs. This is more important than finishing the interview at that moment. You can complete your interview at a later point in time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Older adult preferences may be influenced by many factors in an individual’s physical, psychological, and environmental state, and can be challenging to truly discern.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Older adults should be encouraged to articulate their desires and not be strictly limited by their physical limitations and perceived environmental restrictions.</td>
</tr>
</tbody>
</table>