

# Canadian Indigenous Cognitive Assessment (CICA) Technical Manual

For information on the development of the CICA please visit [www.i-caare.ca](http://www.i-caare.ca).

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# Administering the CICA

## When is it appropriate to use the CICA?

- When cognitive impairment is suspected
- When there is a change in cognitive function or health status
- The CICA is ideal for older Indigenous adults with limited access to formalized healthcare services
- It can be used by caregivers and healthcare providers in the home, community, or healthcare setting

## Important Considerations about using the CICA

- **The CICA cannot make a diagnosis**
- Do not use the CICA if there have been no changes seen in a person's ability to manage day to day activities

## Preparing to use the CICA

- Find a quiet place where the client feels comfortable and where you won't be interrupted
- It's preferable to wear clothing with pockets to hide the items
- It's important to deliver the assessment using the exact wording on the tool
- Use clear, simple and easy to understand instructions to start the assessment:
  - **"I would like to ask you a few questions about your memory. Some will be easy or simple. Answer as best you can."**
- The instructions below provide guidance on administering the tool
  - **Bolded text are instructions to use while administering the tool**
  - *Italicized text provides you with additional information to consider while administering the tool*

## Canadian Indigenous Cognitive Assessment

Date:

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Assessor:

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Participant:

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**I would like to ask you a few questions about your memory. Some will be easy or simple.  
Answer as best you can.**

### Chapter 1: Orientation ( \_/3)

- 1) **What time of day is it right now?** /1

*Acceptable answers include exact time of day; "morning", "breakfast time", "afternoon", or "lunch time" are acceptable plus or minus within 1 hour of that time.*

- 2) **What time are we in right now; is it spring, summer, fall or winter?** /1

*Be mindful of in between seasons. For example, if it is October, but there is snow on the group, winter would be considered an acceptable answer*

- 3) **Do you know where you are right now, what is this place?** /1

*If required, check with interpreter or family member to ensure that their answer is correct*

### Chapter 2: Recognition & Naming ( \_/6)

- 1) **What is the name of this?** (Hold up spoon) /1  
2) **What is the name of this?** (Hold up cup) /1  
3) **What is the name of these?** (Hold up matches) /1

*For the next three questions in Chapter 2, please hold up each item and ask the client:*

- 1) **What is the purpose of this?** (Hold up spoon) /1  
2) **What is the purpose of this?** (Hold up cup) /1  
3) **What is the purpose of these?** (Hold up matches) /1

*After the client describes the purpose of the object, please hide the objects around yourself and say:  
**I am going to place these things around me. Try to remember where I put them. I will ask again later on.***

Place each object around your personal space and out of the direct eyesight of the client. Do not get up and place them around you. Simply place the items around you. For example, place the spoon under a piece of paper on a table, place the cup in a handbag next to a chair, and put the matches in your pocket.

It is important to verbalize where you are putting each item. Hold up each object and say, "I'm going to place this one here" and then place the object around yourself.

### Chapter 3: Registration ( \_/3)

- 1) **Okay, now tell what those things were?** /3

Give one point for each correct item the client remembers.

### Chapter 4: Verbal Comprehension ( \_/3)

- 1) **Pick up this paper, fold it once, and give it to me** /3

For this question, you must ask the client to complete the three-step task all at once. Do not prompt. The client will score one point for each step completed.

### Chapter 5: Verbal Fluency ( \_/5)

- 1) **Next, I will ask you to name as many animals as you can in one-minute, wild animals or domesticated animals. Please start now.** /5

Using a watch, or stop watch, time for 1 minute. If needed, you may prompt the client after 15 seconds of silence: "How about birds? How about fish?". If the client is really enjoying naming animals, you may let them continue past the one-minute mark but stop counting animals at that point.

Scoring: 1-4 animals = 1 point; 5-8 animals = 2 points; 9 or more animals = 3 points

### Chapter 6: Recall ( \_/3)

- 1) **Where did I put the spoon?** /1
- 2) **Where did I put the matches?** /1
- 3) **Where did I put the cup?** /1

Score one point for each object that is located correctly. The client must provide the specific location of the object verbally or motioned towards.

### Chapter 7: Visual Naming ( \_/5)

- 1) **I will show you some drawings, like this leaf (Point to example drawing). Tell me what is drawn. Your task is to remember these, I will ask you one other time.**

*Open the CICA Drawings and show the client the page with the leaf drawing, using it as an example. Do not count this example towards their score.*

*Tell the client: “**tell me what is drawn. Your task is to remember these, I will ask you one other time**”. Once they understand the task, continue with the rest of the drawings by pointing to each drawing, one at a time and ask, “**What is drawn here?**”*

*Remember to remind the client: “**Remember, I will ask you about these ones another time**”*

#### Chapter 8: Frontal/Executive Function ( \_/3)

*Open the CICA Drawings to show the page with alternating crosses and circles – XOXOXXOO*

- 1) **Copy these letters that you see here** (show, or point to the letters) **on this piece of paper** (show or point)

*The aim of this exercise is to have the client copy the Xs and Os in the correct order on the blank piece of paper. Neatness and size are not scored.*

#### Chapter 9: Free Recall ( \_/5)

- 1) **Do you remember those drawings I showed you? In any order, tell me what was drawn?** (Show the example of the leaf as a prompt, but don't count it towards the final score)

*Points are given if the client's response is generally correct. For example, if they say “tree” instead of “pine tree”, this is correct.*

*If the client gets all the answers correct, give them a score of 5/5 for this chapter, as well as Chapter 10: Cued Recall, and proceed directly to Chapter 11. If they do not remember all five pictures, please complete Chapter 10.*

#### Chapter 10: Cued Recall ( \_/5)

- 1) **Choose the one I showed you first.** (The client is being asked to correctly identify which of the three drawings on the page that they were asked to remember)

*You may use the leaf page as an example, but do not count it towards their score. Once they understand they are being asked to point out the one object on the page that they have seen before, you may continue to the next page.*

#### Chapter 11: Praxis ( \_/2)

*Make sure to loosen the cap on the bottle*

- 1) **I have already loosened this small bottle. Pour however much you want into the small cup.**

*If the loved one still has trouble taking the cap off, undo it and set the cap on top of the bottle and ask them to take it off and pour the contents into the cup. For loved ones who are experiencing issues with*

*hand strength or joint pain, you may consider using a bottle that is only half or a quarter full as it will be lighter for them to pick up.*

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