



Introduction

<http://geriatrics.stanford.edu/culturemed/overview/introduction/>



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DESCRIPTION

This first module in the Ethnogeriatric Curriculum:

- Introduces basic concepts in culturally competent care of older adults
- Summarizes sources and patterns of demographic data on the ethnic diversity of older adults in the United States
- Reviews central emphases in general geriatric care
- Presents ideas for increasing learners' understanding of the impact of culture on health through assignments to explore their own cultural background.

Information in the content section is based on evidence from research, and citations to the published studies are included.

MODULE CHARACTERISTICS



Time to Complete: 40 mins



Intended Audience: Doctors, Nurses, Social Workers, Psychologists, Chaplains, Pharmacists, OT, PT, MT, MFT and all other clinicians caring for older adults.



Peer-Reviewed: Yes

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This edition of the module is based on a version developed by Eunice E. Choi, RN, DNSc, Janet Enslein, RN, MA, Lisa Skemp Kelley, RN, and Toni Tripp-Reimer, RN, PhD and edited by Gwen Yeo, PhD, in 2002. It has been updated, edited, and revised by Gwen Yeo, PhD.

LEARNING OBJECTIVES

After completion of this module, learners will be able to:



1. Better understand the effect of their own cultural background on their attitudes toward health care
2. Define common terms used in ethnogeriatrics
3. Identify the major sources of information on the sizes of ethnic populations of older adults in the U.S. and the categories that are used for the populations
4. Better describe the sizes and growth trends in the major population categories of ethnic older adults
5. Better describe factors that affect cross cultural interactions in geriatric health care in terms of the cultural backgrounds of the providers and patients and the culture of the setting
6. List the major components of cultural competence in health care on the system and provider levels
7. List three important principles of geriatric care

ETHNOGERIATRICS AS A FIELD

The field of ethnogeriatrics refers to:

- Health care for older adults from diverse ethnic backgrounds
- Intersection of the studies of aging, ethnicity, and health. **See Figure 1.**

IMPORTANCE OF ETHNOGERIATRICS

1. Growing diversity of older Americans and of healthcare providers
2. Increasing recognition of the importance of cultural issues in health:
 - Standards on cultural competence for health care organizations
 - Accreditation by the Joint Commission
 - Culturally and Linguistically Appropriate Service (CLAS) Standards from the Office of Minority Health
3. Heterogeneity within the populations adds to the complexity for health care providers

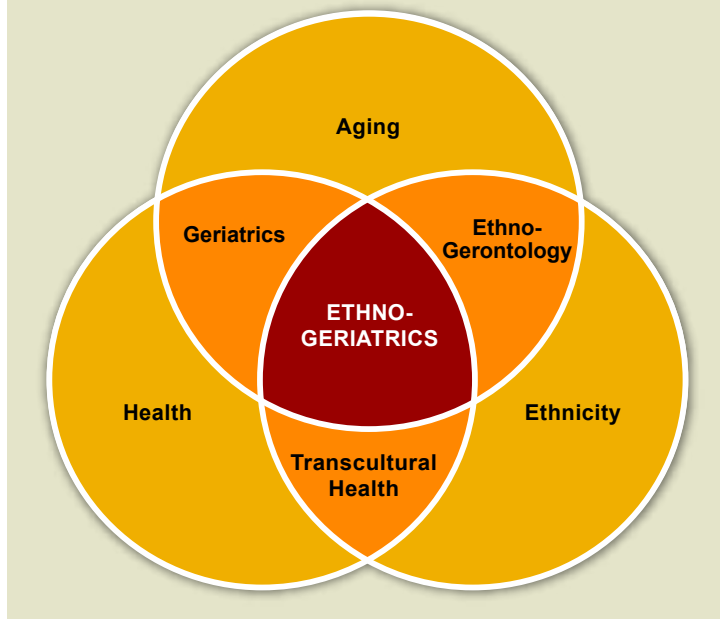
IMPACT OF CULTURAL FACTORS ON GERIATRIC CARE

Cultural Differences

Culture works to create differences in explanations of disease and treatment:

Western biomedical allopathic health care has its own culture (e.g., knowledge, beliefs, skills, values) based

Fig. 1 The Context of Ethnogeriatrics



on scientific assumptions and processes, producing definitions and explanations of disease. Older patients familiar with other health traditions may rely more on factors such as balance (e.g. yin/yang), or spiritual interventions (e.g. soul loss, or God's will) to explain physical states.

People may identify conditions that do not match those found in biomedical references, such as susto (fright), or wind illness, yet these conditions can have a direct impact on health care, adherence to recommended treatment, and full communication between patient and provider. These culturally defined somatic disorders and culture-bound syndromes with their own beliefs about treatment (e.g. coining and cupping for wind illness, or animal sacrifice for soul loss) may make the practice of culturally appropriate geriatrics complex. For example, Western trained providers may not know whether the herbal medicines prescribed by a Chinese herbalist contain ingredients that might enhance or interfere with diabetic medications prescribed by Western physicians.

Contrasting values of independence vs. community/family may result in conflicting expectation of the involvement of others in providing care.

Effects of Ethnocentrism

1. Ethnocentrism is the belief or attitude that one's own cultural view is the only correct view. Western biomedical allopathic health care has its own culture (e.g., knowledge, beliefs, skills, values) based on scientific assumptions and processes, producing definitions and explanations of disease.
2. May lead practitioners to misinterpret cross cultural situations, using their own beliefs, which often are different from those with whom they are interacting. Thus, ethnocentrism leads to miscommunication, which leads to stereotypes and disrespect, which lead to breakdown in delivery of culturally competent care.
3. If practitioners do not have experience working with individuals from a different culture, they may be likely to prejudge them, based on stereotypes, hearsay, and emotions. These judgments may lead practitioners to slight an attribute of a person's culture, either their language, beliefs, habits, or behavior, resulting in the patient taking offense and being less likely to adhere to treatment recommendations.

DEMOGRAPHIC DATA ON OLDER ADULTS FROM DIVERSE ETHNIC POPULATIONS

Sources of U.S. Data and their Limitations

1. Federal Census Data (www.census.gov)

- **LIMITATION:** Traditionally undercounts ethnic subpopulations
- **LIMITATION:** Federally defined minority categories used in most analyses (American Indian and Alaska Native; Asians; Pacific Islanders; Black or African American; Hispanic or Latino) lump different populations together making data on individual ethnic groups (e.g., Chinese American, Navajo, Mexican American) difficult to access.
- **LIMITATION:** Differentiating race and ethnicity: Overlap and confusion between the racial categories used in census data (American Indian/Alaska Native, Asian; Pacific Islander; Black; and White) and Hispanic, which is an ethnic category; individuals in Hispanic category can be of any race and are counted in those categories as well unless the data are labeled "non-Hispanic" (e.g., non-Hispanic White).
- **LIMITATION:** Demographic characteristics available include age, gender, housing, income/poverty, marital status, living arrangements, education, language spoken at home, and English fluency.

(DEMOGRAPHIC DATA CONT'D)

2. Other Sources

A. *National Data Sets from Government Sources*

- National Health Interview
- Health Care Financing Administration
- Social Security Administration

B. *National Data Sets from Individual Organizations*

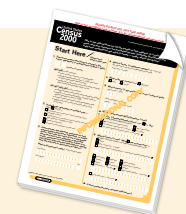
- AARP Surveys
- University of Michigan Institute for Social Research

C. **LIMITATION:** Community or regional data sets are extremely varied based on the size of the sample and the quality of the research.D. **LIMITATION:** Immigration and Naturalization Service provides only immigration data.

E. National Vital Statistics System provides data on births and deaths.

U.S. CENSUS FORM

To view sample U.S. Census Form, [please go to page 16.](#)

**Recent Data**

Most recent numbers and percentages of older Americans in major ethnic populations are available from census data at www.census.gov. **To see data on numbers and characteristics of individuals aged 65 and over from specific populations from 2000 census, see Table 1-1 on page 22.**

Future Projections of Changes in Sizes

See Table 1-2 below and Figure 1-1 on page 7.

Table 1-2

U.S. Population Age 65 and Over By Race and Hispanic Origin 2003 and Projected 2050

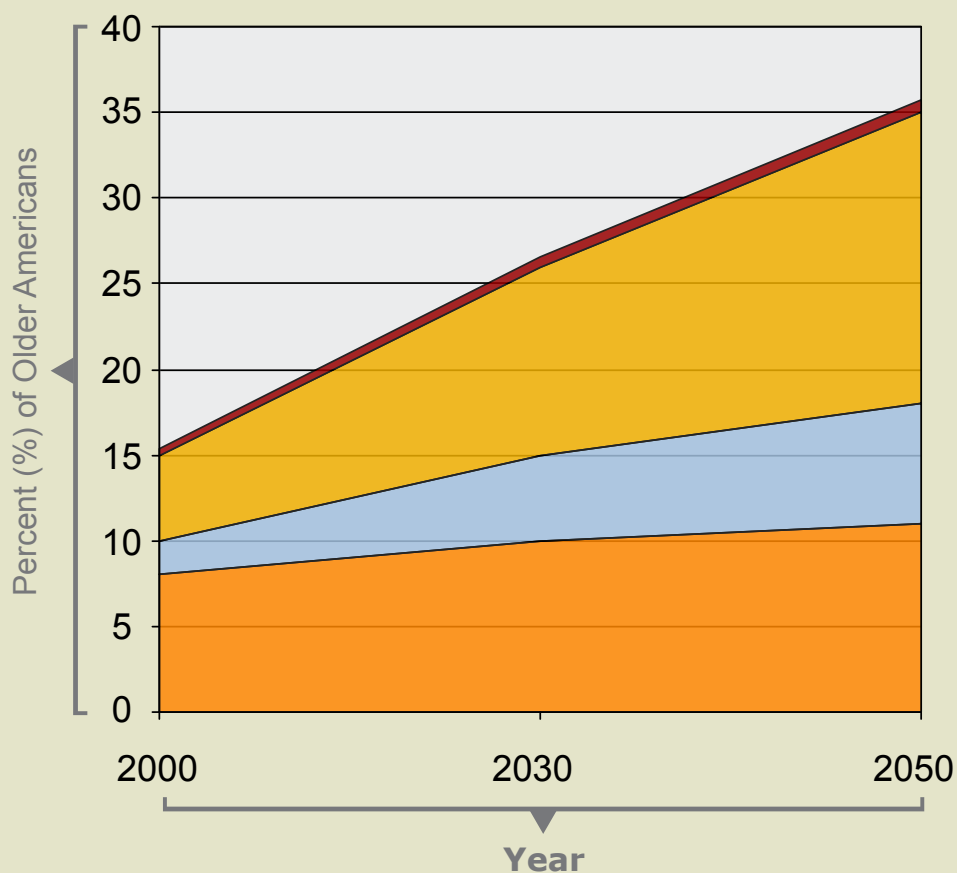
Race and Hispanic Origin	2003 Estimates		2050 Projections	
	Number	Percent	Number	Percent
Total Older Population	36,293,985		86,705,637	
Non-Hispanic White Alone	29,732,252	81.9%	53,259,961	61.3%
Black Alone	3,046,896	8.4%	10,401,575	12.0%
Asian Alone	1,048,030	2.9%	6,776,033	7.8%
All Other Races Alone or in Combination	429,464	1.2%	2,326,390	2.7%
Hispanic of Any Race	2,164,987	6.0%	15,178,025	17.5%

Source: US Census Bureau, Population Estimates and Projections 2004; Federal Interagency Forum on Aging-Related Statistics

(DEMOGRAPHIC DATA CONT'D)

Fig. 1-1

Projected Growth of Minority Elders



- American Indian
- Hispanic
- Asian/Pacific Islander
- African American

Source: Federal Interagency Forum on Aging Related Statistics, 2000. Figure also appears in commissioned paper How will the U.S. Health Care System Respond to the Challenge of the Ethnogeriatric Imperative? for the Institute of Medicine (IoM) by G. Yeo. Used with permission of IoM.

THEORIES USED IN ETHNOGERIATRICS: DEARTH OF THEORETICAL BASES

Explanatory Models of Health and Illness

Introduced by Arthur Kleinman and colleagues in the 1970s to recognize and validate patients' conceptions, explanations, and expectations of their own illness experiences, many of which are based on cultural beliefs.

History of Double and Triple Jeopardy Hypotheses of Minorities, Aging, and Health

Discussed extensively in the geriatric literature in the 1970s and 1980s suggesting that as minorities grow older they are even more disadvantaged in health than at younger ages. Studies and discussions in the 1990s generally suggested there is little documented additional disadvantage with age among minority older adults (Markides, Liang, & Jackson, 1990).

Bronfenbrenner's Ecological Approach

MICROSYSTEM: Including any person or environment with which the person has direct day-to-day contacts (e.g., family, friends).

MESOSYSTEM: Involving the interactions of multiple Microsystems, (e.g., family members' lack of agreement with diet prescriptions).

EXOSYSTEM: Involving the larger community, especially decision-making bodies.

MACROSYSTEM: The overarching cultural belief systems which influence how individuals in each context interact with one another (e.g., health care providers' attitudes about aging, ethnic older adults' view of themselves).

CHRONOSYSTEM: The dimension of time, (e.g., the historical embeddedness of aging, health care, and ethnicity).

KLEINMAN'S QUESTIONS*

What do you call the problem?

What do you think has caused the problem?

Why do you think it started when it did?

What do you think the sickness does?

How does it work?

How severe is the sickness?

What kind of treatment do you think the patient should receive?

What are the chief problems the sickness has caused?

What do you fear most about the sickness?

*Adapted from Kleinman A, 1978.

INTERCULTURAL DYNAMICS

Importance of Cultural Factors in Health Care Encounters and Settings

- Culture of the health care organizations
- Diversity among organizations
- Diversity among older patients

Acculturation Continuum

The degree to which older adults from particular ethnic backgrounds have incorporated the cultural attributes (e.g. values, beliefs, language, skills) of the mainstream culture. Providers should be aware of the vast range in acculturation found among older adults within each ethnic population.

(DYNAMICS CONT'D)

There are different domains of culture; one person may differ in the degree to which s/he is acculturated in the different domains affecting health care, such as:

- Belief in existence of non-biomedical illnesses or in the efficacy of scientific treatments
- Importance of family decision-making
- Respect/deference to medical professionals
- Knowledge of bureaucracies and skills in navigating them

Levels of Culture and their Expression in a Health Care Encounter

The health care encounter takes place within numerous levels of cultures and subcultures. Examples of influences of those levels include the following:

1. **COMMUNITY:** The norms, values, traditions of the community in which the encounter takes place
2. **HEALTH CARE SYSTEM:** The roles and hierarchy of different staff and providers within the bureaucratic organization, the norms of making and keeping appointments, the emphasis on time, the overarching value of science and an antiseptic environment.
3. **ETHNIC GROUP:** The customs of the cultural group, expected roles of family members, and norms of behavior toward health care professionals
4. **PERSONAL:**
 - Unique to individual provider
 - Unique to individual older patient
 - Different parts of one's culture may be expressed or not expressed in different situations and at different times
 - Some of culture is implicit, embedded, and unrecognized by the individual
5. **INTERCULTURAL DYNAMICS OF THE PATIENT/ PROVIDER:** Interaction within the health care system and community

POLICY AFFECTING HEALTH CARE FOR ETHNIC OLDER ADULTS

1. Major implications of federal, state, and local policies on health care and support for older adults from diverse ethnic backgrounds, for example:

- Lack of access to SSI and Medicaid by non-citizen immigrants
- Lack of reimbursement for interpreting services

2. Policies of health settings that differentially affect ethnic older adults, for example:

- Lack of interpreters or written health education materials in older adult's language
- Lack of ethnic diets in nursing homes

3. Changes in immigration policies that affect potential family caregivers' chances of residing in the U.S.

community to help providers understand cultural issues in the health care interaction and help older adults understand and navigate the health care system

E. Training of staff for intercultural interactions

F. Multicultural expertise in ethics committees

G. Institutional multicultural task force to identify needs and recommend innovations

2. Individual Provider Level

A. Awareness of one's personal biases and their impact on practice

B. Knowledge base

- Risk factors for disease by ethnic population among older adults
- Major systems of culturally based health values, beliefs, and behaviors
- Variations in response to treatment by ethnic population

C. Skills

- Ethnically appropriate methods of showing respect
- Assessment of older adults' position on the acculturation continuum
- Methods of eliciting and acknowledging older adults' health beliefs or explanatory models
- Culturally appropriate assessment techniques
- Working effectively with families from diverse ethnic backgrounds
- Recognition of culturally related values and needs in terminal care, including spiritual care

CULTURAL COMPETENCE IN ETHNOGERIATRIC CARE

A Continuum

Based on degree of effectiveness of skills and service delivery in caring for older adults from diverse ethnic backgrounds.

1. System or Institutional-Level Components

- Implementation of Standards of Culturally and Linguistically Appropriate Services (CLAS Standards) developed by Office of Minority Health.
- Adequate interpreter services and availability of translated forms
- Diversity of policy-making board and staff
- Use of cultural guides or cultural brokers: bicultural members of older adult's ethnic

3. Ethnic-Specific vs. Multi-Ethnic Models of Health Care

PRINCIPLES OF GERIATRIC CARE

Major emphases in geriatric health care as they relate to ethnically diverse older adults:

1. Biopsychosocial approach: the integration of consideration of physical, psychological, and social factors in providing health care
2. Use of multidisciplinary teams
3. Importance of chronic illnesses and geriatric syndromes
4. Importance of showing respect to older patients
5. Goal of maximizing function Awareness and sensitivity to sensory changes
6. Age-appropriate dosing and avoidance of interactions of multiple medications
7. Continuity of care through the different components of geriatric care
 - a. Geriatric primary care
 - b. Geriatric acute care
 - c. Geriatric rehabilitation
 - d. Geriatric long-term care
 - i. Community based
 - Home care
 - Adult day care/day health care
 - Respite care
 - ii. Residential Services
 - Assisted living, board & care, adult care, or residential care
 - Nursing homes
 - Combinations of levels of care—
Continuing care retirement communities
 - iii. Geriatric managed care: integration of primary, acute, and long term care
 - On Lok/Program of All-inclusive Care for the Elderly (PACE)
 - U.S. Department of Veterans Affairs geriatric programs

INSTRUCTIONAL STRATEGIES

A. Written Exercises

Especially recommended for this module are techniques encouraging learners to examine their own cultural attitudes and values that could affect their interactions with older adults from diverse backgrounds. This can be done by assigning:

- A paper asking learners to examine the influence of their own cultural background on attitudes towards people of different cultures
- Use of reflection (journaling), (See Eyler, Giles, and Schmeide, 1996), and/or
- Reflective narratives about their own ethnic background, values and beliefs about health, health care, the interaction between spirituality and health, and death. In-class reports from these assignments and class discussions of similarities and differences are also valuable, especially in a class with learners from diverse backgrounds

B. Case Histories

In addition to lecture, discussion, and reading assignments, case histories can be used to emphasize the importance of:

- Spirituality in the health of ethnic older adults
- Cultural competence in the health care setting.

C. Research

Have learners research the health beliefs, customs, and family systems of different ethnicities.

D. Interview

Have learners interview an older adult person from an ethnic background other than their own to recognize cultural and religious beliefs and practices.

E. Data Analysis

Ask groups to analyze census data and report the variations in characteristics WITHIN ethnic populations.

F. Health Care Analysis

Have learners analyze the system level indicators of cultural competence within a health care system in their own community.

G. Illustration of Acculturation Continuum

Assignments to interview members from different generations or times of immigration in the same ethnic population can help illustrate the acculturation continuum.

EVALUATION STRATEGIES

Evaluation of student performance can be based on the following factors for this module:

- Objective tests (true/false, multiple choice)
- Essay questions
- Assigned papers, especially to reflect increased self-knowledge of learners' own cultural attitudes and values
- Reports from individual or group projects
- Evaluation strategies to use for specific learning objectives are listed below. Refer to Instructional Strategies on the previous page for descriptions of suggested projects.

Evaluation Strategies for Specific Learning Objectives

Learning Objectives	Suggested Evaluation Strategies
More nearly understand the effect of their own cultural background on their attitudes toward health care.	Project A
Define major terms used in ethnogeriatrics	Objective Test; Project C ; Project G
Identify the major sources of information on the sizes of ethnic populations of older adults in the U.S. and the categories that are used for the populations.	Essay Question; Paper; Project E
Describe the sizes and growth trends in the major population categories of ethnic older adults.	Objective Test; Paper; Project E
List the major components of cultural competence in health care on the system and provider levels	Project A ; Project C ; Project D ; Project F ; Project G ; Paper/Essay (case histories, journal, reflective narratives); Class Discussion/Participation
List three important principles of geriatric care.	Objective Test; Project F ; Essay/Paper (case histories, reflective narratives) Class discussion/participation

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LINKS



Demographic Information from U.S. Administration on Aging:

http://www.aoa.gov/AoARoot/Aging_Statistics/index.aspx

Website of U.S. Census

<http://www.census.gov>

U.S. Department of Health and Human Services, Health Resources and Services Administration Resources on Cultural Competence

<http://www.hrsa.gov/culturalcompetence/>

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Also at www.cdc.gov/nchs/data/misc/hus2003excerpt.pdf

Sample U.S. Census Form http://2010.census.gov/2010census/pdf/2010_Questionnaire_Info.pdf



This is the official form for all the people at this address.
It is quick and easy, and your answers are protected by law.

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

Use a blue or black pen.

Start here

The Census must count every person living in the United States on April 1, 2010.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?

Number of people =

2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1? Mark ☒ all that apply.

☐ Children, such as newborn babies or foster children

☐ Relatives, such as adult children, cousins, or in-laws

☐ Nonrelatives, such as roommates or live-in baby sitters

☐ People staying here temporarily

☐ No additional people

3. Is this house, apartment, or mobile home — Mark ☒ ONE box.

☐ Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*

☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?

☐ Rented?

☐ Occupied without payment of rent?

4. What is your telephone number? We may call if we don't understand an answer.

Area Code + Number

- -

OMB No. 0607-0919-C: Approval Expires 12/31/2011.

Form **D-61** (1-15-2009)

5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1's name? *Print name below.*

Last Name

First Name MI

6. What is Person 1's sex? Mark ☒ ONE box.

☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth?
Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.

Age on April 1, 2010 Month Day Year of birth

→ **NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.**

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

☐ No, not of Hispanic, Latino, or Spanish origin

☐ Yes, Mexican, Mexican Am., Chicano

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.*

9. What is Person 1's race? Mark ☒ one or more boxes.

☐ White

☐ Black, African Am., or Negro

☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.*

☐ Asian Indian ☐ Japanese ☐ Native Hawaiian

☐ Chinese ☐ Korean ☐ Guamanian or Chamorro

☐ Filipino ☐ Vietnamese ☐ Samoan

☐ Other Asian — *Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.*

☐ Other Pacific Islander — *Print race, for example, Fijian, Tongan, and so on.*

☐ Some other race — *Print race.*

10. Does Person 1 sometimes live or stay somewhere else?

☐ No ☐ Yes — Mark ☒ all that apply.

☐ In college housing ☐ For child custody

☐ In the military ☐ In jail or prison

☐ At a seasonal or second residence ☐ In a nursing home

☐ For another reason

→ If more people were counted in Question 1, continue with Person 2.

U S C E N S U S B U R E A U

(SAMPLE U.S. CENSUS FORM CONT'D)

<p>1. Print name of Person 2</p> <p>Last Name <input type="text"/></p> <p>First Name <input type="text"/> MI <input type="text"/></p> <p>2. How is this person related to Person 1? Mark <input checked="" type="checkbox"/> ONE box.</p> <table border="0"> <tr> <td><input type="checkbox"/> Husband or wife</td> <td><input type="checkbox"/> Parent-in-law</td> </tr> <tr> <td><input type="checkbox"/> Biological son or daughter</td> <td><input type="checkbox"/> Son-in-law or daughter-in-law</td> </tr> <tr> <td><input type="checkbox"/> Adopted son or daughter</td> <td><input type="checkbox"/> Other relative</td> </tr> <tr> <td><input type="checkbox"/> Stepson or stepdaughter</td> <td><input type="checkbox"/> Roomer or boarder</td> </tr> <tr> <td><input type="checkbox"/> Brother or sister</td> <td><input type="checkbox"/> Housemate or roommate</td> </tr> <tr> <td><input type="checkbox"/> Father or mother</td> <td><input type="checkbox"/> Unmarried partner</td> </tr> <tr> <td><input type="checkbox"/> Grandchild</td> <td><input type="checkbox"/> Other nonrelative</td> </tr> </table> <p>3. What is this person's sex? Mark <input checked="" type="checkbox"/> ONE box.</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>4. What is this person's age and what is this person's date of birth? Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.</p> <p>Age on April 1, 2010 <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> Day <input type="text"/> <input type="text"/> Year of birth <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.</p> <p>5. Is this person of Hispanic, Latino, or Spanish origin?</p> <p><input type="checkbox"/> No, not of Hispanic, Latino, or Spanish origin</p> <p><input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano</p> <p><input type="checkbox"/> Yes, Puerto Rican</p> <p><input type="checkbox"/> Yes, Cuban</p> <p><input type="checkbox"/> Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ↴</p> <p><input type="text"/></p> <p>6. What is this person's race? Mark <input checked="" type="checkbox"/> one or more boxes.</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black, African Am., or Negro</p> <p><input type="checkbox"/> American Indian or Alaska Native — Print name of enrolled or principal tribe. ↴</p> <p><input type="text"/></p> <table border="0"> <tr> <td><input type="checkbox"/> Asian Indian</td> <td><input type="checkbox"/> Japanese</td> <td><input type="checkbox"/> Native Hawaiian</td> </tr> <tr> <td><input type="checkbox"/> Chinese</td> <td><input type="checkbox"/> Korean</td> <td><input type="checkbox"/> Guamanian or Chamorro</td> </tr> <tr> <td><input type="checkbox"/> Filipino</td> <td><input type="checkbox"/> Vietnamese</td> <td><input type="checkbox"/> Samoan</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↴</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↴</td> </tr> </table> <p><input type="text"/></p> <p><input type="checkbox"/> Some other race — Print race. ↴</p> <p><input type="text"/></p> <p>7. Does this person sometimes live or stay somewhere else?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes — Mark <input checked="" type="checkbox"/> all that apply.</p> <table border="0"> <tr> <td><input type="checkbox"/> In college housing</td> <td><input type="checkbox"/> For child custody</td> </tr> <tr> <td><input type="checkbox"/> In the military</td> <td><input type="checkbox"/> In jail or prison</td> </tr> <tr> <td><input type="checkbox"/> At a seasonal or second residence</td> <td><input type="checkbox"/> In a nursing home</td> </tr> <tr> <td></td> <td><input type="checkbox"/> For another reason</td> </tr> </table> <p>→ If more people were counted in Question 1 on the front page, continue with Person 3.</p>	<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Parent-in-law	<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Son-in-law or daughter-in-law	<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Other relative	<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Roomer or boarder	<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Housemate or roommate	<input type="checkbox"/> Father or mother	<input type="checkbox"/> Unmarried partner	<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative	<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian	<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro	<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan	<input type="checkbox"/> Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↴			<input type="checkbox"/> Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↴			<input type="checkbox"/> In college housing	<input type="checkbox"/> For child custody	<input type="checkbox"/> In the military	<input type="checkbox"/> In jail or prison	<input type="checkbox"/> At a seasonal or second residence	<input type="checkbox"/> In a nursing home		<input type="checkbox"/> For another reason	<p>1. Print name of Person 3</p> <p>Last Name <input type="text"/></p> <p>First Name <input type="text"/> MI <input type="text"/></p> <p>2. How is this person related to Person 1? Mark <input checked="" type="checkbox"/> ONE box.</p> <table border="0"> <tr> <td><input type="checkbox"/> Husband or wife</td> <td><input type="checkbox"/> Parent-in-law</td> </tr> <tr> <td><input type="checkbox"/> Biological son or daughter</td> <td><input type="checkbox"/> Son-in-law or daughter-in-law</td> </tr> <tr> <td><input type="checkbox"/> Adopted son or daughter</td> <td><input type="checkbox"/> Other relative</td> </tr> <tr> <td><input type="checkbox"/> Stepson or stepdaughter</td> <td><input type="checkbox"/> Roomer or boarder</td> </tr> <tr> <td><input type="checkbox"/> Brother or sister</td> <td><input type="checkbox"/> Housemate or roommate</td> </tr> <tr> <td><input type="checkbox"/> Father or mother</td> <td><input type="checkbox"/> Unmarried partner</td> </tr> <tr> <td><input type="checkbox"/> Grandchild</td> <td><input type="checkbox"/> Other nonrelative</td> </tr> </table> <p>3. What is this person's sex? 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Is this person of Hispanic, Latino, or Spanish origin?</p> <p><input type="checkbox"/> No, not of Hispanic, Latino, or Spanish origin</p> <p><input type="checkbox"/> Yes, Mexican, Mexican Am., Chicano</p> <p><input type="checkbox"/> Yes, Puerto Rican</p> <p><input type="checkbox"/> Yes, Cuban</p> <p><input type="checkbox"/> Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ↴</p> <p><input type="text"/></p> <p>6. What is this person's race? 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	<input type="checkbox"/> For another reason																																																																										

(SAMPLE U.S. CENSUS FORM CONT'D)

1. Print name of **Person 4**Last Name First Name MI 2. How is this person related to Person 1? Mark ☒ ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

3. What is this person's sex? Mark ☒ ONE box.

- ☐
- Male
- ☐
- Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.
Print numbers in boxes.Age on April 1, 2010 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ No, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ↗

6. What is this person's race? Mark ☒ one or more boxes.

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

- | | | |
|--|-------------------------------------|---|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↗ | | <input type="checkbox"/> Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↗ |

- ☐
- Some other race — Print race. ↗

7. Does this person sometimes live or stay somewhere else?

- ☐ No ☐ Yes — Mark ☒ all that apply.
- | | |
|--|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> For another reason |

→ If more people were counted in Question 1 on the front page, continue with Person 5.

1. Print name of **Person 5**Last Name First Name MI 2. How is this person related to Person 1? Mark ☒ ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

3. What is this person's sex? Mark ☒ ONE box.

- ☐
- Male
- ☐
- Female

4. What is this person's age and what is this person's date of birth?

Please report babies as age 0 when the child is less than 1 year old.
Print numbers in boxes.Age on April 1, 2010 Month Day Year of birth

→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

- ☐ No, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ↗

6. What is this person's race? Mark ☒ one or more boxes.

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

- | | | |
|--|-------------------------------------|---|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↗ | | <input type="checkbox"/> Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↗ |

- ☐
- Some other race — Print race. ↗

7. Does this person sometimes live or stay somewhere else?

- ☐ No ☐ Yes — Mark ☒ all that apply.
- | | |
|--|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> For another reason |

→ If more people were counted in Question 1 on the front page, continue with Person 6.

(SAMPLE U.S. CENSUS FORM CONT'D)

1. Print name of **Person 6**

Last Name

First Name MI

2. How is this person related to Person 1? Mark ☒ ONE box.

<input type="checkbox"/> Husband or wife	<input type="checkbox"/> Parent-in-law
<input type="checkbox"/> Biological son or daughter	<input type="checkbox"/> Son-in-law or daughter-in-law
<input type="checkbox"/> Adopted son or daughter	<input type="checkbox"/> Other relative
<input type="checkbox"/> Stepson or stepdaughter	<input type="checkbox"/> Roomer or boarder
<input type="checkbox"/> Brother or sister	<input type="checkbox"/> Housemate or roommate
<input type="checkbox"/> Father or mother	<input type="checkbox"/> Unmarried partner
<input type="checkbox"/> Grandchild	<input type="checkbox"/> Other nonrelative

3. What is this person's sex? Mark ☒ ONE box.

☐ Male ☐ Female

4. What is this person's age and what is this person's date of birth?
Please report babies as age 0 when the child is less than 1 year old.
Print numbers in boxes.

Age on April 1, 2010 Month Day Year of birth

→ **NOTE:** Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person of Hispanic, Latino, or Spanish origin?

☐ No, not of Hispanic, Latino, or Spanish origin

☐ Yes, Mexican, Mexican Am., Chicano

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ↗

6. What is this person's race? Mark ☒ one or more boxes.

☐ White

☐ Black, African Am., or Negro

☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Chinese	<input type="checkbox"/> Korean	<input type="checkbox"/> Guamanian or Chamorro
<input type="checkbox"/> Filipino	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ↗	<input type="checkbox"/> Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ↗	

☐ Some other race — Print race. ↗

7. Does this person sometimes live or stay somewhere else?

☐ No ☐ Yes — Mark ☒ all that apply.

<input type="checkbox"/> In college housing	<input type="checkbox"/> For child custody
<input type="checkbox"/> In the military	<input type="checkbox"/> In jail or prison
<input type="checkbox"/> At a seasonal or second residence	<input type="checkbox"/> In a nursing home
	<input type="checkbox"/> For another reason

→ If more than six people were counted in Question 1 on the front page, turn the page and continue.

→ If more people live here, turn the page and continue.

Form D-61 (1-15-2009)

(SAMPLE U.S. CENSUS FORM CONT'D)

<p>Use this section to complete information for the rest of the people you counted in Question 1 on the front page. We may call for additional information about them.</p>									
Person 7									
Last Name			First Name				MI		
<input type="text"/>			<input type="text"/>				<input type="text"/>		
Sex		Age on April 1, 2010		Date of Birth		Related to Person 1?			
<input type="checkbox"/> Male <input type="checkbox"/> Female		<input type="text"/>		Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Person 8									
Last Name			First Name				MI		
<input type="text"/>			<input type="text"/>				<input type="text"/>		
Sex		Age on April 1, 2010		Date of Birth		Related to Person 1?			
<input type="checkbox"/> Male <input type="checkbox"/> Female		<input type="text"/>		Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Person 9									
Last Name			First Name				MI		
<input type="text"/>			<input type="text"/>				<input type="text"/>		
Sex		Age on April 1, 2010		Date of Birth		Related to Person 1?			
<input type="checkbox"/> Male <input type="checkbox"/> Female		<input type="text"/>		Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Person 10									
Last Name			First Name				MI		
<input type="text"/>			<input type="text"/>				<input type="text"/>		
Sex		Age on April 1, 2010		Date of Birth		Related to Person 1?			
<input type="checkbox"/> Male <input type="checkbox"/> Female		<input type="text"/>		Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Person 11									
Last Name			First Name				MI		
<input type="text"/>			<input type="text"/>				<input type="text"/>		
Sex		Age on April 1, 2010		Date of Birth		Related to Person 1?			
<input type="checkbox"/> Male <input type="checkbox"/> Female		<input type="text"/>		Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No			
Person 12									
Last Name			First Name				MI		
<input type="text"/>			<input type="text"/>				<input type="text"/>		
Sex		Age on April 1, 2010		Date of Birth		Related to Person 1?			
<input type="checkbox"/> Male <input type="checkbox"/> Female		<input type="text"/>		Month <input type="text"/> Day <input type="text"/> Year <input type="text"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No			
<p>Thank you for completing your official 2010 Census form.</p>						<p>FOR OFFICIAL USE ONLY</p>			
						JIC1		JIC2	
						<input type="text"/>		<input type="text"/>	

(SAMPLE U.S. CENSUS FORM CONT'D)

If your enclosed postage-paid envelope is missing, please mail your completed form to:

U.S. Census Bureau
National Processing Center
1201 East 10th Street
Jeffersonville, IN 47132

If you need help completing this form, call 1-866-872-6868 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.

TDD — Telephone display device for the hearing impaired. Call 1-866-783-2010 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.

¿NECESITA AYUDA? Si usted necesita ayuda para completar este cuestionario, llame al 1-866-928-2010 entre las 8:00 a.m. y 9:00 p.m., 7 días a la semana. La llamada telefónica es gratis.

The U.S. Census Bureau estimates that, for the average household, this form will take about 10 minutes to complete, including the time for reviewing the instructions and answers. Send comments regarding this burden estimate or any other aspect of this burden to: Paperwork Reduction Project 0607-0919-C, U.S. Census Bureau, AMSD-3K138, 4600 Silver Hill Road, Washington, DC 20233. You may e-mail comments to <Paperwork@census.gov>; use "Paperwork Project 0607-0919-C" as the subject.

Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget.

Table 1-1

Selected Demographic Characteristics of Older Americans by Ethnicity—Age 65 and Over, U.S. Census, 2000

Populations	Number 65+	Percent of 65+	In Poverty§	With Disability	Living Alone	Education***		Speak Little or No English**
						< 9 yrs.	college +	
Total Older Americans	34,991,753	100%	9.9%	41.9%	27.8%	16.7%	33.5%	4.0%
Ethnic Categories								
African American/Black* (Non-Hispanic)	2,822,950	8.0%	22.2%	52.7%	29.0%	30.5%	20.6%	0.8%
American Indian*	138,439	0.4%	22.4%	57.8%	22.9%	36.5%	21.7%	10.6%
Asian Americans*	800,795	2.3%	11.9%	40.8%	12.9%	30.9%	34.0%	41.0%
Asian Indian	66,834		8.3%	42.1%	6.0%	31.6%	40.0%	35.4%
Cambodian	6,570		22.7%	62.3%	4.4%	73.7%	9.5%	79.7%
Chinese	235,995		15.7%	36.8%	14.0%	38.0%	33.3%	59.8%
Filipino	164,768		8.2%	47.1%	6.7%	29.4%	42.3%	22.6%
Hmong	4,698		27.4%	59.2%	5.1%	91.6%	3.0%	83.8%
Japanese	161,288		5.6%	33.0%	21.9%	11.3%	33.5%	10.7%
Korean	68,505		20.9%	40.0%	19.0%	31.7%	32.1%	63.9%
Laotian	6,106		18.0%	54.9%	3.8%	72.9%	7.3%	79.2%
Pakistani	4,804		12.7%	45.2%	2.6%	30.7%	38.9%	39.8%
Vietnamese	58,241		15.0%	54.2%	7.0%	30.7%	38.9%	73.5%
Native Hawaiian & Other Pacific Islanders*	20,821	<0.1%	9.8%	48.5%	12.7%	24.6%	23.5%	12.1%
White (Non-Hispanic)*	29,244,860	83.6%	7.4%	40.4%	28.6%	12.9%	35.8%	15.8%
Two or More Races	366,845	1.0%	16.5%	51.8%	25.5%	28.6%	28.3%	16.9%

Developed by Wendy King, MS & Gwen Yeo, PhD for Institute of Medicine

* Alone (as opposed to in combination with other races)

** Speaks English “not well” or “not at all”

*** Reported as “less than 9 years” and “some college no degree, associate degree, bachelor’s degree, or graduate or professional degree”

§ Income below poverty, 1999



Individuals who identify themselves as “Hispanic/Latino” or in one of the populations listed as “Ancestry categories” also identify themselves in one of the racial categories.

Source: U.S. Census Bureau, Census 2000 Summary Files 1, 2, 3, & 4, Table also appears in commissioned paper *How will the U.S. Health Care System Respond to the Challenge of the Ethnogeriatric Imperative?* for the Institute of Medicine (IoM) by G. Yeo as background for the report Retooling for an Aging America. Paper available from tharris@nas.edu.

Table 1-1

Selected Demographic Characteristics of Older Americans by Ethnicity—
Age 65 and Over, U.S. Census, 2000 (continued)

Populations	Number 65+	Percent of 65+	In Poverty§	With Disability	Living Alone	Education***		Speak Little or No English**
						< 9 yrs.	college +	
Total Older Americans	34,991,753	100%	9.9%	41.9%	27.8%	16.7%	33.5%	4.0%
Hispanic/Latino	1,733,591	5.0%	18.8%	48.5%	18.2%	51.1%	15.8%	38.4%
Mexican	809,842		18.3%	48.5%	15.8%	59.0%	11.6%	35.1%
Cuban	228,677		19.8%	45.7%	19.7%	42.6%	23.1%	59.6%
Puerto Rican	191,295		23.2%	55.1%	25.5%	48.0%	15.1%	33.8%
Dominican	36,648		28.5%	51.2%	15.2%	66.8%	7.3%	69.6%
Central American	54,151		19.0%	44.6%	12.8%	53.0%	17.3%	55.5%
South American	76,791		15.7%	39.8%	15.0%	32.3%	26.3%	53.3%
Ancestries								
Arab	85,822		10.2%	40.1%	23.8%	16.9%	38.7%	15.8%
Armenian	57,922		10.2%	44.2%	23.9%	21.1%	36.7%	29.1%
Haitian	28,050		20.9%	44.7%	12.5%	36.9%	20.0%	51.5%
Russian	416,139		7.1%	36.3%	28.2%	5.5%	59.5%	7.9%
SubSaharan African	88,922		22.5%	50.0%	30.1%	31.3%	22.5%	6.7%
Ukranian	154,057		11.2%	44.5%	31.0%	17.0%	36.1%	17.4%

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* Alone (as opposed to in combination with other races)

** Speaks English “not well” or “not at all”

*** Reported as “less than 9 years” and “some college no degree, associate degree, bachelor’s degree, or graduate or professional degree”

§ Income below poverty, 1999



Individuals who identify themselves as “Hispanic/Latino” or in one of the populations listed as “Ancestry categories” also identify themselves in one of the racial categories.