

**Objective:** Given that African American older adults are disproportionately at risk for the development of dementia, identifications of sensitive risk and protective factors are of high importance. Subjective decline in cognition is a potentially easy to assess clinical marker, as it has been previously associated with increased risk of converting to MCI and/or dementia. Subjective decline in cognition is complex though, in that it has also been associated with psychosocial factors. Given this, and the fact that the bulk of research on subjective decline in cognition has been conducted in older white adults, research in diverse samples is needed. The present study sought to address these gaps by examining interactions between race and psychosocial risk (dysphoria) and protective (social activity) factors in the prediction of subjective cognition.

**Participants and Methods:** Older white ( $n = 350$ ) and African American ( $n = 478$ ) participants completed questionnaires via Qualtrics Panels ( $m$  age = 65.9). Subjective decline in cognition was assessed via the Multifactorial Memory Questionnaire (MMQ). Dysphoria was assessed via the Inventory of Depression and Anxiety Symptoms-II Dysphoria subscale (IDAS). Frequency of late life social activity was assessed via a validated series of questions used by the Rush Alzheimer's Disease Center. Race, dysphoria, late life social activity, and interactions between race and dysphoria and race and social activity were analyzed as predictors of subjective decline in cognition via linear regression.

**Results:** The overall model accounted for a significant portion of the variance in subjective decline in cognition,  $F(6, 713) = 38.38, p < .01$ , with an  $R^2$  of .24. The interaction between race and dysphoria was significant, such that the relationship between dysphoria and subjective decline in cognition was stronger for older adults who are African American. Race, dysphoria, social activity, and the interaction between race and social activity were not significant predictors.

**Conclusions:** While dysphoria and related negative affect variables have been previously associated with subjective cognition, interactions with race are rarely analyzed. Our results show that the relationship between dysphoria and subjective decline in cognition were stronger for African American older adults. This result is of clinical importance, as dysphoria is central to many internalizing disorders, which have been associated with subjective cognition and the

development of MCI and dementia. Future research should seek to analyze drivers for this associations and if interventions for dysphoria may reduce subjective decline in cognition for African American older adults.

**Categories:** Cross Cultural Neuropsychology/  
Clinical Cultural Neuroscience

**Keyword 1:** aging (normal)

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## 24 The Influence of Acculturation in Neuropsychological Test Performance of Hispanic-Americans

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**Objective:** Stephenson (2000) suggested that acculturation is a phenomenon that immigrants and refugees ubiquitously experience. The level of acculturation is impacted by a person's choice to allow how much of their cultural traits they decide to keep while adapting to the dominant society cultural traits. Depending on what immigrants find to be important or unimportant, it can influence future generations (i.e., their children) in how they will be developed and adapt into a dominant society. Hispanic-Americans are individuals that were born and reside in the United States and have a family background that extends to one of the Spanish speaking countries in Latin America or Spain. The typical language spoken by Hispanic families other than English is Spanish. It has been reported that Hispanics that are capable of speaking English may be afforded better and greater opportunities to resources. Research shows that a person level of acculturation can influence their cognition. In fact, in one study using a Mexican-American sample that was divided into two groups: high and low. Researchers found that highly acculturated Mexican-Americans outperformed lower acculturated Mexican-Americans on the Wisconsin Card Sorting Test. We evaluated the influence of acculturation in Hispanic-Americans

neuropsychological test performance. It was predicted that highly acculturated Hispanic-Americans to American culture would demonstrate better cognitive abilities compared to lower acculturated Hispanic-Americans.

**Participants and Methods:** The present study sample consisted of 75 neurologically and psychologically healthy Hispanic-American undergraduate students with a mean age of 19.44 (SD = 1.37). Participants were divided into two acculturation groups: high (n = 39) and low (n = 36). In addition, all the participants completed a comprehensive neuropsychological battery and background questionnaire in English. The Acculturation Rating Scale for Hispanic/Latino Americans is a 20-item scale that was utilized to create our acculturation groups. ANOVAs were used to evaluate cognitive differences between our acculturation groups.

**Results:** Results revealed that the highly acculturated group outperformed the lower acculturated group on the Weschler Adult Intelligence Scale-Third Edition vocabulary task and the Boston Naming Test,  $p's < .05$ ,  $\eta^2 = .06$ . Furthermore, results revealed that the lower acculturated group outperformed the highly acculturated group on the Trail Making Test part A and B, and Comalli Stroop part A,  $p's < .05$ ,  $\eta^2 = .06-.07$ .

**Conclusions:** As expected, the highly acculturated group demonstrated better language abilities compared to the lower acculturated group. However, in the opposite direction, the lower acculturated group outperformed the highly acculturated group on several speed attention tasks and one executive functioning task. A possible explanation why the highly acculturated participants demonstrated better language abilities may be attributed that their dominant language is English or they only spoke English. Meanwhile, the opposite could be said for lower acculturated participants that English was not their dominant language or they were bilingual speakers, for that reason they demonstrated better processing speed and executive functioning abilities. Research shows that monolinguals demonstrate better language abilities compared to bilinguals, but the opposite is found on processing speed and executive functioning tasks. Future research should investigate the relationship between bilingualism and acculturation in neuropsychological testing performance of Hispanic-Americans.

**Categories:** Cross Cultural Neuropsychology/  
Clinical Cultural Neuroscience

**Keyword 1:** acculturation

**Keyword 2:** information processing speed

**Keyword 3:** executive functions

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## 25 Exploring Phonemic and Semantic Fluency Ability Across Multiple Generations

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**Objective:** Verbal fluency tasks evaluate executive functioning by requiring a person to provide words within a certain time period that start with a certain letter (phonemic fluency) or category (semantic fluency). Research shows that age impacts test takers' phonemic and semantic verbal fluency performance. In fact, it has been suggested that phonemic verbal fluency peaks around age 30 to 39 and begins to decline at older ages. In contrast to phonemic fluency, research suggests that semantic fluency increases steadily between test takers until age 12 and begins declining around age 20. A generation is a cohort of people born within a certain period who share age and experiences. Studies show that Generation X individuals (persons born between 1965-1980) outperform Generation Y ( persons born between 1981-1995) and Generation Z individuals (persons born between 1965-1980) on the Cordoba Naming Test. To our knowledge, no study has investigated verbal fluency performance across generational groups. We predicted that Generation X individuals would outperform