

Interclerkship Intensive I – Cognitive Issues in the Health Care Setting: Informed Consent, Physician Impairment, Capacity, Ethics, Dementia and Delirium.

March 27, 2012 – March 30, 2012

SYLLABUS

Goal of Interclerkship Intensive I: To provide students with comprehensive knowledge and skills related to cognitive issues that may affect medical-decision making, including dementia and delirium.

*****Please note that there may be minor scheduling changes, so check the Interclerkship Intensive site in ALEX daily for updates to the schedule and announcements.**

TUESDAY, MARCH 27, 2012

1:00 PM – 1:20 PM: Introduction to Interclerkship Intensive I– Cognitive Issues in the Health Care Setting: Informed Consent, Physician Impairment, Capacity, Ethics, Dementia and Delirium, Dr. Melanie Jay

1:20 PM – 2:30 PM: Informed Consent Lecture, Dr. Negin Hajizadeh and Dr. Arkady Bilenko

By the end of this two-part lecture, students will be able to:

1. Identify when to obtain informed consent and from who (e.g. patient or surrogate decision maker)
2. Identify who can and should obtain informed consent from the patient or surrogate decision maker
3. Identify the necessary components of informed consent including: a) assessing capacity, b) providing necessary information d) assessing understanding of the information provided
4. Provide examples of complex informed consent and resources that can be support in these situations
5. Identify resources to aid in the event of complex informed consent situations
6. Improve your understanding of legally eligible surrogate decision makers including for LGBT and elderly patients

Assignment – To be read after the lecture

Readings:

1. End of Life Care Considerations for Gay, Lesbian, Bisexual and Transgender Individuals, Deb Rawlings, International Journal of Palliative Care Nursing 2012, Vol. 18, No. 1.
2. Summary of Family Health Care Decisions Act:
<http://www.nysba.org/Content/NavigationMenu/PublicResources/FamilyHealthCareDecisionsActInformationCenter/SwidlerHealthJournSpr10.pdf>

2:30 PM – 5:00 PM: This time may be used to complete assignments. Please consult the Interclerkship Intensive Site on ALEX for further instructions.

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WEDNESDAY, MARCH 28, 2012

11:00 AM – 12:00 PM: Physician Impairment, Dr. Larry Westrich and Dr. Molly Poag

Goal: To recognize physician impairment and know what to do about it.

Objectives:

By the end of the session:

1. Attendees will identify the major causes of physician impairment
2. Attendees will be introduced to the skills, knowledge and attitudes necessary for approaching a potentially impaired physician
3. Attendees will learn the basics of their legal obligations in reporting an impaired physician

Assignments to be completed before the lecture

1. Complete the SARET Module: Personal Impact of Substance Abuse (On ALEX – SARET – LAMS)

In this module you will hear the story of **one man's struggle** with **alcohol**. It should take you **about 30 minutes** to finish.

Goals:

1. To understand **diagnostic criteria** in the **classification** of **substance abuse disorders**
2. To learn what are major **risk factors** for developing substance abuse disorders and how this risk is described
3. To learn about a **personal experience** of **substance abuse**

Objectives:

By the end of this module, you will be able to:

1. Describe how **role failure, physical, legal, and interpersonal consequences** of **substance abuse** contribute to making a **diagnosis**, which helps define **prognosis** and **indication** for **treatment**
 2. Define **absolute, attributable** and **relative risk**
 3. List known or suspected **risk factors** in **alcohol abuse** and **dependence** including **genetics** and **environment**
2. **Reading: *Physician Substance Abuse and Recovery: What Does It Mean for Physicians—and Everyone Else?* JAMA. 2005;293(12):1513-1515.**

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1:00 PM – 3:00 PM and 3:00 PM – 5:00: Workshops

Check your individual schedule for the times and locations of these activities.

Delirium Assessment/Hypoactive delirium Workshop

Session Leader: Dr. Michael Perskin

Other Faculty: Dr. Michael Rindler Dr. Sathya Maheswaran and Dr. Adam Karp

Goals and Objectives:

By the end of this session, students will be able to:

1. List and define elements of cognition [executive functioning, language, learning, praxis, memory etc]
2. Describe normal age related changes in cognition
3. Distinguish dementia/delirium and cases where they coexist
4. Distinguish between hypoactive and hyperactive delirium and their risk factors
5. Perform the 9 part CAM [confusion assessment method] Instrument and learn when to utilize the CAM Algorithm

Capacity Assessment Workshop, Dr. Susan Cohen and Dr. Allen Keller

Goal: To inform students about both decisional capacity assessment and ethical reasoning, and allow opportunity to practice the related clinical skills

Objectives:

By the end of the session the student will be able to:

1. Understand capacity assessment including nuances of more complex capacity assessments
2. Practice the assessment of capacity using role play/active learning techniques
3. Review ethical issues that arise on the wards, applying a structured, stepwise approach that you previously learned in the bioethics ethics course last fall.

Assignments

1. **Written Assignment to be completed and brought to the workshop:** Applying Moral Reasoning in Clinical Ethics
2. **Readings:**
 - Roger C. Jones, MD and Timothy Holden, MD, "A Guide to Assessing Decision Making Capacity"
 - Paul S. Appelbaum, "Assessment of Patients' Competence to Consent to Treatment", MD, N. Engl. J. Med., 2007; 357: 1834-40
 - R. Arnold, L. Furrow and R. Barker, "Medical ethics and Doctor/Patient Communication," in The Medical Interview, Lipkin M, Putnam S, Lazare A, Eds. New York: Springer Verlag: 1995 345-6

THURSDAY, MARCH 29, 2012

10:30 AM – 12:00 PM and 1:00 PM – 2:30: Workshops

Check your individual schedule for the times and locations of these activities.

Assessment of Dementia Workshop

Session Leaders: Dr. Swati Sathe, Dr. Gayatri Devi, Dr. Melanie Shulman, Dr. James Galvin and Dr. Thomas Wisniewski

Objectives:

By the end of this session, students will:

1. Recognize clinical signs of early dementia and differentiate from normal aging
2. Differentiate dementia from pseudodementia
3. Improve their ability to assess dementia over several clinical domains (e.g. cognitive/ intellectual, functional, and psychiatric/ behavioral symptoms)
4. Be able to describe normal aging, brain pathology that produces dementia and common disorders that mimic dementia
5. Recognize how neuropsychological testing and commonly utilized battery of tests can help diagnose different patterns of cognitive impairment (e.g. executive dysfunction, visuospatial impairment, language disorders, mood disorders (depression) and amnesia).

8 AM – 12 PM and 1PM – 5 PM Simulation and OSCEs, Simulation Center on the 3rd floor of Bellevue, Building D

Check your individual schedule for the time of these activities.

OSCE: Informed consent/assessing capacity – Dr. Susan Cohen and Dr. Sandy Zabar

Goal:

1. This learning activity will build on what you learned in the capacity assessment workshop and focus on skills practice.

Objectives:

By the end of this learning activity you will:

1. Perform a comprehensive patient interaction, with focused Physical Exam and patient note outlining the findings, assessment and recommendations.
2. Assess a patient's capacity to decline a diagnostic test/treatment plan, taking into account different socioeconomic backgrounds/cultures/religious/personality styles
3. Understand the role of the physician to present unbiased and accurate information about ALL the alternative strategies
4. Examine potential feelings of frustration/anger towards the patient for making a "ridiculous" decision.

Mannequin Simulation: Cognitive Assessment of the Acutely Ill Elderly Patient
Dr. Pablo Herscovici, Dr. Demian Szyld, Dr. Scott Sherman, Dr. Robert Hoffman

Objectives:

By the end of this session, students will be able to:

1. Apply tools designed to assess patients with acute changes in mental status
2. Recognize possible causes of altered mental status in the elderly
3. Perform a workup of an acutely ill patient with acute changes in mental status
4. Recognize and treat life-threatening situations manifested by acute changes in mental status
5. Recognize the interaction of drugs, disease and metabolic factors in the occurrence of mental status changes in the elderly

Mannequin Procedural Skills Simulation: Pediatric Lumbar Puncture
Dr. Jessica Foltin, Dr. Demian Szyld

Objectives:

By the end of this session, students will be able to:

1. Describe the steps required to perform a lumbar puncture in a pediatric patient.
2. Recognize the indications, potential pitfalls and complications associated with the procedure.

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FRIDAY, MARCH 30, 2012

10:30 AM – 12:00 PM: Workshops

Check your individual schedule for the time of these activities.

Assessment of Dementia Workshop

Session Leaders: Dr. Swati Sathe, Dr. Gayatri Devi, Dr. Melanie Shulman, Dr. James Galvin and Dr. Thomas Wisniewski

Objectives:

By the end of this session, students will:

1. Recognize clinical signs of early dementia and differentiate from normal aging
2. Differentiate dementia from pseudodementia
3. Improve their ability to assess dementia over several clinical domains (e.g. cognitive/ intellectual, functional, and psychiatric/ behavioral symptoms)
4. Be able to describe normal aging, brain pathology that produces dementia and common disorders that mimic dementia
5. Recognize how neuropsychological testing and commonly utilized battery of tests can help diagnose different patterns of cognitive impairment (e.g. executive dysfunction, visuospatial impairment, language disorders, mood disorders (depression) and amnesia).

8:00 AM – 12:00 PM: OSCE and Simulation, Simulation Center on the 3rd floor of Bellevue, Building D

Check your individual schedule for the time of these activities.

OSCE: Informed consent/assessing capacity – Dr. Susan Cohen and Dr. Sandy Zabar

Goal:

This learning activity will follow the seminar on capacity assessment and focus on skills practice.

Objectives:

By the end of this learning activity you will:

1. Perform a comprehensive patient interaction, with focused Physical Exam and patient note outlining the findings, assessment and recommendations.
2. Assess a patient's capacity to decline a diagnostic test/treatment plan, taking into account different socioeconomic backgrounds/cultures/religious/personality styles
3. Understand the role of the physician to present unbiased and accurate information about ALL the alternative strategies
4. Examine potential feelings of frustration/anger towards the patient for making a "ridiculous" decision.

**Mannequin Simulation: Cognitive Assessment of the Acutely Ill Elderly Patient
Dr. Pablo Herscovici, Dr. Demian Szyld, Dr. Scott Sherman, Dr. Robert Hoffman**

By the end of this session, students will be able to:

1. Apply tools designed to assess patients with acute changes in mental status
2. Recognize possible causes of altered mental status in the elderly
3. Perform a workup of an acutely ill patient with acute changes in mental status
4. Recognize and treat life-threatening situations manifested by acute changes in mental status
5. Recognize the interaction of drugs, disease and metabolic factors in the occurrence of mental status changes in the elderly

Mannequin Procedural Skills Simulation: Pediatric Lumbar Puncture
Dr. Jessica Foltin, Dr. Demian Szyld

By the end of this session, students will be able to:

1. Describe the steps required to perform a lumbar puncture in a pediatric patient.
2. Recognize the indications, potential pitfalls and complications associated with the procedure.

12:30 PM – 1:30 PM: Wrap Up, Dr. Melanie Jay, Dr. Vicky Harnik, Dr. Mel Rosenfeld
This is a required session, attendance will be taken and **lunch will be served.**