

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

March 27, 2013 - March 29, 2013

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.**

Part 1: ASSIGNMENTS

Please find all assignments below located on ALEX under "All Assignments"

Due Date	Description
March 27th	<p>Informed Consent Demonstration</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> • Appelbaum P. Assessment of Patients' Competence to Consent to Treatment. <i>New England Journal of Medicine</i>. 2007; 357: 1834-40. • Arnold R. et al. Medical Ethics and Doctor-Patient Communication. In: <i>The Medical Interview</i>. Lipkin et al eds. 345-367.
March 27th	<p>Delirium Assessment/Hypoactive Delirium Workshop</p> <ul style="list-style-type: none"> • Read the Preparation Instructions (Case and Application Exercises) posted on ALEX. • Review the CAM instrument posted on ALEX. • View the Online Video http://icam.geri.u.org/ of the CAM instrument. [Click on Practice Case. On the right, an introductory video will begin. Click the FWD button on the bottom to go to the case. Click on the file with the picture and then click on Start. After you read the case history, click on Mr. Buchner's picture in the lower left hand corner to see another short video. Fill out the form. Allow at least 15 minutes to complete this task.] • Review the Mini-Mental State Examination (MMSE) form on ALEX.
March 27th	<p>Capacity Assessment and Ethics Workshop</p> <ul style="list-style-type: none"> • Complete: "Using Ethical Framework to Approach a Clinical Case on the Ward" and bring it to the Capacity/Ethics Workshop. • Please review previously assigned readings posted on ALEX: <ul style="list-style-type: none"> • Notes from Introduction to Bioethics (Fall 2012) including: Medical Ethics Basic Principles, Moral Reasoning in Clinical Ethics: a Stepwise Approach, Informed Consent and Shared Decision Making • Family Health Care Decisions Act, Summary and FAQs

<p>Prior to OSCE (March 28th or 29th)</p>	<p><u>OSCE: Informed Consent/Assessing Capacity</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Preparation for OSCE • The Informed Consent Primer • Treating Oncological Emergencies. <i>Please focus on Table 1 and the Section on Structural Emergencies, as per the instructions posted in ALEX. Don't worry about the missing figures in the document.</i> <p>Review the Neuro Exam, focusing on assessment for oncologic emergencies. You will not be expected, nor will you have time for, a complete exam.</p>
<p>Prior to Simulation (March 28th or 29th)</p>	<p>Mannequin Procedural Skills Simulation: Pediatric Lumbar Puncture</p> <p>Review this video: http://www.youtube.com/watch?v=0G-u1Q-Sb_c</p>
<p>March 28th</p>	<p>Medical Decision-Making and Health Care Proxies in the LGBT Community</p> <ul style="list-style-type: none"> • Read 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. • Review the Family Care Act documents listed under the Capacity Assessment and Ethics Workshop
<p>March 28th</p>	<p>Assessment and Management of Dementia and its Psychiatric and Behavioral Co-Morbidities</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> • Dementia presentation • The "Mini Cog" Test
	<p>There is an App for That!</p> <ul style="list-style-type: none"> • Read: <i>Medical Student Appraisal – Searching on Smartphones</i> Case Report; Special Topic: Medical Student Technology Appraisal Series: Searching on Smartphones S. Khalifian (1), T. Markman (1), P. Sampognaro (1), S. Mitchell (1), S. Weeks (1), J. Dattilo (1) (1) Johns Hopkins University, School of Medicine, Baltimore, Maryland, United States ACI 2013 4 1: 53-60
<p>March 31st</p>	<p><u>Wrap Up</u> <u>BRING YOUR LAPTOP, as you will be expected to complete tasks that cannot be done on your phone or iPad.</u></p>

Part 2: SCHEDULE OF ACTIVITIES

WEDNESDAY, MARCH 27, 2013

9:00A - 9:30A: Introduction to Interclerkship Intensive I – Cognitive Issues in the Health Care Setting:

All Students Informed Consent, Capacity, Ethics, Dementia and Delirium

@Alumni Hall B Session Leaders: Dr. Melanie Jay, Dr. Lucy Chang

9:30A - 10:30A: Informed Consent Lecture

All Students Session Leader: Dr. Negin Hajizadeh

@Alumni Hall B

Goals and Objectives: By the end of this lecture, students will be able to

1. Appreciate the complexities of informed consent.
2. Identify when to obtain informed consent and from whom (e.g. patient or surrogate decision maker)
3. Identify the necessary components of informed consent including:
 - a. Assessing capacity
 - b. Providing necessary information
 - c. Assessing understanding of the information provided

11:00A - 12:00P: Informed Consent Demonstration

All Students Session Leader: Dr. Allen Keller

@Alumni Hall B

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

1. Understand the process of obtaining a complex informed consent by observing a faculty role play with an SP onstage
2. Understand capacity assessment including nuances of more complex capacity assessments
3. Demonstrate and discuss how to assess a patients' capacity to make medical decisions

1:15P - 3:00P: Delirium Assessment/Hypoactive Delirium Workshop

Groups 15-27 Session Leaders: Dr. Michael Perskin, Dr. Caroline Blaum and Dr. Mickey Rindler

@Alumni Hall B Faculty:

1:15P - 3:00P Caroline Blaum, Sathya Maheswaran, Jenifer Khan

3:00P - 4:45P: 3:00P – 4:45P Sathya Maheswaran, Muzafar Khan

Groups 1-14

@Alumni Hall B

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

1. 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. When to utilize and how to perform the 9 part CAM [confusion assessment method] Instrument

- 1:15P - 3:00P: Capacity Assessment and Ethics Workshop,**
Groups 1-14 Session Leaders: Dr. Susan Cohen and Dr. Allen Keller
@Coles 101 Other Faculty:
@Coles 201-214 **1:15P - 3:00P:** Asher Aladjem, Ken Berkowitz, Les Chuang, Art Caplan, Shelly Cohen, Hannah Scherer and Eileen Zenker
- 3:00P - 4:45P:**
Groups 15-27 **3:00P - 4:45P:** David Alfandre, Ken Berkowitz, Barbara Chanko, Loren Greene, Art Caplan, Vlad Lascar, Nomi Levy, Colin O'Neil, Tony Vernillo
@Coles 101
@Coles 201-214

Objectives related to Capacity Assessment:

1. Practice and gain proficiency in assessing decision making capacity through role-play.

Objectives related to Ethical Issues:

1. Discuss ethical issues encountered during your clinical rotations.
2. Understand and apply a stepwise approach to clinical ethics problem solving.
3. Be aware of available resources for helping to address clinical ethical issues encountered on clinical rotation.

Thursday, MARCH 28, 2013

Please check your individual schedule for the times and locations of these activities

- 8:00A - 12:00P** **OSCE: Informed Consent/Assessing Capacity**
Groups 1-9 Session Leaders: Dr. Susan Cohen, Dr. Lisa Zelnick, Dr. Sandy Zabar, Dr. Ruth Crowe, Dr. Colleen Gillespie, Ms. Meg Anderson
@NYSim Center Other Faculty: Robert Smeltz, NP

- 1:00P - 5:00P**
Groups 19-27 **Goal:** This learning activity will build on what you learned in the capacity assessment workshop and focus on skills practice.
@NYSim Center **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 their own decision.

Mannequin Simulation: Cognitive Assessment of the Acutely Ill Elderly Patient

Session Leaders: Dr. Paul Kim, Dr. Demian Szyld, Dr. Caroline Blaum
 Other Faculty: Dr. Scott Sherman, Dr. Robert Hoffman, Dr. Versha Taparia, Dr. Sanjay Bhagia, Dr. Henry Thuka, Dr. Ashok Chopra, Dr. Maureen Gang, Dr. David Sutin, Dr. Bryant Nguyen

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

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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

Session Leader: Dr. Jessica Foltin, Dr. Demian Szyld

Other Faculty: , Dr. Paul Kim, Dr. Camille Scribner, Dr. Michelle Ramirez, Dr. Laura Santos, Dr. Nicole Gerber, Dr. Grace Lin, Dr. Payal Patel, Dr. Amanda Jan

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

1. Recognize signs of pediatric altered mental status
2. Understand the indications and complications for pediatric lumbar puncture
3. Perform a lumbar puncture in a pediatric patient

10:30A - 12:00P: Assessment and Management of Dementia and Its Psychiatric and Behavioral Comorbidities.

**Groups 10-18
@Coles 101,
@Coles 302-303**

Session Leaders: Dr. Robert McCue, Dr. Jonathan Howard

Other Faculty: Dr. Steven Cercy, Dr. Martin Sadowski, Dr. Paul Champion, Dr. Lia Ernst, Dr. Dennis Popeo, Dr. Chris Morrison

**2:00P - 3:30P:
Groups 1-9
@Coles 101,
@Coles 302-303**

Objectives: By the end of this session, students will:

1. Recognize clinical signs of early dementia and differentiate from normal aging, pseudodementia, and common concerns about memory loss.
2. Identify reversible causes of dementia and determine the appropriate workup.
3. Improve their ability to assess and manage psychiatric and behavioral comorbidities of dementia with pharmacological and non-pharmacological methods.

9:30A - 10:30A Medical Decision-Making and Health Care Proxies in the LGBT Community

**Groups 10-27
@Alumni B**

Moderator: Dr. Shail Maingi (Speakers from SAGE and LAMBDA Legal)

**1:00P - 2:00P
Groups 1-9**

Goals: Allow students to hear first-hand what it is like to be a LGBT patient and his/her partners going through the process of making medical decisions, designating health care proxy and discussing end of life issues

@Coles 101

Objectives: By the end of this session, students will:

1. Be introduced to the barriers that LGBT patients may experience around issues of informed consent.
2. Be able to identify situations where they need to be sensitive to these issues.
3. Hear personal stories about patient experiences and have the opportunity to ask questions in a safe environment.
4. Motivate students to improve their skills around LGBT cultural competence.

10:30A - 11:30A There is an App for That!

**Groups 19-27
@Coles 109**

Session Leader: Joseph Nicholson, MLIS MPH CPH

1:00P - 2:00P
Groups 10-18
@Coles 109 **Goals:** Inform students of clinical information tools (mobile tools) that are accessible at the bedside for clinical/point of care information.

- Objectives:** Following this session students will be able to:
1. Describe where and how to find tools for patient care including:
 - a. diagnostic algorithms
 - b. differential diagnosis
 - c. drug information
 - d. patient education materials
 2. Name downloadable apps that can be used offline and mobile sites that can be used at the point of care
 3. Utilize Clinical Queries to focus primary literature searches on RCTs

FRIDAY, MARCH 29, 2013

Please check your individual schedule for the times and locations of these activities

8:00A - 12:00P **OSCE: Informed Consent/Assessing Capacity**
Groups 10-18 Session Leaders: Dr. Susan Cohen, Dr. Lisa Zelnick, Dr. Sandy Zabar, Dr. Ruth Crowe, Dr.
@NYSim Center Colleen Gillespie, Ms. Meg Anderson
Other Faculty: Dr. Allen Keller

Goal: 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 their own decision.

Mannequin Simulation: Cognitive Assessment of the Acutely Ill Elderly Patient

Session Leaders: Dr. Paul Kim, Dr. Demian Szyld, Dr. Caroline Blaum
Other Faculty: Dr. Frank Volpicelli, Dr. Brian Kaufman and Dr. Ia Luna and Dr. David Sutin

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

Session Leader: Dr. Jessica Foltin, Dr. Demian Szyld

Other Faculty: Dr. Lilia Reyes, Dr. Michael Mojica, Dr. Elliot Weiss, Dr. Marianna Karavolias, Dr. Paul Kim

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

1. Recognize signs of pediatric altered mental status
2. Understand the indications and complications for pediatric lumbar puncture
3. Perform a lumbar puncture in a pediatric patient

10:30A - 12:00P: Assessment and Management of Dementia and Its Psychiatric and Behavioral Comorbidities.

@Coles 101, Session Leaders: Dr. Jonathan Howard, Dr. Robert McCue
@Coles 302-303 Other Faculty: Dr. Gayatri Devi, Dr. Scott Hirsch

Objectives: By the end of this session, students will:

1. Recognize clinical signs of early dementia and differentiate from normal aging, pseudodementia, and common concerns about memory loss
2. Identify reversible causes of dementia and determine the appropriate workup
3. Improve their ability to assess and manage psychiatric and behavioral comorbidities of dementia with pharmacological and non-pharmacological methods

11:00A - 12:00P There is an App for That!

Groups 1-9 Session Leader: Joseph Nicholson, MLIS MPH CPH
@Coles 109

Goals: Inform students of clinical information tools (mobile tools) that are accessible at the bedside for clinical/point of care information.

Objectives: Following this session students will be able to:

1. Describe where and how to find tools for patient care including:
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 - c. drug information
 - d. patient education materials
2. Name downloadable apps that can be used offline and mobile sites that can be used at the point of care
3. Utilize Clinical Queries to focus primary literature searches on RCTs

12:00P – 1:30P: Wrap Up

All Students **BRING YOUR LAPTOP, as you will be expected to complete a task that cannot be done on your phone or iPad.**
@Alumni B

Session Leaders: Dr. Melanie Jay, Dr. Lucy Chang, Dr. Vicky Harnik, Dr. Mel Rosenfeld
This is a required session, attendance will be taken and **lunch will be served.**