



September 22, 2014 - September 26, 2014

SYLLABUS

Goal of Interclerkship Intensive II: To provide students with comprehensive knowledge and skills related to cognitive issues that may affect medical-decision making, including delirium, informed consent, health policy, sleep and healthcare proxies in underserved populations.

*****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.**

HOMEWORK ASSIGNMENTS	
** All documents are located on ALEX and attached on the CURIE schedule.	
Due Date: Sept 23rd	Informed Consent Demonstration (Homework) <ul style="list-style-type: none"> • Review Informed Consent Primer. Optional Readings: <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.
Prior to OSCE Sept 23rd or 24th	OSCE Preparation: Informed Consent/Assessing Capacity (Homework). Read the following: <ul style="list-style-type: none"> • OSCE Patient Scenario (Student Information) Sheet • The Informed Consent Information Sheet • 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 neurologic exam, focusing on assessment for oncologic emergencies. You will not be expected, nor will you have time for, a complete exam.</p>
Prior to Simulation Sept 23rd or 24th	Mannequin Procedural Skills Simulation: Pediatric Lumbar Puncture (Homework) Review this video: http://www.youtube.com/watch?v=0G-u1Q-Sb_c
Due Date: Sept 23rd or Sept 24th	Physicians as Leaders (Homework) Read Articles: <ul style="list-style-type: none"> • Turning Doctors into Leaders by Thomas H. Lee (Harvard Business Review) • Leadership That Gets Results by Daniel Goleman (Harvard Business Review) • Review MBTI

HOMEWORK ASSIGNMENTS

**** All documents are located on ALEX and attached on the CURIE schedule.**

<p>Due Date: Sept 23rd or 24th</p>	<p>Surrogate Decision Making and Ethics Workshop (Homework)</p> <ul style="list-style-type: none"> ○ Fill out the Ethical Case Worksheet and bring it to the workshop. ○ Please review notes from your preclinical ethics course: <ul style="list-style-type: none"> ○ Medical Ethics Basic Principles. ○ Moral Reasoning in Clinical Ethics: a Stepwise Approach.
<p>Due Date: Sept 23rd or 24th</p>	<p>Delirium Assessment/Hypoactive Delirium Workshop (Homework)</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.geriu.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.
<p>Due Date: Sept 26th</p>	<p>Introduction to High Value Care (Homework)</p> <ul style="list-style-type: none"> • Please take a brief moment to explore the Choosing Wisely website. http://www.choosingwisely.org
<p>Due Date: Sept 26th</p>	<p>Sleep Workshop (Homework)</p> <ul style="list-style-type: none"> • Sleep Diary Log- complete and bring to class • Epworth Sleepiness Scale- complete and Bring to Class • Read Sleep Apnea Chapter 13-2 • Read Obstructive Sleep Chapter 13-3 • Read Insomnia Morning 2012 Article
<p>Due Date: Sept 26th</p>	<p>Medical Decision-Making and Health Care Proxies in the LGBT Community (Homework)</p> <ul style="list-style-type: none"> • Read Article: 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
<p>Due Date: Sept 26th</p>	<p>Wrap Up (Homework) <u>BRING YOUR LAPTOP</u></p>

Tuesday, September 23, 2014

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

<p>9:30A - 9:45A: All Students @Farkas Aud</p>	<p><u>Introduction to Interclerkship Intensive – Cognitive Issues and Vulnerable Population in the Healthcare System.</u> Session Leaders: Lucy Chang, Melanie Jay</p>
<p>9:45A - 10:45A: All Students @Farkas Aud</p>	<p><u>Physician Impairment Lecture</u> Session Leader: Larry Westreich</p> <p>Goals and Objectives: To recognize physician impairment and know what to do about it:</p> <ol style="list-style-type: none">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 basic of their legal obligations in reporting an impaired physician.
<p>11:00A - 12:00P: All Students @Farkas Aud</p>	<p><u>Inform Consent Demonstration</u> Session Leader: Allen Keller Other Faculty: Melanie Jay</p> <p>Goals and Objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none">1. Understanding stepwise approach to clinical ethics problems solving in the context of assessing decision-making capacity.2. Be aware of available resources for helping to address clinical ethical issues encountered.3. Understand how to assess decision-making capacity including nuances of more complex capacity assessments.4. Demonstrate and discuss how to assess a patient’s capacity to make medical decisions.
<p>1:00P - 5:00P Groups E,F,G,H,K,Q @NYSim Center</p>	<p><u>OSCE: Informed Consent/Assessing Capacity</u> Session Leaders: Ruth Crowe Other Faculty: Susan Cohen, Colleen Gillespie, Meg Anderson</p> <p>Goal: This learning activity will build on what you learned in the capacity assessment workshop and focus on skills practice.</p> <p>Objectives: By the end of this learning activity you will be able to:</p> <ol style="list-style-type: none">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 styles3. Understand the role of the physician to present unbiased and accurate information about ALL the alternative strategies4. Examine potential feelings of frustration/anger towards the patient for making their own decision. <p><u>Mannequin Simulation: Cognitive Assessment of the Acutely Ill Elderly Patient</u> Session Leaders: Paul Kim, Demian Szyld, Caroline Blaum Other Faculty: Scott Sherman</p>

	<p>Objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none"> 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 <p><u>Mannequin Procedural Skills Simulation: Pediatric Lumbar Puncture</u> Session Leader: Jessica Foltin, Paul Kim Other Faculty: Andy Wen, Monica Chugh, Melissa Dere, Laura Stabin, Celina Brunson, Bridget Obzud, Simran Sran.</p> <p>Objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none"> 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
<p>1:00P - 2:30P: Groups J,L,M,N,O,P @Coles 302, 304</p>	<p><u>Physicians as Leaders Workshop</u> Session Leader: Kristi-Jo Tutela-Dane Other Faculty: Dorinda Capole, Brent Dibble, Rajneesh Gulati, Steven Hubbard, Louis Rhodes, Tina Wu.</p> <p>Goal: Enable students to begin to develop the attitudes, skills and behaviors necessary to function as both leaders and members of highly effective medical teams.</p> <p>Objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss your knowledge of leadership skills 2. Assess healthcare professionals and identify those qualities and behaviors that enable him/her to do the job well 3. Reflect on your strengths and begin to produce your own personal development plan for areas of improvement as a team member, manager and leader 4. Practice skills needed to represent a party for conflict resolution
<p>1:00P - 3:00P: Groups A,B,C,D,I @Coles 209-214</p>	<p><u>Surrogate Decision Making and Ethics Workshop</u> Session Leaders: Dr. Susan Cohen and Dr. Allen Keller</p> <p>Surrogate Decision Making objectives: By the end of this session, students will be able to</p> <ol style="list-style-type: none"> 1. Practice selecting and assessing an appropriate surrogate decision maker 2. Practice addressing an ethically challenging situation where one questions the ability of the surrogate to perform his or her duty properly <p>Ethics objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss ethical issues encountered during your clinical rotations 2. Understand and apply a stepwise approach to clinical ethics problem solving 3. Formulate an ethical question for an ethics consult

	Be aware of available resources for helping to address clinical ethical issues encountered on clinical rotation.
2:30P - 4:00P: Groups J,L,M,N,O,P @ SLH E	<u>Delirium Assessment/Hypoactive Delirium Workshop</u> Session Leaders: Sathya Maheswaran, Mickey Rindler, Charlene Recto Other Faculty: Carolyn Blaum Objectives: By the end of this session, students will be able to: <ol style="list-style-type: none"> 1. Distinguish between mild cognitive impairment, dementia and delirium 2. Assess patients with delirium using the Confusion Assessment Method (CAM) 3. Identify risk factors for delirium 4. Understand principles of prevention and management of delirium

Wednesday Schedule on the next page.

Wednesday, September 24, 2014

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

<p>8:00A - 12:00P Groups J,L,M,N,O,P @NYSim Center</p> <p>1:00P - 5:00P Groups A,B,C,D,I @NYSim Center</p>	<p><u>OSCE: Informed Consent/Assessing Capacity</u> Session Leaders: Ruth Crowe, Other Faculty: Susan Cohen, Colleen Gillespie, Meg Anderson</p> <p>Goal: This learning activity will build on what you learned in the capacity assessment workshop and focus on skills practice.</p> <p>Objectives: By the end of this learning activity you will be able to:</p> <ol style="list-style-type: none">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 styles3. Understand the role of the physician to present unbiased and accurate information about ALL the alternative strategies4. Examine potential feelings of frustration/anger towards the patient for making their own decision. <p><u>Mannequin Simulation: Cognitive Assessment of the Acutely Ill Elderly Patient</u> Session Leaders: Paul Kim, Demian Szyld, Caroline Blaum Other Faculty: Scott Sherman</p> <p>Objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none">1. Apply tools designed to assess patients with acute changes in mental status2. Recognize possible causes of altered mental status in the elderly3. Perform a workup of an acutely ill patient with acute changes in mental status4. Recognize and treat life-threatening situations manifested by acute changes in mental status5. Recognize the interaction of drugs, disease and metabolic factors in the occurrence of mental status changes in the elderly <p><u>Mannequin Procedural Skills Simulation: Pediatric Lumbar Puncture</u> Session Leader: Jessica Foltin, Paul Kim Other Faculty: Andy Wen, Monica Chugh, Melissa Dere, Laura Stabin, Celina Brunson, Bridget Obzud, Simran Sran.</p> <p>Objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none">1. Recognize signs of pediatric altered mental status2. Understand the indications and complications for pediatric lumbar puncture3. Perform a lumbar puncture in a pediatric patient
<p>9:00A - 10:30A: Groups A,B,C,D,I @ SLH E</p>	<p><u>Delirium Assessment/Hypoactive Delirium Workshop</u> Session Leaders: Sathya Maheswaran, Mickey Rindler, Charlene Recto Other Faculty: Carolyn Blaum</p>

<p>2:30P - 4:00P Groups E,F,G,H,K,Q @ SLH E</p>	<p>Goals and Objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between mild cognitive impairment, dementia and delirium 2. Assess patients with delirium using the Confusion Assessment Method (CAM) 3. Identify risk factors for delirium 4. Understand principles of prevention and management of delirium
<p>10:00A - 12:00P: Groups E,F,G,H,K,Q @Coles 209-214</p> <p>1:00P - 3:00P Groups J,L,M,N,O,P @Coles 209-214</p>	<p>Surrogate Decision Making and Ethics Workshop Session Leaders: Susan Cohen and Allen Keller</p> <p>Surrogate Decision Making objectives: By the end of this session, students will be able to</p> <ol style="list-style-type: none"> 1. Practice selecting and assessing an appropriate surrogate decision maker 2. Practice addressing an ethically challenging situation where one questions the ability of the surrogate to perform his or her duty properly <p>Ethics objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss ethical issues encountered during your clinical rotations 2. Understand and apply a stepwise approach to clinical ethics problem solving 3. Formulate an ethical question for an ethics consult <p>Be aware of available resources for helping to address clinical ethical issues encountered on clinical rotation.</p>
<p>10:30A - 12:00P: Groups A,B,C,D,I @Coles 302, 304</p> <p>1:00P - 2:30P: Groups E,F,G,H,Q,K @Coles 302, 304</p>	<p>Physicians as Leaders Workshop Session Leader: Kristi-Jo Tutela-Dane Other Faculty: Dorinda Capole, Brent Dibble, Rajneesh Gulati, Steven Hubbard, Louis Rhodes, Tina Wu.</p> <p>Goals: Enable students to begin to develop the attitudes, skills and behaviors necessary to function as both leaders and members of highly effective medical teams.</p> <p>Objectives: By the end of this session, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss your knowledge of leadership skills 2. Assess healthcare professionals and identify those qualities and behaviors that enable him/her to do the job well 3. Reflect on your strengths and begin to produce your own personal development plan for areas of improvement as a team member, manager and leader 4. Practice skills needed to represent a party for conflict resolution

Friday Schedule on the next page

Friday, September 26, 2014

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

<p>9:00A - 10:00A All Students @ SLH E</p>	<p><u>Introduction to High Value Care Lecture</u> Session Leaders: Louis Miller</p> <p>Goals and Objectives: By the end of this lecture students will be able to:</p> <ol style="list-style-type: none">1. Define and recognize the importance of high value care2. Use a simple five step model for delivering high value care3. Discuss the cost implications of several common clinical scenarios and the evidence based guidelines for appropriate diagnosis and treatment4. Articulate strategies for bringing high value care into daily practice
<p>10:00A - 11:00A All Students @ SLH E</p>	<p><u>Health Policy Payment Lecture</u> Session Leader: Kelly Kyanko</p> <p>Goals and Objectives: By the end of this session, students will be able to</p> <ol style="list-style-type: none">1. Describe the policy that drives physician payment via Medicare2. Describe the controversy over the sustainable growth rate policy3. Describe the impact of the ACA on physician payment policy
<p>11:15A - 12:30P All Students @Coles 301-305, 109</p>	<p><u>Sleep Workshop</u> Session Leader: Jess Shatkin, Argelinda Baroni Other Faculty: Omar Burschtin, Anne Mooney, Andrew Varga, Stephanie Zandieh</p> <p>Goals and Objectives: By the end of this session, students will:</p> <ol style="list-style-type: none">1. Describe basic sleep physiology and the effects of sleep debt2. Take a focused sleep history and determine when to refer for a sleep study3. Provide patients with a proper sleep hygiene regimen4. Identify appropriate clinical treatments for insomnia and obstructive sleep apnea (OSA)
<p>12:30P - 1:30P All Students @ SLH E</p>	<p><u>Lunch Break</u> - Pizza and Salad</p>
<p>1:30P - 3:00P All Students @ SLH E</p>	<p><u>Medical Decision-Making and Health Care Proxies in the LGBT Community</u> Moderator: Shail Maingi , Louis Miller, Mashuq Deen, Erica Kagan.</p> <p>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</p> <p>Objectives: By the end of this session, students will:</p> <ol style="list-style-type: none">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.

<p>3:00P – 4:00P: All Students @ SLH E</p>	<p><u>Wrap Up</u> <u>BRING YOUR LAPTOP</u> Session Leaders: Dr. Melanie Jay, Dr. Lucy Chang, Dr. Vicky Harnik, Dr. Mel Rosenfeld This is a required session.</p>