Developing an online learning module for general practitioners to perform capacity assessments: Reflection and evaluation

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Outline

• What is decisional-making capacity

• Reflection on development of 2 e-learning courses
  – From Sept 2016 to Now

• The 2 e-learning courses and evaluation plan
What is decision-making capacity?
What is decision-making capacity?

• Decision-making capacity refers to a person’s ability to make decisions.
• Decisions can differ in their significance and complexity.
  – For example, simple decisions such as what to eat for lunch are incomparable to making a decision to refuse life-saving treatment.
What is a capacity assessment?

- An examination of the person’s decision-making **process**

- Capacity is decision and time specific

- Medical professionals are required to assess capacity for a wide range of decisions.
What is decision-making capacity?
Informed Consent

- A process between a doctor and a patient where the patient gains an understanding of their condition, and receives an explanation of the options available, including an assessment of the expected risks, side effects, benefits, and cost of each option.
The Legal Framework in New Zealand

- Right 7(4) Heath and Disability Code of Rights
- Protection of Personal and Property Rights Act 1988 (PPPR Act)
Consent to Healthcare

Informed consent has 3 components:

• Effective communication
• Sufficient information
• Capacity/competence

Right 5, 6 and 7 HDC Code of Rights
Right 7(4) HDC Code of Rights

Decision by provider can be made where:

– Person lacks capacity to consent
– No enduring power of attorney (EPOA) or welfare guardian
– Ascertain views of person and others
– Decision made in the person’s best interests

Emergency and short-term treatment? Yes
Ongoing basis for decisions? No
Protection of Personal and Property Rights Act 1988

• Adult guardianship law
• Financial, healthcare and welfare decisions
• Adults 18 years and over
• Court orders
  – Personal orders /Welfare Guardian
  – Property Manager
• EPOAs
Where did the e-learning idea come from?
What do doctors know about assessing decision-making capacity?

Greg Young, Alison Douglass, Lorraine Davison

ABSTRACT

AIMS: To survey hospital doctors (HDS) and general practitioners (GPs) on what they know about assessing capacity, and to determine their educational needs.

METHOD: A mixed-methods, cross-sectional survey was administered to a convenience sample of HDs and GPs. Respondents were asked about their roles, the prevalence of older patients they had seen, specific questions about capacity assessment, difficulties encountered and their preferred format for further education.

RESULTS: 152/980 (15%) HDs and 74/4,000 (2%) GPs responded. Most had been concerned about a patient’s capacity in the past year, but had not received training in assessing capacity since graduation. The average responder scored below 70% on knowledge questions. Lack of legal knowledge and time pressures were among difficulties encountered. One-third of respondents lacked confidence to assess capacity to a standard high enough to present in court. Many doctors were willing to improve their skills, requesting tutorials or short courses.

CONCLUSION: Respondents demonstrated gaps in their knowledge on assessing capacity, and a lack of confidence in their opinions. The findings of this survey suggest that further clinical and legal education of doctors in performing capacity assessments would be valuable.
Elderly disempowerment and do the means justify the end?

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Introduction
Recently, we encountered a situation that highlights the fine line between doing a good deed yet potentially disempowering our older population. The aim of this paper is to promote healthy academic discussion regarding the various aspects of the situation including ethical, judicial, philosophical and other considerations. This is especially relevant to general practitioners (GPs) in New Zealand where aged care is becoming a priority.1 It is predicted that the New Zealand population over 65 will increase from 600 000

The dilemma
One day their daughter, Fiona, came for a visit from the opposite end of the country. She had not seen her parents for some time and was shocked by the condition they were in. She was most concerned about their inability to manage by themselves as they lived in a large house and the heating system had recently broken down. Fiona lived in a rural setting that was well resourced but more remote in comparison to where Bill and Jane resided. Although Bill wanted to remain on his own, Fiona was so concerned that she decided to move her parents into a nursing home. Shortly after her parents moved into the nursing home, Bill died from a heart attack. It is not clear whether the move contributed to his death, but Fiona wonders whether she could have done things differently.
Mental Capacity

Updating New Zealand's Law and Practice

1. Executive Summary
   - Read the executive summary
   - Download the executive summary  [ pdf / 200 Kb ]

2. Capacity Toolkit
   - Open the interactive capacity toolkit
   - Download the capacity toolkit  [ pdf / 1.2 Mb ]

3. Full Report
   - Open the interactive full-report
   - Download the full report  [ pdf / 5.8 Mb ]

4. Download Individual Chapters
   - Chapter 1  [ pdf / 978 Kb]
   - Chapter 2  [ pdf / 827 Kb]
   - Chapter 3  [ pdf / 698 Kb]
   - Chapter 4  [ pdf / 808 Kb]
The 4 abilities of capacity

1. **Understand** the information relevant to the decision
2. **Retain** the information for the appropriate time
3. **Use or weigh** the information as part of a reasoning process (foresee the consequences)
4. **Communicate** the decision or choice
The 3-stage assessment

Preparing for the assessment  The assessment interview  After the assessment
Grant Application for Postgraduate Medical Education in the Auckland Region

An educational programme for training general practitioners to perform capacity assessment

Applicants: Gary Cheung, Frederick Sundram, Marcus Henning, Greg Young, Alison Douglass, Ngaire Kerse
Dementia

Programme: Medical Practitioner
Nurse
Nurse Practitioner

Year: 2017
Price: FREE

Welcome

This course is under development and will be available in April 2017.

Welcome to this Dementia Resource for GPs & Practice Nurses

Dementia requires chronic care management. There is strong international and national evidence that primary care is the right place for assessment, diagnosis, and management of mild cognitive impairment (MCI) and typical dementia.

This resource distils the literature and provides the evidence that informs the Cognitive Impairment Pathway working in a health districts across New Zealand. It is designed to build primary care confidence in delivering effective care.
The following topics are covered in this course:

- Introduction
- Putting it in context
- Forgetfulness
- Cultural Considerations
- What is dementia?
- What is mild cognitive impairment (MCI)?
- Diagnostic work up
- Types of dementia
- Diagnostic discussion
- When to refer to a specialist
- Dementia care plan
- ‘Living well with dementia’
- Risk reduction
- Legal implications
- Hints from GPs in Pilot
- Patient viewpoints

Certification

Following the course you will find a short quiz designed to help consolidate your learning. When you complete the quiz please hit the 'submit' button to receive your certificate. This course provides XX MOPs point or XX hours of CPD.

Acknowledgements

This course was created through a collaboration by specialists in dementia. Overall clinical guidance was provided by Dr Alan Davis, MBChB, FRACP. Geriatrician and Deputy Chief Medical Officer, Northland District Health Board, in 2016.

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Goodfellow Symposium 2017

Here are all of the 2017 Goodfellow Symposium resources (videos, slides & audio recordings) where speakers have kindly given us permission to share.

Session videos

Click here to access video content from the 2017 Goodfellow Symposium.

Session audio and slides

Below you will find the videos and audio recordings from all the sessions.

Saturday

Dementia in primary care

Regina Yarrow, Gary Cheung, Michael Boyd, Karen Holland
The 2 e-learning courses

1. Assessing decision-making capacity: the clinical basics
2. Decision-making capacity: the legal aspects
Course 1: Assessing decision-making capacity: the clinical basics

1. Understand the definition of decision-making capacity and informed consent;
2. Understand the four abilities of capacity – understand, retain, use or weigh, and communicate;
3. Perform a capacity assessment using the 3 staged approach: preparing for the assessment; the assessment interview; after the interview;
4. Appreciate the importance of having a culturally responsive practice, and Tikanga Māori, when performing a capacity assessment.
Course 2: Decision-making capacity: the legal aspects

1. Understand the PPPR Act in relation to decision-making capacity assessment.
2. Apply the PPPR Act where patients have compromised decision-making capacity.
Assess the decision-making capacity to appoint an EPOA for welfare and property.

Assess the decision-making capacity to consent or refuse antidepressant medication.

Assess the decision-making capacity to consent or refuse home support.
The 4 Certificates

2. Clinical Opinion of Capacity Enduring Power of Attorney (EPOA) — Property
3. Certificate of Mental Incapacity Enduring Power of Attorney (EPOA) — Personal Care and Welfare
4. Certificate of Mental Incapacity Enduring Power of Attorney (EPOA) — Personal Care and Welfare
Evaluation

THE KIRKPATRICK MODEL

Reaction
Measure your participants’ initial reaction to gain an understanding of the training program and valuable insights into material quality, educator, and more.

Learning
Measure how much information was effectively absorbed during the training and map it to the program or individual learning objectives.

Behavior
Measure how much your training has influenced the behavior of the participants and evaluate how they apply this information on the job.

Results
Measure and analyze the impact your training has had at the business level, and be sure to tie it to the individual or program.
Initial feedback from GPs

• The 16 minutes video on assessing capacity to refuse home support
  – Too long
  – Model answers for the 4 capacity abilities

• Include multi-choice questions

• Time to complete: ~ 1 hour
e-learning courses evaluation

PLEASE RATE YOUR SKILLS OF

1. Conducting decision-making capacity assessments e.g. living arrangement and treatment refusal
   
   (1 = No skills, 5 = Very good skills)

2. How confident do you feel about applying your learning in Course 1 to your clinical work?
   
   (1 = Not confident, 5 = Very confident)

3. How often do you expect to be able to apply your learning in Course 1 to your clinical work?
   
   (1 = Not at all, 5 = Very often)
e-learning courses goes live
5\textsuperscript{th} November 2018

• https://www.goodfellowunit.org/
• After join or sign in: log in, search 'Capacity'
Continuing Professional Development

general practice and primary health care

Decision-making capacity: the legal aspects

In this course, you will learn about the legal process that follows a capacity assessment. It follows on from Assessing decision-making capacity - the clinical basics, where we covered the relevant principles when assessing decision-making capacity for consent to healthcare, and demonstrated how to perform a capacity assessment using a 3-stage approach.

Assessing decision-making capacity: the clinical basics

GPs are in a good position to assess the mental capacity of their patients. They have an existing therapeutic relationship with their patients and the benefit of understanding their psychosocial background and longitudinal presentation, which can help in detecting any significant change from their premorbid cognitive functioning and decision-making ability.
Concurrent research -
Decision-making capacity assessment:
The experiences and educational needs of NZ GPs (Dr Alisha Vara)

- To explore in depth the experiences, perspectives, challenges, and educational needs of NZ GPs
- To advance understanding about what GPs require to have better support around capacity assessments
- Results will also inform further research, and the development of educational resources
What’s next??

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