**Student guidance for ethics and law case discussion**

**– psychiatry course (updated 30 July 2012)**

# FAQs

**What do we have to do?**

During your attachmentyou will be divided into **groups,** and in **week 6** will be required to deliver a **15 minute group presentation on a clinical case that you have identified.** A register will be taken, and the course organisers informed of any non-attendees**.**

You will be expected to **identify and analyse the ethical and legal aspects of the case, and to incorporate this analysis into a management plan.** Each presentation will be followed by a facilitated discussion. **You should then record details of your presentation, as well as the feedback you receive, in your logbook.**

# What are our learning outcomes?

The handbook contains the full set of objectives for the psychiatry course. Below is a selection of the ones that have particular bearing on this assignment.

*General Adult Psychiatry*

* **Identify and critically reflect on the ethical issues of individual cases,**

**and incorporate these into a management plan.**

* **Assess capacity in a range of common clinical scenarios, making reference to the Mental Capacity Act.**
* Describe the provision for assessment and treatment of psychiatric conditions under the Mental Health Act.
* Discuss the ethical issues raised by compulsory detention and treatment.

### *Older Adult Psychiatry*

* Understand the ethical and legal issues relevant to old age psychiatry including capacity, driving and use of lasting power of attorney and court of protection.

## *Learning Disability Psychiatry*

* Demonstrate an understanding of assessment of capacity in relation to clinical situations and ways of managing communication difficulties in the doctor-patient relationship.

**Why are we doing this?**

There had been concern that students received comprehensive teaching on ethics and law in Year 2, but didn’t have timetabled activities to apply their new skills to real clinical situations. This assignment redresses that imbalance, and helps in preparation for the F1 year. As junior doctors you will be dealing with issues such as capacity and confidentiality every day.

**When is the assignment due?**

The presentations normally happen on ***either*** **Tuesday (Northwick Park), Wednesday (South Kensington Campus & Charing Cross) or Thursday (Woodfield Road)** morning in **Week 6** (final week).

**How do I know which group I’m in?**

Your induction pack may tell you which group you are in, but you will always receive an email with this information as well. You need to identify your other group members early, as you will be working with them on the group presentation.

**How do we find a case?**

As with the rest of your logbook, you need to be filling it in sooner rather than later! You may ask your firm leader ***early*** for help in identifying suitable cases or issues. As a group, it might be a good idea to have a meeting halfway through the rotation to see where you’ve got to. The case can come from **any setting**, not just the wards.

**What sort of case should we choose?**

Students from the last year addressed everything from lying to patients, to the question of anti-smoking legislation in locked wards. **Don’t feel restricted to issues such as compulsory treatment and detention under the Mental Health Act.** Some other examples are:

* Gaining collateral history about a psychotic patient who believes that people are conspiring against him.
* Prescribing medication for Alzheimer’s disease in the context of NICE’s restrictive guidance.
* Obtaining paracetamol levels in a patient who’s taken an overdose, but declining treatment.

The most important thing is that it must be a ***real*** case, with all the complexity that this entails!

**What should our presentation cover?**

Have a look at the assessment tool at the end of this FAQ. You don’t have to stick to the same order, but you should, in a logical fashion:

* identify **one central question**, and any relevant information
* conduct a legal and ethical analysis, and use this to
* construct a management plan

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| --- |
| * + Be **precise** in your analysis   + Be **creative**!   + **Avoid too much information** (especially clinical)   + Keep your audience **awake**! |

There are two sample powerpoint presentations (provided by previous groups) on the intranet, along with the actual mark sheets. The common pitfalls are to address too many questions, and not to link the analysis with management. Remember that **a significant part of the assignment is the discussion**, so think about how to get this going (the facilitator will help).

# What is the timing?

Maximum 15 minutes for the group presentation, 20 minutes for the discussion, and then 5 minutes for feedback.

# What resources are available to use?

You receive **a lecture on ethics and law in Week 1**, and this is available for review on the intranet (under introductory week and course material).

There are also **ethics and law modules available through webCT.** These e-modules are based on your year 2 teaching material, so the content should be familiar to you.

The modules on autonomy, confidentiality and the Mental Capacity Act are likely to be helpful with this assignment. Each module has a self–assessment section for you to review your learning and understanding. **During this rotation the self-assessment section of the Mental Capacity Act module is part of your compulsory formative assessment.**

The student intranet also has some useful resources:

* A Mental Health Act algorithm
* A guide to Mental Capacity Act assessments

Some useful weblinks are included below, but remember to be critical of all sources!:

[www.gmc-uk.org/guidance/index.asp](http://www.gmc-uk.org/guidance/index.asp) - GMC guidance on medical ethics

[www.uq.edu.au/oppe/PDFS/Ethics\_primer.pdf](http://www.uq.edu.au/oppe/PDFS/Ethics_primer.pdf) - a two page summary of

ethical analysis

[www.dca.gov.uk/legal-policy/mental-capacity/mca-summary.pdf](http://www.dca.gov.uk/legal-policy/mental-capacity/mca-summary.pdf) - summary of Mental Capacity Act 2005

<http://www.dh.gov.uk/en/Healthcare/NationalServiceFrameworks/Mentalhealth/DH_078743> - summary of Mental Health Act 2007

<http://www.mind.org.uk> - mental health charity

Don’t forget to use your clinical team, and each other!

You can also contact Dr. Sharmini Rajenthran (Ethics and Law Lead, Psychiatry) for further information : srajenthran@nhs.net

# Where should we go for our presentations?

These details can be found in your induction pack. If in doubt please ask your peers and contact your undergraduate teaching coordinator (WLMHT: Annette.Mcmayo@wlmht.nhs.uk 0207 386 1305, CNWL: constanza.martinez@nhs.net 0203 214 5884). **Note that the venue for your presentations may be different from your attachment site**, so make sure you leave enough time to find it. **You will receive email directions on exactly where to go closer to the time of the presentation.**

# How will we be assessed?

The ethics and law case presentation is mandatory. You must turn up in good time, and you must attend for your peers’ presentations as well. A register will be taken, and the names of those not attending will be passed to the course organisers for action. If you cannot attend, you must complete the absence form, complete with your peers’ signatures (copy on intranet).

Your presentation will be graded using the formative assessment tool found at the end of this FAQ. The group may choose to make photocopies of the completed form for everyone in the group. **The assessment sheet must be handed to the UMO at the end of the firm.**

**Do I have to record the case in my logbook?**

Yes! There is a specific section in the logbook for recording a brief description of your case, the analysis, and the conclusions. You should also transcribe some feedback from the assessment sheet into your logbook so you know what action to take.

**Whom do I contact if there are problems?**

First port of call are your undergraduate teaching co-ordinators: WLMHT: Annette.Mcmayo@wlmht.nhs.uk 020 7386 1305, CNWL: constanza.martinez@nhs.net 0203 214 5884or Dr Sharmini Rajenthran [srajenthran@nhs.net](mailto:srajenthran@nhs.net) on 07789693766.

If, for any reason, you are unable to attend your scheduled session, please contact Dr Sharmini Rajenthran ASAP to re-arrange.

**Psychiatry Ethics and Law Case Based Discussion – Formative Assessment**

Group Name **.......................................................................** Centre **...........................................**

Please grade the following areas, ticking the appropriate box. The standard expected is that of a thoughtful, reflective and competent doctor at the start of the Foundation programme.

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|  | Below  Expectations | Borderline | Meets  Expectations | Above  Expectations |
| **1. Defining the problem**  What is the clinical problem / key clinical features?  What are the ethical and/or legal issues raised?  What are the conflicts/dilemmas? |  |  |  |  |
| **2. Identifying additional information**  What are the perspectives of the patient and parents/family?  What are the relevant psychological and social aspects?  What is the empirical evidence relevant to decision making in this case? |  |  |  |  |
| **3. Reflection and analysis**  What are the different perspectives on the ethical and legal issues raised?  What are the strengths and weaknesses of these arguments?  How does the information/evidence available affect your ethical and legal assessment of the case? |  |  |  |  |
| **4. Integrating information and analysis – a holistic management plan**  How did you propose to move forward?  How do you explain this proposal in terms of your ethics/legal assessment and the available information/evidence? |  |  |  |  |
| **5. Involving other parties**  Which colleagues did you suggest involving?  Who else could you have involved?  What use have you made of the network of services and resources available? |  |  |  |  |
| **6. Group participation**  Have the students:   * shown evidence of team working in the presentation? * contributed constructively to the facilitated discussion? * responded to questions / feedback from their peers? |  |  |  |  |

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| --- | --- |
| **Particular Strengths** | **Suggestions for development** |
| 1.  2. | 1.  2. |

Facilitator Name (please print and sign) **.................................................................................................**

Facilitator Grade: Consultant / SAS / SpR Date: **.........................................................**