

FACTORS AFFECTING CAPACITY

Psychosocial Factors Affecting Capacity –Psychosocial factors include one’s surroundings, way of life & things that affect relationships between the adult and their environment.

- Life Changes
- Major Life Events
- Social Support
- Spirituality
- Social Status

Physical Factors Affecting Capacity-Factors which have a physical component and affect mental/physical health

- Genetics
- Illness
- Disease
- Diet

Environmental Factors Affecting Capacity-Those factors that impact survival, safety, development, etc.

- Household Composition (who lives in the home)
- Structural Damage

Prognosis

What could happen as a result of impaired decision making?

APS Process & Capacity Exercise

Using #s 1 – 6, take a few minutes to correctly order the steps in the APS process:

- _____ Capacity Decision
- _____ Evaluation
- _____ Case Decision
- _____ Provide Protective Services
- _____ Screening Decision
- _____ Obtain Service Authorization

Mini Mental Status Examination The "Mini" Mental Status Exam is a quick way to evaluate cognitive function. It is often used to screen for dementia or monitor its progression. [See Page 120 in *Bates A Guide to Physical Examination, 7th Ed*]

Folstein Mini Mental Status Examination			
Task	Instructions	Scoring	
Date Orientation	"Tell me the date?" Ask for omitted items.	One point each for year, season, date, day of week, and month	5
Place Orientation	"Where are you?" Ask for omitted items.	One point each for state, county, town, building, and floor or room	5
Register 3 Objects	Name three objects slowly and clearly. Ask the patient to repeat them.	One point for each item correctly repeated	3
Serial Sevens	Ask the patient to count backwards from 100 by 7. Stop after five answers. (Or ask them to spell "world" backwards.)	One point for each correct answer (or letter)	5
Recall 3 Objects	Ask the patient to recall the objects mentioned above.	One point for each item correctly remembered	3
Naming	Point to your watch and ask the patient "what is this?" Repeat with a pencil.	One point for each correct answer	2
Repeating a Phrase	Ask the patient to say "no ifs, ands, or buts."	One point if successful on first try	1
Verbal Commands	Give the patient a plain piece of paper and say "Take this paper in your right hand, fold it in half, and put it on the floor."	One point for each correct action	3
Written Commands	Show the patient a piece of paper with "CLOSE YOUR EYES" printed on it.	One point if the patient's eyes close	1
Writing	Ask the patient to write a sentence.	One point if sentence has a subject, a verb, and makes sense	1
Drawing	Ask the patient to copy a pair of intersecting pentagons onto a piece of paper.	One point if the figure has ten corners and two intersecting lines	1
Scoring	A score of 24 or above is considered normal.		30
<u>Adapted from Folstein et al, Mini Mental State, J PSYCH RES 12:196-198 (1975)</u>			

VAMC" SLUMS Examination

Handout 8

Questions about this assessment tool? E-mail aging@slu.edu.

Name _____ Age _____
Is patient alert? _____ Level of education _____

___/1
___/1
___/1
___/3
___/3
___/5
___/2
___/4
___/2
___/8



1. What day of the week is it?
2. What is the year?
3. What state are we in?
4. Please remember these five objects. I will ask you what they are later.
Apple Pen Tie House Car
5. You have \$100 and you go to the store and buy a dozen apples for \$3 and a tricycle for \$20.
 - 1 How much did you spend?
 - 2 How much do you have left?
6. Please name as many animals as you can in one minute.
 - 1 0-4 animals 2 5-9 animals 3 10-14 animals 4 15+ animals
7. What were the five objects I asked you to remember? 1 point for each one correct.
8. I am going to give you a series of numbers and I would like you to give them to me backwards.
For example, if I say 42, you would say 24.
 - 1 87 2 649 3 8537
9. This is a clock face. Please put in the hour markers and the time at ten minutes to eleven o'clock.
 - 2 Hour markers okay
 - 2 Time correct
10. Please place an X in the triangle.

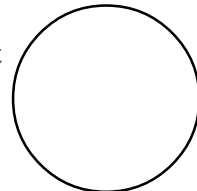
X

X

X

 - 1 Which of the above figures is largest?
11. I am going to tell you a story. Please listen carefully because afterwards, I'm going to ask you some questions about it.
Jill was a very successful stockbroker. She made a lot of money on the stock market. She then met Jack, a devastatingly handsome man. She married him and had three children. They lived in Chicago. She then stopped work and stayed at home to bring up her children. When they were teenagers, she went back to work. She and Jack lived happily ever after.

- 2 What was the female's name?
 - 2 When did she go back to work?
 - 2 What work did she do?
 - 2 What state did she live in?



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TOTAL SCORE _____



SCORING		
HIGH SCHOOL EDUCATION		LESS THAN HIGH SCHOOL EDUCATION
27-30	Normal	25-30
21-26	MNCD*	20-24
1-20	Dementia	1-19

* Mild Neurocognitive Disorder

SH Tariq, N Tumosa, JT Chibnall, HM Perry III, and JE Morley. The Saint Louis University Mental Status (SLUMS) Examination for Detecting Mild Cognitive Impairment and Dementia is more sensitive than the Mini-Mental Status Examination (MMSE) - A pilot study. J am Geriatri Psych (in press).

Mini Cognitive Check

Suggested questions to assist with assessing an individual's cognitive abilities.

Assessing Orientation

What is your full name?

How old are you?

When is your birthday?

What is the highest school grade you completed?

What is your address, including the street, city, and state?

What is today's date, including the day, month, and year?

What is the current season?

Assessing Delayed Word Recall

Have adult repeat each word, one at a time. Next, have the adult repeat each word, one at a time, then use the word in a complete sentence. (Example: Monkey. The monkey ate a banana.)

Monkey

Train

Book

Baby

Dog

Repeat the words consecutively. Next, ask the adult to repeat the words consecutively.

Ask the adult to remember the 5 words. Inform him/her that you will move on to the next section and when finished, you would like for them to repeat the words again.

Assessing Judgement

There may be more than one correct answer to these questions. Think about what a reasonable answer is. (Example: Where do people go when they are sick? Doctor or Hospital)

What would you do if you opened your medication bottle and the pills looked different than they usually do?

What would you do if you locked yourself out of your home?

What would you do if you were at home alone and could see, or smell smoke?

What would you do if you were having severe chest pains and shortness of breath?

What would you do if someone broke into your house while you were there?

Assessing Computation

Use simple mathematics when assessing computation skills. Some adults may not be as educated as some others.

$$2 + 3 =$$

$$3 + 6 =$$

$$4 + 10 =$$

$$2 \times 5 =$$

$$4 \times 5 =$$

$$10 \times 10 =$$

$$12 - 6 =$$

$$16 - 8 =$$

$$20 - 10 =$$

Assessing Ability to Identify Simple Objects/Naming

Pick out several objects from the environment where you are conducting the interview. Point to each object, one at a time. Ask the adult to identify each object, one at a time.

Assessing Comprehension

Ask the adult to take his/her left hand and place it on top of his/her head.

Ask the adult to take his/her right thumb and touch his/her nose with it.

Ask the adult to take both hands and place them over his/her ears.

Ask the adult to wiggle his/her nose with his/her right middle finger.

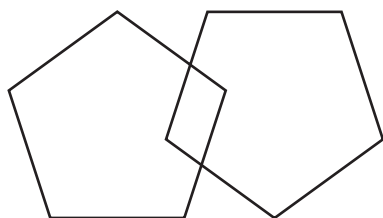
Ask the adult to clap his/her hands five times.

The Mini-Mental State Exam

Patient _____ Examiner _____ Date _____

Maximum Score

- | | | |
|----------------------------------|-----|---|
| 5 | () | Orientation |
| 5 | () | What is the (year) (season) (date) (day) (month)?
Where are we (state) (country) (town) (hospital) (floor)? |
| Registration | | |
| 3 | () | Name 3 objects: 1 second to say each. Then ask the patient all 3 after you have said them. Give 1 point for each correct answer. Then repeat them until he/she learns all 3. Count trials and record.
Trials _____ |
| Attention and Calculation | | |
| 5 | () | Serial 7's. 1 point for each correct answer. Stop after 5 answers.
Alternatively spell "world" backward. |
| Recall | | |
| 3 | () | Ask for the 3 objects repeated above. Give 1 point for each correct answer. |
| Language | | |
| 2 | () | Name a pencil and watch. |
| 1 | () | Repeat the following "No ifs, ands, or buts" |
| 3 | () | Follow a 3-stage command:
"Take a paper in your hand, fold it in half, and put it on the floor." |
| 1 | () | Read and obey the following: CLOSE YOUR EYES |
| 1 | () | Write a sentence. |
| 1 | () | Copy the design shown. |



_____ Total Score
ASSESS level of consciousness along a continuum _____
Alert Drowsy Stupor Coma

"MINI-MENTAL STATE." A PRACTICAL METHOD FOR GRADING THE COGNITIVE STATE OF PATIENTS FOR THE CLINICIAN. *Journal of Psychiatric Research*, 12(3): 189-198, 1975. Used by permission.

Handout 5

Instruction for the MMSE

1. What year is it?
2. What month is it?
3. What is today's date?
4. What day of the week is it?
5. What season is it?
6. What building are we in?
7. What floor are we on?
8. What city are we in?
9. What state are we in?
10. What country are we in?

Please repeat the following three objects:

- ❖ Apple
- ❖ Penny
- ❖ Table

(If necessary, repeat the three objects until the client is able to name all three) I want you to remember these three objects and I will ask you in a little while to tell me again what these three items are.

Starting from 100, have the client subtract 7's from the remainder (up to 5 times). Do not give the client the answers.
(Answers: 93,86,79,72,65).

If the client will not or cannot do the subtraction exercise, ask the client to spell "WORLD" backward. (Answer "DLROW")

Ask the client to tell you what the three objects were that you wanted them to remember.

- ❖ Please tell me what this is? (Show them a pen)
 - ❖ Please tell me what this is? (Show them a watch)
 - ❖ Please repeat the following: "No if's and's or but's"
-

Find out what hand the client writes with. Then ask the client to do the following:

- ❖ Take the paper in the hand they do not write with, fold it in half and place it on the floor.
 - ❖ Please read this sentence and do what it says.
 - ❖ Please write a sentence.
-

Please copy this design.

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Forensic and Geriatric Psychiatry Consultation

PARADISE-2: Summary of Use

PARADISE-2 is a review of 16 behaviors and cognitive functions. Each component is described in lay terms, and so may be assessed by non-medical professionals; however, each also corresponds to well-known brain functions. The 16 components are listed below:

PARADISE-2 Protocol of Functional Mental Capacity (Blum, 2002, 2005, 2006)

Past behavior	Pertinent parties
Abstract concepts	Alertness - problems
Remember information	Responsibilities
Alternatives – considered	Attention - problems
Delusions	Decision making abilities
Illness	Impact
Strategic thinking	Significance
Emotional factors	Express desires

Evaluation is performed for each decision, or period of time, in question. After obtaining information from sources (ideally, from multiple sources), list which of these abilities fall under the headings “clear impairment,” “no impairment,” “conflicting information,” or “insufficient information.” When completed, PARADISE-2 provides a detailed behavioral description that clarifies matters in legal settings, and may be used to guide further medical evaluation. This analysis requires significantly more information and time than is usually available in outpatient settings; however, US and international courts have found this method to be of greater assistance than traditional medical assessments.

PARADISE-2 is used internationally, and is the partial basis for new international legal precedent and standard for evaluating certain types of competency.

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**Evaluating Mental Capacity - PARADISE-2 Model of Mental Capacity
(Blum 2002-2006)**

Past behavior	Pertinent parties
Abstract concepts	Alertness
Remember information	Responsibilities
Alternatives – considered	Attention
Delusions	Decision making abilities
Illness	Impact
Strategic thinking	Significance
Emotional factors	Express desires

Questions to Consider

1. How does the current behavior compare with past behavior?
2. Did the person understand the abstract concepts (ex. what is a will, avoiding detection and capture)?
3. Are there concerns about memory?
4. Are/were alternatives known and considered?
5. Were the decisions free from delusions?
6. What were the effects of co-existing illness, medications, toxic substances, etc.?
7. Did the person engage in or display strategic thinking and analysis?
8. What were the relevant emotional factors affecting the decision, if any?
9. Did the person know the pertinent parties?
10. Were there concerns about the person's degree of alertness (i.e. consciousness) or attention when information was presented, or when executing the decision?
11. Did the person know his/her responsibilities and the responsibilities of the other involved parties?
12. Did the person have difficulty making or maintaining decisions?
13. Did the person understand the impact of the decision (i.e. the likely objective outcome) or behavior?
14. What is the significance of the decision (i.e. the subjective evaluation of the likely outcome)?
15. Did the person have difficulties expressing desires?

The Short Portable Mental Status Questionnaire (SPMSQ)

Question	Response	Incorrect Responses
1. What are the date, month, and year?		
2. What is the day of the week?		
3. What is the name of this place?		
4. What is your phone number?		
5. How old are you?		
6. When were you born?		
7. Who is the current president?		
8. Who was the president before him?		
9. What was your mother's maiden name?		
10. Can you count backward from 20 by 3's?		

SCORING:*

0-2 errors: normal mental functioning

3-4 errors: mild cognitive impairment

5-7 errors: moderate cognitive impairment

8 or more errors: severe cognitive impairment

*One more error is allowed in the scoring if a patient has had a grade school education or less.

*One less error is allowed if the patient has had education beyond the high school level.

Source: Pfeiffer, E. (1975). A short portable mental status questionnaire for the assessment of organic brain deficit in elderly patients. Journal of American Geriatrics Society. 23, 433-41.

Compiled by the Great Plains Area Chapter of the Alzheimer's Association, 1999.