

Station 3 – Capacity Assessment – Candidate Instructions

Capacity assessment station (10 minutes):

You are a foundation trainee working in ED. Jim Smith an 80-year-old presents with fall. He has a background of dementia. He is refusing hip surgery. You have asked to assess whether he has capacity to make this decision.

You will be expected to:

0- 8 minutes:

- Speak to Jim, explore why he has expressed this decision and assess whether he has capacity to make the decision in question. Please focus of capacity assessment rather than history taking.

8 -10 minutes:

- Answer questions from the examiner

Station 3 – Capacity Assessment – Patient Instructions

1. Patient informed of diagnosis + presence/absence of capacity.

Diagnosis is a hip fracture requiring surgery, lacks capacity

2. Fill in responses for the 5 broad domains of capacity assessment:

- a. Name and DOB + **brief** cognitive assessment such as 4AT

Jim Smith – 80 years – responds with a slight pause for thinking.

- b. Reasons for being in hospital + understanding of current events

I fell – keeps saying through that he fell but can't remember anything else.

Only remembers pain in hip when reminded.

- c. Their response to when the candidate asks for the patient to repeat things back to them in their own words.

Asks to home. Keeps asking why he is here but remembers he fell when reminded. Doesn't repeat anything back. Keep asking candidate who they are?

- d. Their final decision regarding the decision.

Unable to respond properly. Questions what the surgery is for even if told. Keeps forgetting.

These instructions are purely a guide but feel free to add in some acting and improvisation of your own.

Station 3 – Capacity Assessment – Examiner Marksheet

Step	Tick
1. Introduces themselves + clarifies patient details	
2. Conducts an appropriate, short, mental state assessment, for example 4AT	
3. Ascertains the patient's understanding of why they are in hospital and what has happened so far	
4. Opens the assessment up by asking about the intervention in question and the patient's stance on it	
5. Discusses the benefits/drawbacks of the intervention AND refusing the intervention	
6. Chunks and checks information, reclarifying if needed	
7. Allows sufficient time for information processing	
8. Asks patient to repeat a summary of the conversation in their own words	
9. Obtains the patient's final decision	
10. Ascertains the reasoning behind the decision, and makes some attempt to convince the patient if the decision is not in their best interests	
11. Thanks the patient for their time, regardless of the decision made, professional and patient friendly manner maintained throughout the conversation. Neutral position maintained throughout, no jargon.	

Examiner Question 1: Does this patient have capacity or not, explain?

Student makes a convincing argument for their choice, using evidence from the consultation.

Examiner Question 2: This patient does/doesn't have capacity, how would you proceed in this situation?

Student correctly identifies the course of action.

Examiner Question 3: If the patient lacked capacity/given the patient lacks capacity, what legal frameworks can we employ?

Speaks confidently and accurately about frameworks like best interests, least invasive option, DOLS, etc.

Examiner Question 4: The patient now requires a new intervention, how would you proceed given that they have demonstrated no capacity here.

Identifies that capacity is time and decision specific, advocates a reassessment for the new intervention AND reassessment for the new intervention.