<p style="text-align:center">**SENIOR MENTOR SESSION**
LIFE REVIEW AS A CLINICAL TOOL</p>

GOAL: To understand the benefits of life review, patient-centered interviewing, and assessing psychosocial issues, spiritual beliefs, and health perceptions in older adults.

Session Objectives:

The student will:
1) Utilize patient-centered interviewing by using a patient-centered approach to conduct a brief clinical life review.
2) Demonstrate integrative reasoning skills after conducting a brief clinical life review by focusing on the main events, stresses, successes, values, and their meaning as they have affected your mentor's present view of life.
3) Reflect and write a 1.5 to 2 page double spaced paper about the experience of performing a brief clinical life review interview.
4) Determine when and why life review and reminiscing may be of value to physicians and older adults.
5) Become familiar with the Geriatric Depression Rating Scale

Instructions to students:

Summary:

This exercise is about getting to know a person. The experience will help you understand your mentor better. In the process you will learn what it is like to conduct a brief clinical life review. We hope you learn how life review and reminiscing may be of value in medicine and how values, beliefs and circumstances influence health and health behaviors. Paradoxically, the current medical system rewards physicians for diagnosing and treating disease and not listening and considering the patient as a person.

Step One: Visit your Senior Mentor. Begin the session by taking your mentor's blood pressure. Don't forget to record it in your paper.

Step Two: Conduct a brief (1/2-1 hour) clinical life review with your mentor using a patient centered interviewing approach. You can use the questions and "encouragers" listed below to help guide you and facilitate the interview.

Step Three: Complete the Geriatric Depression Rating score with your mentor. You will likely get low, i.e. normal, scores. However it is useful to be familiar with this important assessment tool.

Step Four: After the interview, discuss with your mentor what you have learned from the interview. Consider times that were key turning points in his/her life. Be sure that your assessment of the life review is accurate and complete. Remember this is your mentor's story and your mission is to comprehend what he/she understands about his/her own life, health and well being.

Paper Due Date/Directions: Your assignment is due at the end of the Psychiatry Clerkship. Write a paper (1 ½ -2 double spaced pages) incorporating the student questions listed below and submit it through WebCT.

Student Questions:

1) What problems or difficulties did you encounte in conducting the interview with your senior mentor?
2) What were your mentor's reactions to the interview?
3) What insights did you derive from the interview?
4) How did you guide and facilitate the interview? How could you improve your listening and/or integrative skills?
5) How might this exercise be helpful to you as a physician?
6) What other comments would you like to make about this session with your mentor?
7) What was your mentor's blood pressure? Please record it in your paper.

Skills:
1) Active and reflective listening
2) Patient centered interviewing including :(1) using open-ended questions, (2) checking for listener understanding, and (3) providing constructive and affirmative feedback to the speaker
3) Conducting a brief clinical life review interview
4) Critical reasoning

Equipment / Materials to Take to the Life Review Interview

1) Blood pressure equipment: Blood pressure cuff, Stethoscope
2) White Medical coat

Suggested questions and "encouragers":
1) Would you tell me about your life? What events, experiences, or circumstances have most affected your life?
3) What health related events caused your life to change or take another course?
4) What stresses caused your life to change or take another course?
5) What successes or happy times affected your life the most?