

The Severity Scale for the Pediatric Confusion Assessment Method for the Intensive Care Unit (sspCAM-ICU)

Steps		Assessment Instructions	Score																	
1	Arousal Assessment (RASS)	<p>If RASS is ≥ -3 then PROCEED to Step 2 Content Assessment (sspCAM-ICU)</p> <p>If RASS is -4 or -5 then STOP and REASSESS patient later</p>	/																	
2	Content Assessment (sspCAM-ICU) Features 1 – 4	<p>FEATURE 1: Change or fluctuation in Mental Status</p> <p>Is there an acute change from mental status baseline (MSB)? MSB is the patient's pre-hospital mental status. <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Has there been a fluctuation in mental status over the past 24 hours? May use GCS, sedation scale, PE, or history. <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Add 5 points to the score when the answer to either question is 'yes.'</p> <p>FEATURE 2: Inattention → Attention Screening Examintion (ASE) with Letters or Memory Pictures</p> <p>It is normal to have some anxiety in "performing" the pCAM-ICU when you start. Do NOT try to memorize what to say when assessing inattention or disorganized thinking. Use the pCAM-ICU card during your evaluation of the patient and read directly from it for feature 2 and feature 4. The verbage we use is verbatim off the card.</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Letters (Vigilance A Test)</p> <ul style="list-style-type: none"> Place your hand or finger in the palm of the patient's hand. Say, "Squeeze my hand when I say 'A'. Let's practice: A, B. Squeeze only on 'A'. During the practice squeeze on A and B, do not correct the patient's squeeze or lack there of. For pediatric patients, you are allowing the brain time to process the command twice. Then move on with the letter sequence. Read this 10 letter sequence without stopping : A B A D B A D A A Y Use the card to read off the letter sequence so your attention is on the total number of errors. Do NOT stop and repeat command when child has errors. Errors → No squeeze with 'A' or Squeeze with letter other than 'A'. </td> <td style="vertical-align: top;"> <p>Memory pictures</p> <ul style="list-style-type: none"> Hold the memory picture stack in front of the patient. 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Any validated sedation scale may be used to determine current LOC.</p> <p style="text-align: right;">Add the respective number of points to the score: RASS</p> <p style="text-align: center;">RASS +4 = 4 points; RASS +3/-3 = 3 points; RASS +2/-2 = 2 points; RASS +1/-1 = 1 points; RASS 0 = 0 points.</p> <p>Feature 4: Disorganized Brain</p> <p>Say, "I am going to ask you some questions. Say or nod yes or no to answer each question." Ask each question slowly and clearly, giving time for an answer.</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Set of questions</p> <ul style="list-style-type: none"> Is sugar sweet? Is ice cream hot? Do birds fly? Is an ant bigger than an elephant? </td> <td style="vertical-align: top;"> <p>Alternate set of questions</p> <ul style="list-style-type: none"> Is a rock hard? Do rabbits fly? Is ice cream cold? Is a giraffe smaler than a mouse </td> </tr> <tr> <td colspan="2"> <p>Command: Say, "Hold up this many fingers." Demonstrate by holding up 2 fingers. Wait while the patient attempts to complete the command. Then say, "Now do that with the other hand," OR "Add one more finger." With this part of the command, do NOT demonstrate to the patient.</p> <p>Errors → Incorrect 'Yes' or 'No' response to questions or inability to complete the 2-step command. (4 points for questions and 1 point for 2-step command = 5 possible points)</p> </td> <td rowspan="2" style="text-align: center;">ERRORs</td> <td rowspan="2">0 - 5</td> </tr> <tr> <td colspan="2" style="text-align: right;">Add 1 points for every error the patient demonstrates.</td> </tr> <tr> <td colspan="2" style="text-align: right;">6 - 19 points = Delirium present</td> <td style="text-align: center;">TOTAL</td> <td>0 - 19</td> </tr> </table>		<p>Letters (Vigilance A Test)</p> <ul style="list-style-type: none"> Place your hand or finger in the palm of the patient's hand. Say, "Squeeze my hand when I say 'A'. Let's practice: A, B. Squeeze only on 'A'. 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