CPD@RCOT Short Course Workbook

An introduction to managing sleep for people with neurological conditions

Your name: _____

Bring this workbook with you to the group session

Royal College of Occupational Therapists

✓ **Approved** Learning Award

Royal College of Occupational Therapists

Specialist Section Neurological Practice

Developed by: RCOTSS-NP Long Term Conditions Forum
December 2019

Introduction

Welcome to this CPD@RCOT learning resource, '**An introduction to managing sleep for people with neurological conditions'**. It will provide you with tools to maintain safe and ethical practice with patients experiencing sleep issues due to neurological conditions. Sleep is essential for health and wellbeing and underpins our abilities to engage in meaningful occupation. It is therefore relevant for occupational therapy practice.

The course supports the Professional Practice Pillar of the RCOT Career Development Framework (RCOT, 2017). It is designed for occupational therapy personnel at Career Levels 4 and 5. Personnel at Career Levels 6 and above who wish to refresh their knowledge may also find it helpful.

The resource is designed to be completed in a group to enhance debate and peer-to-peer learning. Using the Facilitator Guide, you may also work through it as an individual. In total, the course should take about three to three and a half hours to complete. More time will be required to follow up on the suggested further reading.

The course has three resources, this workbook, a Facilitator Guide and an accompanying PowerPoint presentation. There are three components:

1. Individual pre-group session work: four activities taking about 2 hours to complete. Activity 1 takes place over three days.

2. Group session, with PowerPoint presentation and guided discussion: three activities taking about 60 minutes to complete.

3. Individual reflection, taking about 15-30 minutes to complete.

An integral part of the course is the post-session reflection, designed to guide you to develop your practice. To support this development, you may wish to discuss in your supervision sessions the learning outcomes, your reflective learning points and how you plan to implement them.

This course has been developed by the Royal College of Occupational Therapists' Neurological Practice Specialist Section. If you are not a member of this Specialist Section and wish to join, visit the Neurological Practice web page, where you will find a link at the bottom of the page.

Learning outcomes

When you have completed this course you will be able to:

1. Understand the range of normal sleep and the impact of poor sleep, analysing your own sleep pattern as a case study.

2. Use your understanding of the impact of sleep problems on occupational performance for people with neurological conditions in order to identify assessment and intervention methods that will help improve healthy sleep.

3. Evaluate your current and future practice in relation to managing sleep for people with neurological conditions, to improve the quality of your practice and service delivery.

Individual pre-group work

ACTIVITY 1: Sleep diary and sleep hygiene (Takes about 30 minutes over 3 days)

1. Complete your own sleep diary over three consecutive nights.
2. Review the general sleep hygiene principles.
3. Evaluate your experience to help your service users improve their sleep.

A sleep diary is a useful tool to help people identify current difficulties with their sleep and what may be impacting on this. Using the **NHS Daily Sleep Diary**, monitor your own sleep for three consecutive nights. Review the general sleep hygiene principles.

After completing the diary, answer the questions below in preparation for discussion in the group session. Remember, there is no 'normal sleep diary' and a variation in sleep patterns is expected to some extent.

In relation to your sleep diary, you need only share within the group session what you feel comfortable with. Should you identify any particular concerns with your sleep, you could review general information on sleep and tiredness from the NHS: https://www.nhs.uk/live-well/sleep-and-tiredness/ or discuss your concerns with your GP.

Sleep diary and sleep hygiene: Answer these questions
1. What positive and/or negative sleep hygiene patterns did you identify from your sleep diary?
2. What are your benefits and challenges in applying sleep hygiene principles?
3. What are the pros and cons of asking people who access services to complete a diary like this?
4. What are the benefits and challenges to people who access services in applying sleep hygiene principles?

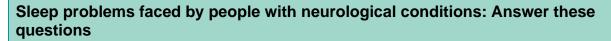**ACTIVITY 2: Why we need to sleep** (Takes about 40 minutes)

1. Watch the [TED Talk by Russell Foster](#), a circadian neuroscientist, on why we sleep.
2. Read the NHS webpage "[Why lack of sleep is bad for your health](#)".
3. Review and record the information you have gained.

Why we need to sleep: Answer these questions
1. Why do we sleep?
2. What does the range of normal sleep look like?
3. What problems might present for people with poor sleep in the general population?

ACTIVITY 3: Sleep problems faced by people with neurological conditions
       (Takes about 30 minutes)

1. Read the information about sleep difficulties provided by the Multiple Sclerosis Trust, and sleep problems provided by Parkinson's UK.
2. Review the problems highlighted and explore how this may impact on occupational performance.

Sleep problems faced by people with neurological conditions: Answer these questions
1. What are the main sleep problems for people with neurological conditions?
2. How might these problems impact on people's occupational performance?

ACTIVITY 4: The importance of sleep for occupational therapy
       (Takes about 20 minutes)

1. Read the open access article 'Time to wake up: bridging the gap between theory and practice for sleep in occupational therapy' (Fung et al., 2013). This article published on BJOT is available via Research Gate.
2. Record the key processes of importance to occupational therapy that the authors identify.

The importance of sleep for occupational therapy: Answer this question
What are the three key processes identified by the authors that occupational therapists should pay attention to?

Before the group session, review your answers to these individual activities. Bring this workbook with you to the group session.

Group session

► **Welcome** (Slide 1: 5 minutes)

Introductions and housekeeping

► **Learning Outcomes** (Slides 2-4: 5 minutes)

Review what you will be able to do as a result of taking this course.

► **Activity 1 - The importance of the range of normal sleep** (Slide 5: 10 minutes)

Using your answers from Activities 1 and 2 of the pre-group work (pages 3-4 of this workbook), share your key learning points about the importance of 'normal' sleep.

► **Activity 2 – Common sleep problems for people with neurological conditions** (Slide 6: 10 minutes)

Using your answers from pre-group work Activity 1, questions 3 and 4 (page 3 of this workbook) and Activity 3 (page 5 of this workbook), share your key learning points about common sleep problems encountered by people with neurological conditions.

Discuss the impact of poor sleep on the occupations and daily routines of people with neurological conditions.

Map the impact of factors onto an occupational therapy model of practice.

► **Activity 3 – Occupational therapy approaches to optimising sleep for people with neurological conditions**
(Slide 7: 20 minutes total - 15 minutes for discussion, 5 minutes to summarise)

As occupational therapists, what can we do to help people with neurological conditions optimise their sleep?

Discuss this in relation to physical, psychological and environmental factors.

If you are working in separate small groups, allow time at the end to share your discussion points.

► **Conclusion** (Slide 8: 10 minutes)

Review concluding points with the facilitator.

Take 5 minutes to record your immediate reflections and plan of action using the following page of this workbook.

RCOT would appreciate your feedback so that we can make improvements for future participants. Please fill our feedback form or send suggestions to Prof.Dev@rcot.co.uk. If you have any complaints, send an email to RCOTApprovedLearning@rcot.co.uk.

Individual reflection

Reflect and consolidate all your learning from your individual pre-group work and the group session you have just attended. Start by identifying and recording at least three reflective learning points, and by listing areas you will now incorporate into your practice. Store this page in your CPD Portfolio with your certificate (end of workbook).

You will benefit if you return to these points in the next few days. At this time, reflect further on your learning, and on desirable changes to current practice. Identify follow up learning you can do, referring to the resources given at the end of this workbook.

As suggested on page 2 of this workbook, you may wish to discuss in your supervision sessions what you have learned and what you plan to change.

My reflective learning points on sleep for people with neurological conditions (add more points as needed on the back of the page if more than three):
1.
2.
3.

The areas I have identified for **change in my current practice** are:
1.
2.
3.

Further learning activities I can do are:
1.
2.
3.

Resources and further reading

COURSE REFERENCES

Fung C, Wiseman-Hakes C, Stergiou-Kita M, Nguyen M, Colantonio A (2013) Time to wake up: bridging the gap between theory and practice for sleep in occupational therapy. *British Journal of Occupational Therapy, 76(8),* 384-386.

Multiple Sclerosis Trust (2018). *Sleep.* Available at: *https://www.mstrust.org.uk/life-ms/wellbeing/sleep*   Accessed on 16.12.19

National Health Service (2007) *NHS Daily Sleep Diary.* Loughborough: Loughborough University. Available at: *https://www.nhs.uk/Livewell/insomnia/Documents/sleepdiary.pdf*
                        Accessed on 10.12.19

National Health Service (2018) *Sleep and tiredness.* Available at: *https://www.nhs.uk/live-well/sleep-and-tiredness/*   Accessed on 16.12.19

National Health Service (2018) *Why lack of sleep is bad for your health.* Available at: *https://www.nhs.uk/live-well/sleep-and-tiredness/why-lack-of-sleep-is-bad-for-your-health/?tabname=tiredness-and-fatigue*   Accessed on 16.12.19

Parkinson's UK (2019) *Sleep and Parkinson's.* Available at: *https://www.parkinsons.org.uk/information-and-support/sleep (Parkinson's UK Website)*   Accessed on 19.12.19

Royal College of Occupational Therapists (2017) *Career Development Framework: guiding principles for occupational therapy*. RCOT. London. Available at: *https://www.rcot.co.uk/practice-resources/learning-zone/career-development-framework*   Accessed on 10.12.19

FURTHER READING: ONLINE RESOURCES

Information on normal sleep:

The National Sleep Foundation (2013). Chapter 01: Normal Sleep. IN: *The Sleep Disorders* [e-book]. Available at: *http://sleepdisorders.sleepfoundation.org/chapter-1-normal-sleep/an-introduction-to-normal-sleep/*   Accessed on 10.12.19

General sleep hygiene information:

National Health Service (2019) *How to get to sleep.* Available at: *https://www.nhs.uk/live-well/sleep-and-tiredness/how-to-get-to-sleep/#keep-a-sleep-diary*   Accessed on 19.12.19

The National Sleep Foundation (2019) *Sleep hygiene.* Available at: *https://www.sleepfoundation.org/articles/sleep-hygiene*   Accessed on 19.12.19

The Sleep Council [ca. N/A]. *The good-night guide.* Available at: http://rebrand.sleepcouncil.org.uk/wp-content/uploads/The-Good-Night-Guide.pdf
                                                    Accessed on 05.03.19

Online sleep improvement programme (NHS approved):

Sleepio (2019) *Let's build your sleep improvement program.* Available at: *https://www.sleepio.com/*   Accessed on 19.12.19

Information on sleep problems in neurological conditions:

Huntington's Disease:

European Huntington's Disease Network (2016) *Occupational therapy clinical tips for Huntington's disease: Sleep routine and management.* Available at: *https://www.hda.org.uk/media/1180/ot-clinical-tips-for-hd-sleep-routine-and-management.pdf*   Accessed on 19.12.19

Motor Neurone Disease:

Motor Neurone Disease Association (2019) *Information for care workers.* Available at: *https://www.mndassociation.org/professionals/management-of-mnd/management-by-specific-professions/information-for-care-workers/caring-for-a-person-with-mnd/*   Accessed on 19.12.19

Multiple Sclerosis:

Multiple Sclerosis Trust (2018) *Sleep.* Available at*: https://www.mstrust.org.uk/life-ms/wellbeing/sleep*   Accessed on 19.12.19

Parkinsons:

Parkinson's UK (2019) *Sleep and Parkinson's.* Available at: *https://www.parkinsons.org.uk/information-and-support/sleep (Parkinson's UK Website)*   Accessed on 19.12.19

Royal College of Occupational Therapists (2018) *Occupational therapy for people with Parkinson's.* 2nd ed. London: RCOT. Available at: *https://www.rcot.co.uk/occupational-therapy-people-parkinsons*
                                                    Accessed on 19.12.19

FURTHER READING: PUBLISHED PAPERS

Braley TJ (2017) Overview: a framework for the discussion of sleep in Multiple Sclerosis. *Current Sleep Medicine Reports, 3(4)*, 63-271.

D'Cruz RF, Murphy PB, Kaltsakas G. (2018) Sleep disordered breathing in motor neurone disease. *Journal of thoracic disease, 10(Suppl 1),* S86.

Preston J, Edmans J (2016) *Occupational Therapy and Neurological Conditions.* London: Wiley Blackwell. See: Chapter 7: Sleep, pp. 188-189.

Sahraian MA, Rezaali S, Hosseiny M, Doosti R, Tajik A, Moghadasi AN (2017). Sleep disorder as a triggering factor for relapse in multiple sclerosis. *European neurology. 77(5-6),* 258-261.

Evidence literature search acknowledgement:

Sleep or insomnia in people with long term neurological conditions.
Katherine Scott. (12th February, 2019).
ILFORD, UK: Aubrey Keep Library Service.

FURTHER CPD SUGGESTION: DEBATE - IS SLEEP AN OCCUPATION?

Royal College of Occupational Therapists, CPD @ RCOT, Toolkits for self-directed learning 'Debate session outline'. Available at: https://www.rcot.co.uk/cpd-rcot

You could use the following article as pre-reading:

Tester NJ, Foss JJ (2018) The Issue Is—Sleep as an occupational need. *American Journal of Occupational Therapy, 72(1)*, 1-4.

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Certificate of Learning

This is to certify that:

_____

has completed the CPD@RCOT Short Course

on __ _____

An introduction to managing sleep for people with neurological conditions

Learning outcomes:

As a result of taking part in this CPD@RCOT course, you should now be able to:

1. Understand the range of normal sleep and the impact of poor sleep, analysing your own sleep pattern as a case study.

2. Use your understanding of the impact of sleep problems on occupational performance for people with neurological conditions in order to identify assessment and intervention methods that will help improve healthy sleep.

3. Evaluate your current and future practice in relation to managing sleep for people with neurological conditions, to improve the quality of your practice and service delivery.

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