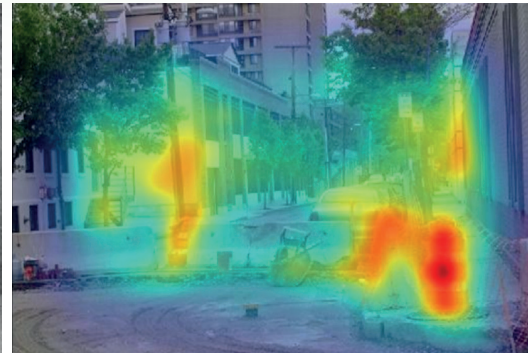
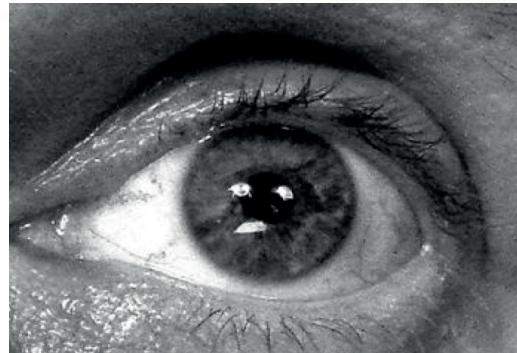
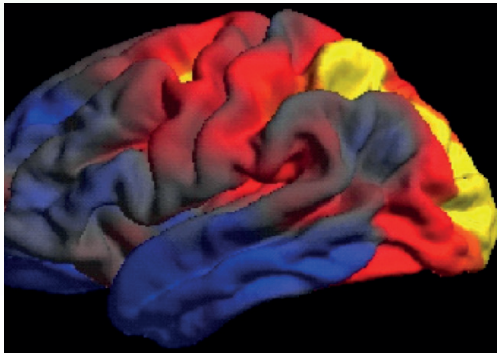


# CPD Short Course Workbook

## Understanding and supporting people with dementia-related visual impairment



Lehmann et al. (2011); Shakespeare et al. (2015)

Name of participant: \_\_\_\_\_

Please bring this workbook with you to the Group CPD session

### Acknowledgements

Thank you to Dr Anne McIntyre MRCOT, for her expert support in developing this CPD Short Course, Dr Keir Yong and the Seeing What They See research team <http://www.ucl.ac.uk/dementia-vision>

Welcome to this CPD Short Course comprising a PowerPoint Presentation and a workbook. There are three components to this resource:

- 1) Pre-session work (approx. 60 mins)
- 2) The Group CPD session – PowerPoint and facilitated discussion questions (approx. 60 mins)
- 3) Post session reflection and certificate (15-30 mins)

The title of this CPD short course is 'Understanding and supporting people with dementia-related visual impairment'. It has been designed for occupational therapy personnel at Career Levels 4-6 (RCOT 2017) but may be of interest to a broader audience wishing to refresh their knowledge and to contribute to Tier/Level 2 dementia training in England and Skilled-Enhanced dementia practice levels in Scotland.

### Learning outcomes:

The combined learning outcomes for the three components include:

- To consolidate knowledge of the core features of several dementias
- To develop greater depth of understanding that some individuals living with dementia may experience dementia-related visual impairment arising from damage to the brain rather than the eye
- To critically consider the lived experience of dementia-related visual impairment and its impact on occupational performance
- To debate and reflect upon the occupation based contributions that occupational therapists can make, to assist people with visual processing problems resulting from dementia
- To debate and discuss the ways that occupational therapists can work collaboratively, across organisational boundaries, to support people with dementia-related visual impairment and their families to live their lives their way

This session is designed to be completed in a group to enhance debate and peer-learning although it is possible to adapt it to working as an individual. In total it should take about two and a half hours although more time may be required to complete the suggested further reading and follow up the links to other resources.

# CPD Short Course: Understanding and supporting people with dementia-related visual impairment

## Component 1: Pre-session work (approx. 60 mins):

- 1) Read the following resource on sight, perceptions and hallucinations in dementia  
[www.alzheimers.org.uk/download/downloads/id/3369/sight\\_perception\\_and\\_hallucinations\\_in\\_dementia.pdf](http://www.alzheimers.org.uk/download/downloads/id/3369/sight_perception_and_hallucinations_in_dementia.pdf)

**ACTIVITY:** Identify three key learning points from the document and write in the boxes below for further discussion at the Group CPD session:

a) Sight, perceptions and hallucinations in dementia
Key learning points:
1.
2.
3.

- 2) Listen to Professor Sebastian Crutch discuss some of the less well-known forms of dementia:  
<https://www.ucl.ac.uk/drc/resources-information> (4:18 mins)

**ACTIVITY:** Identify three key learning points from the video and write in the boxes below for further discussion at the Group CPD session:

b) Less well-known forms of dementia
Key learning points:
1.
2.
3.

3) Watch the following two films:

Posterior Cortical Atrophy animation (1min 15) <https://www.youtube.com/watch?v=a4eTGmejkrM>

'Do I see what you see? A film about about dementia, disconnection and seeing the world differently' (8mins 07) <https://www.youtube.com/watch?v=jekW8Z93LMw> (Simon Ball, supported by the Alzheimer's Society and the Wellcome Trust)

**ACTIVITY:** Identify three key learning points from the animation and video and write in the boxes below for further discussion at the Group CPD session:

c) Posterior Cortical Atrophy animation and Do I see what you see? Video	
Key learning points:	
1.	
2.	
3.	

4) Read the following open access article:

**ACTIVITY:** Identify three key learning points from the article and write in the boxes below for further discussion at the Group CPD session:

Harding E, Sullivan MP, Woodbridge R, et al 'Because my brain isn't as active as it should be, my eyes don't always see': a qualitative exploration of the stress process for those living with posterior cortical atrophy BMJ Open 2018;8:e018663. doi: 10.1136/bmjopen-2017-018663 <a href="http://bmjopen.bmj.com/content/8/2/e018663">http://bmjopen.bmj.com/content/8/2/e018663</a>	
Key learning points:	
1.	
2.	
3.	

## Component 2: The Group CPD session – PowerPoint and facilitated discussion questions (approx. 60 mins)

1. Nominate a group facilitator and time keeper

Welcome group, introductions, revisit the learning outcomes (5mins) Slide 2

2. **First activity:** Share your key learning points about what you have learnt about the dementias and the associated visual impairments (10mins) Slide 3
3. **Second activity:** Share your key learning points about what it is like to live with dementia and the associated visual impairments (10mins) Slide 4
4. **Final activity:** As occupational therapists, what can we do to support people who live with dementia-related visual impairments and their families (25mins) Slides 5 and 6

### FACILITATORS NOTES

The importance of assessing for visual impairments in addition to memory and attention.

The role of solution-based, occupation-focused thinking and pragmatic reasoning to support evidence-based decision making and collaborative working across settings.

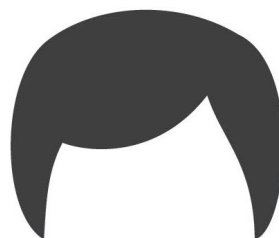
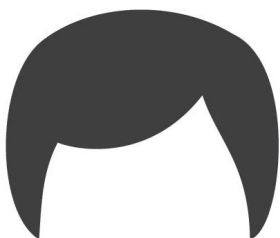
Emphasise the importance of collaborative inter-agency working including dementia support groups.

Emphasise the importance of understanding that dementia may result in visual problems; such problems may be as a consequence of brain rather than eye damage.

Clarify that dementia is an umbrella term for a wide range of progressive cognitive disorders which present differently.

Encourage participants to remain focused on what they have learnt from their reading and their own experiences on living with dementia. Resist the temptation to talk straight away about what you might do to help.

The important part of this activity is to pause and reflect on what it might be like to live with dementia for people and their families.



5

**Main take home points from the Group CPD session:**

1.

2.

3.

**Three identified learning needs for future study:**

1.

2.

3.

## Component 3: Post session reflection

Reflect and consolidate all the learning from this CPD Short Course, including the pre-group work – identify three things you will now incorporate into your practice.

# Understanding and supporting people with dementia-related visual impairment

My three reflective learning points from the CPD Short Course which will inform future practice:

1.

2.

3.



This is to certify that:

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has completed the CPD Short Course:

## Understanding and supporting people with dementia-related visual impairment

### Learning Outcomes:

The combined learning outcomes for the three components include:

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# Additional resources and further reading

## General Resources

Free online course on rarer dementias: "Many faces of Dementia" – <http://www.FutureLearn.com/courses/faces-of-dementia>

Rare Dementia Support (RDS) – <http://www.raredementiasupport.org/>

Including: <http://www.raredementiasupport.org/pca/>

## Policy and supporting resources

Royal College of Occupational Therapists (2017) Career Development Framework: guiding principles for occupational therapy. RCOT. London. <https://www.rcot.co.uk/practice-resources/learning-zone/career-development-framework> (accessed 4th April 2018)

Department of Health (2015) Dementia Core Skills Education and Training Framework. Department of Health, London.

Health Education England (2014) Dementia Education: Empirical development of curricula standards and criteria to support Dementia Education. Health Education England, London.

Scottish Government (2011) Promoting Excellence: A framework for all health and social services staff working with people with dementia, their families and carers. Scottish Government, Edinburgh.

## Further reading about Posterior Cortical Atrophy

*(please see reference list for full references)*

Crutch et al (2012) provides a review of research papers about Posterior Cortical Atrophy [PCA]. The paper discusses how PCA manifests, neuropsychological impairments, pathological changes, diagnosis and suggested management.

Kennedy et al (2012) presents a case study of one man who enrolled as a healthy control participant for a 5-year longitudinal study, during which time he showed a deterioration in posterior cortical functioning and was subsequently diagnosed with PCA.

Suárez-González et al (2015) reviews neuropsychiatric features of PCA as well as suggested models of support for people with PCA and their families.

The Rare Dementia Support website has a link to resources on the PCA support page including information about home adaptations: <http://www.raredementiasupport.org/pca/support-and-advice/resources/>

Further reading about visual impairments in Posterior Cortical Atrophy

Crutch et al (2016) outlines some recent research investigating the visual and oculomotor changes that may occur due to PCA.

## Possible measures to assess dementia-related visual impairment

Visual Object and Space Perception Battery by Warrington & James (1991)

Addenbrookes Cognitive Examination (III) – the utility of this has been explored by Elamin et al (2016) and has been considered a reliable tool for people with early onset dementias – such as PCA.

## Further reading about activity limitation and participation restrictions with PCA

Shakespeare et al (2015) reports on a study comparing people with PCA's performance of everyday skills and self-care with those of people with Alzheimer's disease.

Harding et al (2018) – as already discussed, this paper presents findings of participation restrictions in people with PCA.

The Alzheimer's Society Dementia Together magazine (Feb/Mar 2018) talks about the "perfect match" for someone with PCA and a volunteer.

[https://www.alzheimers.org.uk/info/20239/febmar\\_2018/1296/perfect\\_match](https://www.alzheimers.org.uk/info/20239/febmar_2018/1296/perfect_match) (accessed 13/04/2018)

## Further reading about evidence-based interventions

Yong et al (2015) reports on a group study of reading loss due to PCA, demonstrating the efficacy of software-based aids to maximise reading function in these individuals.

Yong et al (2018) reports on a group study of navigational impairments in PCA and memory-led typical Alzheimer's disease, providing evidence on visual contrast cues supporting patient navigation.

Roca et al (2010) presents case study research of cognitive rehabilitation for a person with PCA with visuo-perceptual problems.

## Resources for people with PCA and other visual processing impairments.

READ-CLEAR is a downloadable tablet app which can help people with PCA or other visual processing problems who find that they get lost in a page when reading, find that words clutter or have difficulty following text along a line. This is downloadable for android devices at: <http://www.readclear.co.uk>

Further information on The Seeing What They See research team is available at <http://www.ucl.ac.uk/dementia-vision>

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Crutch S.J., Lehmann M., Schott J.M., Rabinovici G.D., Rossor MN, Fox N.C. (2012) *Posterior cortical atrophy*. The Lancet Neurology 11, 170-178.

Crutch S.J., Yong K.X.X., Shakespeare T.J. (2016) *Looking but not seeing: Recent perspectives on posterior cortical atrophy*. Current Directions in Psychological Science 25, 251-260.

Elamin M, Holloway G, Bak TH, Pal S (2016) *The utility of the Adenbrookes Cognitive Examination Version 3 in early onset Dementia*. Dementia and Geriatric Cognitive Disorders, 41:9-15. doi.org/10.1159/000439248

Harding E, Sullivan MP, Woodbridge R et al (2018) *'Because my brain isn't as active as it should be, my eyes don't always see': a qualitative exploration of the stress process for those living with posterior cortical atrophy*. BMJ Open 8:e018663. doi:10.1136/bmjopen-2017-018663

Kennedy J, Lehmann M, Sokolska, MJ, Archer H, Warrington EK, Fox NC, Crutch SJ (2012) *Visualising the emergence of posterior cortical atrophy*. Neurocase 18(3), 248-257.

Lehmann M, Crutch SJ, Ridgway GR, Ridha BH, Barnes J, Warrington EK, Rossor MN, Fox NC (2011) *Cortical thickness and voxel-based morphometry in posterior cortical atrophy and typical Alzheimer's disease*. Neurobiology of Aging 32(8), 1466-76

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