Learning Objectives

MedBridge Education
Dementia and Capacity for Learning in Rehabilitation Sciences
Carrie Ciro, PhD, OTR/L, FAOTA

Course Objectives

• Define dementia
• Introduce differential diagnoses to consider when diagnosing dementia
• Differentiate common types of dementia by course and trajectory of disease
• Review medications used in the treatment of dementia
• Define neuroplasticity
• Review how neuroplasticity is facilitated in non-dementia populations
• Consider examples of emerging evidence for neuroplasticity in dementia
• Contrast differences between skills need for new learning (declarative memory) and retaining previously performed tasks (procedural memory)
• Compare and contrast methods of evidence for task-oriented training and cognitive training (computer games, crossword puzzles) and appropriate timing for intervention for rehabilitation

Chapter 1: What Is and What Is Not Dementia
In the first chapter of this course, Dr. Carrie Ciro defines dementia and introduces differential diagnoses for the participant to consider when diagnosing dementia. She demonstrates the use of the Mini-Mental Status Examination (MMSE), the most widespread scale used to screen for and classify severity of dementia.

Chapter 2: Types of Dementia and Medical Management
In this chapter, the participant will learn to differentiate common types of dementia by trajectory of disease and imaging that can help delineate type. Dr. Ciro also reviews the different medications used in the treatment of dementia.
Chapter 3: Neuroplasticity in Dementia: Is It Possible?
Dr. Ciro defines neuroplasticity and discusses how neuroplasticity is facilitated in non-dementia populations. The participant will consider examples of emerging evidence for neuroplasticity in dementia.

Chapter 4: Training to Cognitive Strengths of People with Dementia
This chapter contrasts the differences between skills needed for new learning (declarative memory) and retraining previously performed tasks (procedural memory). Dr. Ciro compares and contrasts methods and evidence for task-oriented training and cognitive training (computer games, crossword puzzles). The participant will also learn appropriate timing for intervention for rehabilitation.