Gill-Thwaites & Elliott Consultants
Specialists in Disorders of Consciousness

# Prolonged Disorders of Consciousness
## GTE PDOC Framework
### Module 1 Advancement of skills in the Observation and Analysis of Behaviours and Responses

| One Day Online Course | | |
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| **Aims** | 1. Discuss and examine the concepts of consciousness and awareness.<br>2. Examine the difference between PDOC, VS and MCS and the changing needs of individuals.<br>3. Explore the impact of brain injury.<br>4. Consider a framework to,<br>▪ Create an environment conducive to facilitating responses.<br>▪ Recognise and differentiate between the range of observable motor and sensory responses of a person with a PDOC.<br>▪ Accurately establish, monitor, and record responses.<br>▪ Recognise the approach and roles of the multi-disciplinary team (MDT) & the contributions of the family in gaining an accurate understanding of the pattern and quality of responses.<br>**5.** Explore different standardised tools, which can be used for assessing individuals in PDOC. | |
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| **9.15** | **Introduction to the day**<br><br>**Understanding and identifying the issues in Brain injury and PDOC** | Discussing current practice, expectations<br>Introducing the PDOC Framework<br>Intro to the group<br><br>Impact of brain injury<br>Prolonged Disorders of Consciousness (PDOC)<br>PDOC spectrum diagnosis/misdiagnosis - *Implications for practice.* |
| **10.45-11.00** | **Coffee** | |
| **11.00**<br>**HG** | **Stage 1 Optimising the environment.** | Analysing the environment<br>Principles in environmental regulation<br>*Considering current practice* |
| | **Stage 2 Understanding your patient.** | Gathering Information |
| **12.00**<br>**KE** | **Stage 3 Creating a Team Approach.** | Principles in creating a unified approach. |
| | **Stage 4 Valuing the Family.** | *Issues for families and teams*<br>Role of the family with the person in PDOC - Observations |
| **12.45-1.15** | **Lunch** | |
| **1.15**<br>**HG** | **Stage 5 Response Observation.** | Observation at rest<br>Recognising and *categorising responses* |
| **2.30-2.50** | **Tea** | |
| **2.50**<br>**KE** | **Stage 6 Monitoring and recording.** | Accurate recording of responses<br>Methods and issues |
| **3.15**<br>**HG** | **Value and use of Standardised assessment.** | Role of standardised assessment (SMART, WHIM and CRS-r) |
| **3.50**<br>**4.15** | **Concluding the day - What next?**<br>**Finish** | Review of the day what next for your service? |