ABSTRACT

The main motivation for this work was the lack of a clearly defined concept of neurocognitive rehabilitation for patients in the acute phase of the disease, preventing the implementation of consistent procedures in healthcare institutions. Another important aspect was the issue of neuropsychological examination in acute care, where it is very often impossible to perform a detailed neuropsychological examination at the patient's bedside. Therefore, a key issue is effectively identifying cognitive deficits and subsequently planning neurocognitive rehabilitation in the acute setting where every minute counts. It is also important to determine who will perform neurocognitive rehabilitation in the early stages of the disease. Given the large number of patients admitted to hospitals, this care must be provided not only by psychologists but also by other health professionals in an interdisciplinary approach. This dissertation aims to develop a model of neurocognitive rehabilitation in acute care that will serve as the basis for the Certified Methodology. In addition, the thesis reviews the literature on the assessment of cognitive deficits and proposes rehabilitation procedures for patients with acute brain injury. The final deliverable of the thesis is a Certified Course in Neurocognitive Rehabilitation in Nursing Practice, designed to provide the necessary knowledge and skills for workers in this field to provide this important care.

Keywords: cognitive impairment; neurocognitive rehabilitation; model of neurocognitive rehabilitation in acute care, CHC model; ACE-R; acute brain disorder