

WegWijzer: procedure for clinicians when using the navigation training

This document serves as guideline. It assumes that diagnostics (Wayfinding Questionnaire and Navigation Test) were completed previously, and that an indication of training type has been established.

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Materials

First consult

- Computer to demonstrate navigation software
- Patient's navigation profile (based on the objective navigation test) with indication of training advice
- Psychoeducation Navigation (WegWijzer_Psychoeducatie_Navigation_B1.pdf)
- Manual WegWijzer navigation training (WegWijzer_Navigationstraining_ManualInstallation&Game.pdf)
- Goal Attainment Scale form - baseline

Closing session

- Scores on Wayfinding Questionnaire moment 1 (derived from previous diagnostic consult)
- Psychoeducation Navigation (WegWijzer_Psychoeducatie_Navigation_B1.pdf)
- Goal Attainment Scale form - evaluation
- Wayfinding Questionnaire for novel administration

Procedure first consult

Introduction

- ☐ Short anamnesis. Refer to: you have previously completed a questionnaire and test. You indicated you want to train your navigation skills. Can you shortly describe your complaints in daily life?
- ☐ Explain the content of the first session
 - a. Psychoeducation
 - b. Translation of psychoeducation to patient's complaints
 - c. Explanation of the training
 - d. Set goals
 - e. Discuss timeline and planning

Psychoeducation

- ☐ Offer the patient a copy of the psychoeducation document so he/she can read along. Offer a pen(cil) to allow the patient to make notes.
- ☐ Read the text slowly and discuss all sections. Make the text concrete using the illustrations (first-person perspective and bird's-eye perspective).
- ☐ Continuously check whether everything is clear to the patient. Answer any questions that arise from the text.

Assess comprehension of:

a. Landmarks

- Discuss with the patient whether they can give examples of landmarks they have used.
- Discuss with the patient what criteria landmarks must meet to be informative (create a list together).
- Explain how the configuration of an environment can also serve as a landmark. Together with the patient, come up with examples of this.

b. Perspectives and strategies

- Discuss the illustrations with the patient.
- Discuss perspectives using objects on a table and a drawing of the room versus a photo.

□ Address the profile of the patient

- This has been discussed in a previous consult. Can the patient repeat what has been discussed? Discuss what went well and what went less well, on both the diagnostic test and well as in daily life. Ask about examples and use them when explaining concepts.
- Introduce the strategy that will be targeted with the compensation training

Define the training goal

Ask: What is your goal for this part of your rehabilitation? Which navigation skill would you like to achieve?

Goal Attainment Scale (or comparable)

- Briefly explain what the GAS (Goal Attainment Scaling) method involves. See also: Turner-Stokes, L. (2009). *Goal attainment scaling (GAS) in rehabilitation: A practical guide*. Clinical Rehabilitation, 23(4), 362–370.
<https://doi.org/10.1177/0269215508101742>
- Set a SMART navigation goal with the patient:
 - Specific, Measurable, Attainable, Realistic, and Timely
 - Score the baseline as standard -1
- Define the expected outcome:
 - Check with the patient to ensure they agree with the defined outcome.

Install and explain software

Software

- Install the software and/or demonstrate this on the computer
- Explain how to navigate through the computer environment
- Explain the menu
- Indicate which training the patient will do. Explain those. Link the training to the navigation profile of the patient.
- Think of how the patient can apply the exercises with regards to the navigation goal, and discuss.

Mention: While playing the game, there is a small chance that you may feel nauseous. This is known as “simulation sickness” and is similar to motion sickness. If you feel unwell while

playing the game, you can stop immediately. This will not have any long-term effects on your health.

- Offer a note/website with link to the software:
www.wegwijzernavigatietraining.nl
- Hand out the manual for installation and use of the game (can also be found on the website).

Timeline and planning

- After this first session, the patient will continue practicing at home. The goal is to play for **one hour per week for six weeks**. The patient may decide how to divide this time throughout the week.
- Discuss any interim contact points (e.g., phone consultations or regular check-ins) and set expectations. For example, discuss:
 - Was the installation successful?
 - Which version is shown in the bottom-right corner of your game screen? Check if this matches the version recommended to the patient.
 - Ask how much playtime the patient has already completed.
 - Discuss how the patient is experiencing the game.
 - Ask what the patient has already done to apply the strategy in daily life.
 - Provide additional tips if needed for the above points.
- Discuss the wrap-up (after approximately 6–7 weeks). During this session, review how the training went, discuss the rehabilitation goals, identify any remaining complaints, and focus on reflecting how the training translates to daily life. See details below.

Additional: diary

Keeping a diary can be helpful and effective. Explain the purpose of the diary:

- To carry along while using the training, take notes, and serve as an aid during practice.
- Note: primarily for the patient's own use!

Procedure closing session (after ~6 weeks of training at home)

Introduction

- ☐ Explain what will be done in this final session:
 - a. Evaluate the training
 - b. Evaluate the navigation goal
 - c. Complete the complaints questionnaire (Wayfinding Questionnaire)
 - d. Reflect on the transfer to daily life

Discuss the training

- ☐ How did it go?
- ☐ How much did you play?
- ☐ Have you noticed any progress?
- ☐ How did the game increase your awareness?
- ☐ How did you apply the trained strategies in daily life?
- ☐ How did that go?
- ☐ What could still be improved?

Goal evaluation

- ☐ Obtain the GAS goals from the start consult
- ☐ Check whether the patient can remember and name the goals
- ☐ Discuss the extent to which the goals are attained
- ☐ Give a GAS-score tot he goals (see Turner-Stokes, L. (2009). Goal attainment scaling (GAS) in rehabilitation: A practical guide. Clinical Rehabilitation, 23(4), 362–370.
<https://doi.org/10.1177/0269215508101742>)

Administration of Wayfinder Questionnaire - moment 2

To be administered online or on paper!

Online: via www.WegWijzerNavigatietraining.nl/diagnostics/en

Paper: via www.wegwijzernavigatietraining.nl/en/manuals

On paper: Score the answers with Wayfinder_Questionnaire_Scoretool_Behandelaar.xlsx

- ☐ Discuss
 - The experience of the patient when filling in the questionnaire. Where there particular items that stood out? Why? Relate to the problems in daily life.
 - Compare the scores with the previous session.
 - Check whether the patient recognizes him-/herself in these results.

Adress the transfer to daily life

- ☐ Again, assess comprehension of the components of the psychoeducation
- ☐ Explicitly discuss how the patient can apply the learned strategies
- ☐ Remind the patient about the additional exercises