Course Syllabus:
A Comprehensive Interdisciplinary Approach to Parkinson’s Disease

June 24-July 29, 2020
Shirley Ryan AbilityLab
355 East Erie Street
Chicago, IL 60611
CONTINUING EDUCATION CREDITS
Course: 11.5 hours; 1.15 ASHA CEU (7.5 hours Online and 4 hours Self-Study)

LOCATION
Academy Learning Portal

FACILITATOR
Julie Fuith-Costa, MS, CCC-SLP
Primary Contact: Academy@sralab.org
Secondary Contact: jfuith@sralab.org

CONTINUING EDUCATION CREDITS
This course is taught in a virtual classroom using an online meeting platform, Zoom, and the Academy Learning Portal where participants will utilize discussion boards, and other learning materials.

COURSE DESCRIPTION
Parkinson’s Disease (PD) is one of the most common neurological diseases, with over ten million people living with the disease worldwide. PD is a movement disorder that has both motor and non-motor symptoms. It can impact gait, balance, fine motor control, cognitive abilities and communication skills as well as activities of daily living and psychosocial relationships. This population is well served by an interdisciplinary team approach that includes physicians, physical therapists, occupational therapists, speech-language pathologists, social workers, psychologists, dieticians among others.

This live, online course series will focus on the interdisciplinary collaborative care of individuals with Parkinson’s disease, as well as how their disease affects their family and caregivers. A team of experts will lead you through the progression of the disease, best practices and applicable clinical skills. They will highlight unique aspects of the disease, including both motor and non-motor symptoms as well as special topics regarding vision, hydration and nutrition, and sexuality/intimacy as related to PD. The course will finally take an in-depth look at how PD impacts caregivers and their role in this journey and how the interdisciplinary team can support them. Throughout the course, participants will have an opportunity to learn both in and outside of the virtual classroom, collaborate with faculty and their peers through message boards, and discuss cases and best practices when working with the PD population.

Successful completion:
Participants will attend 6 online lectures (total of 7.5 hours) and will complete 4 hours of self-study. The self-study activities for the course will consist of readings, questions, and case studies. There will also be experiences with faculty and classmates through discussion boards, and Q&A.

MINIMAL STUDENT PREPARATION
It is expected that students enrolled in the course are competent in using an internet browser, sending, and email, creating word processed documents, and attaching documents to email.

PREREQUISITES FOR COURSE:
Prior to Week One of the Course, participants will need to complete the “Online Introduction to Material”, 2 hours of Course Pre-Work Webinars (see details below), and read the Week One article (see details below).
COURSE OBJECTIVES:

Upon completion of this course, participants will be able to:

- Identify common motor and non-motor symptoms of PD
- Formulate a plan for potential treatments for motor and non-motor symptoms of PD
- Discuss the interdisciplinary team’s role in managing motor symptoms from early to advanced disease
- Identify common visual changes in PD and how each discipline may contribute to the management and coping with visual dysfunction
- Summarize nutritional, swallowing, and eating needs, as well as potential physical and cognitive changes that can impact needs in patients with PD
- Describe how PD can affect sexuality, intimacy and relationships and how the team’s can facilitate management of these changes
- Integrate the caregiver point of view in planning a treatment programs for motor and non-motor symptoms of PD

TECHNOLOGY REQUIREMENTS

To participate, you will need access to a device with an Internet connection. Computers, laptops, iOS and Android devices are supported. High-speed broadband Internet access (LAN, Cable or DSL) is highly recommended.

Additional requirements include:

- Web browser and version: Internet Explorer 11+, Firefox 27+, Safari 7+, or Google Chrome 30+
- JavaScript and Cookies enabled
- Flash Player 9+
- Speaker or headset to listen to recorded audio files
- Speaker or headset or phone to listen to webinar facilitators
1. **Describe Course Logistics**
2. **Review Submission of Assignments**
3. **Locate the Discussion Board in Order to Participate in an Online Forum**
4. **Discuss Course Expectations for Interacting in a Collegial Learning Environment**

**DUE: JUNE 24, 2020**

**Course Pre-Work (Complete Prior to Week 1/Start of the Course)**

**Discussion Board: What is one evaluation/treatment/content piece of information you would like to learn in this course?**

1. **Online Module: Motor and Non-Motor Symptoms in Parkinson’s Disease: Clinical Features and Therapeutic Management**

   **60 Minutes On-Demand Web Module**
   **Dr. Jennifer G. Goldman, MD, MS**

   **Objectives:**
   1. Describe the motor features across the stages of Parkinson’s Disease
   2. Identify common non-motor features across the stages of Parkinson’s Disease
   3. Review management strategies for motor and non-motor symptoms in Parkinson’s Disease

2. **Online Module: Medical Management of Parkinson’s Disease**

   **60 Minute On-Demand Web Module**
   **Dr. Santiago Toledo**

   **Objectives:**
   1. Review the syndrome of idiopathic Parkinson’s Disease (PD), its epidemiology and etiology
   2. Describe the physical symptoms and list non-motor symptoms and cognitive changes in PD
   3. Outline medical treatment with the most common medications and new treatments in advanced PD
   4. Illustrate PD-Specific non-motor issues and define management strategies
   5. Define concept of neuroprotective therapy in PD

   *Please note, if you have taken this webinar previously, it will not count again towards the total CEU for this course. Your total for this course will be one hour less.*

   **DUE: JUNE 24, 2020**
**WEEK ONE: INTERDISCIPLINARY CARE: EARLY STAGE**
**RELEASE DATE: JUNE 24, 2020**

DR. JENNIFER GOLDMAN, ANNE ARMSTRONG (OT), JULIE LENKIEWICZ (SLP), JILLIAN MACDONALD (PT), DR. SANTIAGO TOLEDO

SELF STUDY WORK – **PRE-WORK** – ARTICLE & QUESTIONS  DUE: JUNE 24, 2020


**DESCRIPTION OF WEEK:**
The course will begin with looking at the diagnosis and early stages of Parkinson’s Disease. Early symptoms and management of those symptoms will be reviewed. The role of the interdisciplinary team members, and their unique contributions will be discussed.

**OBJECTIVES:**
1. Discuss the Allied Health perspective directly related to early stages of Parkinson’s Disease
2. Review management strategies in the early stage of Parkinson’s Disease that may influence team perceptions
3. Identify ancillary services who would be appropriate referrals for a patient in the early stages of Parkinson’s Disease

SELF STUDY WORK – **POST-WORK** – CASE STUDY  DUE: JULY 1, 2020

Participants will complete a Case Study based on a patient with an early diagnosis of Parkinson’s Disease. Information from today’s lecture will aid in answering the corresponding questions.

**WEEK TWO: INTERDISCIPLINARY CARE: MID-STAGE AND LATE-STAGE**
**RELEASE DATE: JULY 1, 2020**

DR. JENNIFER GOLDMAN, KELCEY BINES (OT), JULIE LENKIEWICZ (SLP), LAURA SLOAN (PT), DR. SANTIAGO TOLEDO

**DESCRIPTION OF WEEK:**
Week two will focus on the advancement of the disease, patient management, and provider reasoning, in the symptoms that occur. We will again feature our interdisciplinary team, but now focus on their role with a progressing disease.

**OBJECTIVES:**
1. Compare and contrast the common motor and non-motor symptoms in the middle and later stages of Parkinson’s Disease to those identified in the early stages
2. Compare and contrast therapeutic management strategies for common motor and non-motor symptoms in the middle and later stages of Parkinson’s Disease to those identified in the early stages of Parkinson’s Disease to those identified in the early stages
3. Identify other ancillary services who would be appropriate referrals for a patient in the middle and later stages of Parkinson’s Disease
Week Three: Vision and Cognition

Release Date: July 8, 2020 (On-Demand)

Dr. Rimona Weil & Kelsey Watters

Description of Week:
From a medical perspective, Dr. Rimona Weil will explore the unique aspects and challenges of visual hallucinations and cognition that are associated with Parkinson’s Disease, and how they impact the overall care and well-being of the patient. She will then be joined by a member of the Parkinson’s interdisciplinary team (in this case, OT), who will highlight their role in working with patients and families during this time.

Objectives:
1. Identify early markers of cognitive risk in people with Parkinson’s Disease
2. Recognize and manage visual hallucinations in people with Parkinson’s Disease
3. Assess and manage cognitive symptoms in Parkinson’s disease
4. Identify the role of the Occupational Therapist in the management of vision and cognition when working with patients with Parkinson’s Disease

Discussion Board Post (Optional): Topic distributed at the end of the session DUE: July 15, 2020

Week Four: Nutrition, Diet, and Dysphagia

Release Date: July 15, 2020

Sabrina Sitkoski (Dietician) & Anne Montana (SLP)

Self Study Work: Pre-Work – Article & Questions


Description of Week:
This week will highlight the role of the Dietician and the importance of diet in the continuum of Parkinson’s Disease. Best practices and recommendations will be provided. To complement the dietician, a SLP will then discuss their role in the management of the patient to achieve adequate nutrition/hydration while maintaining best, safe practices due to Dysphagia.

Objectives:
1. List Two Main Components of the Mediterranean Diet and why they are recommended for people with Parkinson’s Disease
2. Explain what is meant by the phrase “Non-nutritive Food” and provide examples for the clinician
3. Identify how malnutrition affects overall health and it’s ramifications for people with Parkinson’s Disease
4. Identify the role of the Speech-Language Pathologist in the care of patients with Parkinson’s Disease, specifically related to Dysphagia and its impact on nutrition and hydration
WEEK FIVE: SEXUALITY, INTIMACY, AND RELATIONSHIPS

RELEASE DATE: JULY 22, 2020

DR. SHEILA SILVER & JESSICA CONNELLY (PELVIC HEALTH PT)

DESCRIPTION OF WEEK:
Recognized Sex Therapist, Dr. Sheila Silver will discuss the questions many clinicians are asked related to intimacy, but don’t feel they have the tools to answer. She will empower participants by describing tools and resources available to them and their patients. Dr. Silver will then be joined by a PT who will describe the role of the PT in addressing and supporting the unique intimacy needs of patients with Parkinson’s Disease.

OBJECTIVES:
1. Identify the benefits to patients in healthcare professionals asking about intimacy concerns
2. Review the common physical and emotional challenges for Parkinson’s patients and their partners
3. Recognize how sexuality concerns can be addressed in a multidisciplinary way
4. Acquire tools to help patients broaden their physical intimacy options
5. Identify the role of the Allied Health Therapist in the care of the patient’s with Parkinson’s Disease, and the unique needs related to intimacy and relationships

DISCUSSION BOARD POST (OPTIONAL): Topic distributed at the end of the session DUE: JULY 29, 2020

WEEK SIX: CAREGIVERS AND CARE PARTNERS

RELEASE DATE: JULY 29, 2020

DR. JENNIFER GOLDMAN, CHRISTINE LEVY (SOCIAL WORK), & PAMELA PALMENTERA (SOCIAL WORK)

DESCRIPTION OF WEEK:
Our final week will focus on caregivers and care partners. The often unsung hero in the care of individuals with Parkinson’s Disease, and a vital part of the team. Dr. Goldman and a team of social workers will identify tools and resources for the caregivers and care partners to empower themselves in the care of themselves and someone with Parkinson’s Disease.

OBJECTIVES:
1. Summarize common caregiver/care partner challenges and how each interdisciplinary team member may be utilized to help with these
2. Discuss the importance of caregiver/care partner participation in the interdisciplinary team setting
3. Identify methods to gather and track caregiver/care partner outcomes
4. Discuss how each discipline may interact with the caregiver/care partner and what services may be provided by each team member

COMPLETE FINAL REFLECTION AND COURSE FEEDBACK THAT IS POSTED IN THE COURSE FOR THIS WEEK. DUE: AUGUST 5, 2020
**Grading & Conduct Overview**

The learning in this course is built on the ongoing exchange of ideas and information through online, live seminars and discussion board posts on the Academy Learning Portal. The required assignments will be available during the 7 weeks that the course content is available. Students will be required to complete the course satisfactorily the August 5th (one week after live content has ended).

We seek to foster a cordial, collaborative, and supportive learning community. Diversity of opinions, conflicting perspectives, variable experiences and abilities are all respected and encouraged. In order to honor these traits, please conduct yourself with a high level of professional and academic standards within this instructional setting.

Please reflect upon Discussion Board questions with thoughtful answers and non-biased, critical statements of your colleagues’ learning. For students to receive credit for a course and receive a passing grade attendance (6/6 modules) is required on all components of the Live Lectures. Please refer to each module for the specific rubric. Partial CEU credit will be rewarded based on completed modules only. Lecture or discussion content will be made available on demand 2 days after the live date and must be completed before August 5, 2020. Any content that is missed will be recorded and available for download through August 5, 2020.

**Feedback**

Each live web-based module will feature an opportunity for feedback immediately upon completion. Please fill out this information that explicitly asks:

- What went well?
- What could have been better?
- What other details would you like to provide feedback on from this course module?

Upon conclusion of the entire course, we will ask for your feedback as well regarding the course as a whole. Thank you for reflecting on the course as you work through the educational experience.

**Accessibility**

Please contact the Academy if you require special accommodations for this course. Accessible materials and personal assistance are available with at least 45-days advance notice.

**Cancellation Policy**

All cancellations must be in writing. Refunds less a 20% administrative charge will be given until June 17, 2020. The Academy reserves the right to cancel or change any programs for due cause. Cancellation of a program by the Academy will result in a full refund of tuition. The Academy is not responsible for the refund of travel or hotel expenses under any circumstance.