Course Syllabus: 
An Interdisciplinary Therapeutic Approach to Parkinson’s Disease 

On-Demand Course 
September 17 – November 12, 2021 

Shirley Ryan AbilityLab 
355 East Erie Street 
Chicago, IL 60611
CONTINUING EDUCATION CREDITS
Course: 13.0 hours; 1.30 ASHA CEU

LOCATION
Academy Learning Portal

FACILITATORS
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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 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 take an in-depth look at how PD impacts caregivers and their role in this journey and how the interdisciplinary team can support them. Finally, the role of the Neuropsychologist and how their work influences the clinical care of the individual living with PD. Throughout the course, participants will have an opportunity to learn both in and outside of the virtual classroom, discuss cases and best practices when working with the PD population.

Successful completion:
Participants will attend 9 online lectures (total of 11.0 hours – 1.5 hours live and 9.5 hours self-study), one 30 minute Ask the Experts Discussion, and complete 2 hours of self-study activities. The self-study activities for the course will consist of readings, questions, and case studies. The final week (Role of the Neuropsychologist) will be live, but recorded and released on-demand for potential viewing after live presentation. There will be a live optional Ask the Experts Office Hours, as part of the course.
*The Office Hours will not be available for CEU/Contact Hours.*

PREREQUISITES FOR COURSE:
There are no prerequisites for this course. When content is released on September 17, 2021, participants will have access to all foundational course work and the “Getting Started” module.
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, nutritional and swallowing changes, as well how sexuality and intimacy is impacted during disease progression
- Integrate the caregiver point of view in planning a treatment programs for motor and non-motor symptoms of PD

TECHNOLOGY REQUIREMENTS

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

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
- Zoom platform version 5.6.1 or greater
INTRODUCTION: ONLINE INTRODUCTION TO THE COURSE – AVAILABLE SEPTEMBER 17, 2021
JULIE FUITH-COSTA

1. DESCRIBE COURSE LOGISTICS
2. REVIEW SUBMISSION OF ASSIGNMENTS
3. DISCUSS COURSE EXPECTATIONS FOR INTERACTING IN A COLLEGIAL LEARNING ENVIRONMENT

FOUNDATIONAL COURSE WORK (COMPLETE PRIOR TO STARTING SESSION 1 CONTENT)

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 THE CONCEPT OF NEUROPROTECTIVE THERAPY IN PD
Session One: Interdisciplinary Care: Early Stage (recording 90 minutes)
Dr. Jennifer Goldman, Anne Armstrong (OT), Julie Lenkiewicz (SLP), Jillian MacDonald (PT), Dr. Santiago Toledo

Self Study Work – Pre-Work – Article & Questions

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

Session Two: Interdisciplinary Care: Mid-Stage and Late Stage (recording 90 minutes)
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
3. Identify other ancillary services who would be appropriate referrals for a patient in the middle and later stages of Parkinson’s Disease

Self Study Work – Post-Work – Case Study
Participants will complete a Case Study based on a patient with advanced stages of Parkinson’s Disease. Information from today’s lecture will aid in answering the corresponding questions.

**LIVE: Ask the Experts – Office Hours**

**Description:**
During the week of September 27th, we will feature a member of our faculty hosting live “Ask the Experts – Office Hours” from 12:00-12:30 pm (central time). You may log-on live to ask your question, or enter them ahead of time on the discussion board (if you cannot make the live event). We will answer as many as we are able to in the allotted time. The live sessions will be recorded and released later in the week. The Zoom links for the live sessions can be found in the Academy Learning Portal.

**Physical Therapy:** Jillian MacDonald, PT, DPT  
Monday, September 27, 2021 – 12:00-12:30PM (Central Time)

**Occupational Therapy:** Kelcey Bines, MSOT, OTR/L, BCOR  
Tuesday, September 28, 2021 – 12:00-12:30PM (Central Time)

**Speech-Language Pathology:** Julie Lenkiewicz, MS, CCC-SLP  
Thursday, September 30, 2021 – 12:00-12:30PM (Central Time)

**Session Three: Vision and Cognition (recording 60 minutes)**

**Dr. Rimona Weil & Kelsey Watters (OT)**

**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

No Pre/Post Work linked to this module

**Session Four: Nutrition, Diet, and Dysphagia (recording 60 minutes)**

**Nicole Haggerty (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 its 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

SESSION FIVE: SEXUALITY, INTIMACY, AND RELATIONSHIPS (RECORDING 60 MINUTES)

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

NO PRE/POST WORK LINKED TO THIS MODULE

SESSION SIX: CAREGIVERS AND CARE PARTNERS (RECORDING 90 MINUTES)

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

DESCRIPTION OF WEEK:
This 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

No Pre/Post Work Linked to this Module

Session Seven (Live – October 25, 2021 – 4PM Central Time): Role of Neuropsychology in the Interdisciplinary Team when Caring for Those with Parkinson’s Disease

Lauren Piper, Ph.D., Alyssa Shamis (SLP), & Jenna Zander (OT)

Description of Week:
Our final week will focus on the Neuropsychologist and the pivotal role they play in caring for an individual with Parkinson’s Disease, as well as their collaboration with the team. The neuropsychological evaluation and ongoing support that a Neuropsychologist can provide can be seen throughout the stages and progression of the disease. Dr. Lauren Piper will discuss the assessment and treatment piece for patients through the lens of the Neuropsychologist. She will then be joined by members of the team who will use a case-based example of how the results of a Neuropsychological evaluation can affect and shape their treatment plans.

Objectives:
1. Describe the role of the Neuropsychologist throughout the stages of Parkinson’s Disease
2. Discuss assessment and treatment protocols commonly used in Parkinson’s Disease
3. Summarize the impact that Neuropsychological evaluation results and recommendations can have on a team’s overall care and treatment of the individual with Parkinson’s Disease.

Complete Final Reflection and Course Feedback that is posted in the course for this week.

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 8 weeks that the course content is available. Students will be required to complete the course satisfactorily by Friday, November 12, 2021.

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 see our required Code of Conduct.

This course is offered for full credit only. In order to successfully complete this course, all modules must be viewed and all pre/post work must be completed by Friday, November 12, 2021. If viewing modules on-demand, the entire module must be viewed to receive credit for that week.
**Feedback**
Each 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 September 9, 2021. 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.