

Criteria for Movement Education Curriculum

Competency Framework for Movement Professionals

The Parkinson's Foundation uses the **Criteria for Movement Education Curriculum** and **Competency Framework for Movement Professionals** together to establish expectations for Parkinson's-specific movement education and the movement professionals who complete that education.

The **Criteria for Movement Education Curriculum** define the Parkinson's Foundation's expectations for the content and structure of programs and courses that educate movement professionals to work with people with Parkinson's disease (PD). The criteria focus on **what the educational curriculum should include** to reflect current evidence and best practices in Parkinson's-specific movement.

The **Competency Framework for Movement Professionals** defines the knowledge and skills movement professionals should gain through that education and be prepared to apply when working with people with PD. The competencies focus on **what the movement professional should know and be able to do** as a result of the education.

The Criteria and Competencies are organized together across **five standards**. Within each standard, the **Criteria** identify what should be addressed through the educational curriculum, and the **Competencies** identify what movement professionals should know and be able to apply as a result of that education.

Movement professionals are expected to maintain a valid CPR certification while teaching and leading movement for people with PD.

1. Parkinson's Disease: Foundational Information on the Diagnosis, Treatment, and Role of Movement

Criteria for Movement Education Curriculum

The curriculum is designed to provide education on the:

- Fundamental principles of PD, including demographics of the Parkinson's population (e.g., age, gender, race), personal and social impacts, basics of pathophysiology, disease progression and stages, symptoms (including motor and non-motor), cognitive changes, and related neurological diseases.
- Clinical intervention options for people with PD, including medical & surgical management, rehabilitation therapies, psychosocial support, wellness, and movement.
- Importance of the interprofessional care team, including the role of the movement professional.
- Evidence-based benefits of movement for people with PD (health, neurological, physical, social, emotional) and potential barriers (risk of injury, other complications and comorbidities).

Competencies for Movement Professionals

Participants will be able to apply their knowledge of PD to:

- Discuss the range of symptoms and clinical interventions with a person with Parkinson's and their care partners.
- Identify the potential impacts on an individual's quality of life resulting from PD-related impairments, functional limitations, and disrupted social roles.
- Discuss the overall benefits of movement for people with PD.
- Identify, plan, and adjust for potential complications and comorbidities.
- Recognize, manage, and communicate how PD, as well as other comorbidities, can increase an individual's risk of injury and other complications from movement.

2. Screening for People with Parkinson's Disease to Participate in Movement

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The curriculum is designed to provide:

- Education on PD-specific health-risk screening and documentation (e.g., health history, fitness goals, medical release, movement restrictions/contraindications, current/past activity, liability waiver/release) for different movement options prior to participation.
- Instruction on conducting physical screening and/or assessment (e.g., Aerobic, Strength, Flexibility, Balance, Agility, Multitasking) as appropriate for participation in movement.
- Guidance on identifying movement options for people with PD, considering their current fitness level, abilities (e.g., motor, non-motor), safety and health risks, practical feasibility (e.g., location, economics, stage of the disease), and personal goals.

Competencies for Movement Professionals

Participants will be able to:

- Select health-risk screening and/or physical assessments as appropriate for participation in movement.
- Evaluate screening results to determine if a person with Parkinson's is presumed reasonably safe to participate in movement.
- Utilize the screening and assessment results to create a movement sequence.

3. Group/Individual Movement Design for People with Parkinson's Disease

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The curriculum is designed to teach participants how to:

- Develop movement sequences for people with PD that include modifications, progressions, and regressions.
- Create and maintain a safe environment for movement (e.g., facility/home/outdoor fall or trip hazards) by considering PD-specific risks and (if teaching a class) instructor-volunteer/client ratios.
- Cue, teach, model, and break down movement sequences that facilitate safe and effective movement for people with PD.

Competencies for Movement Professionals

Participants will be able to:

- Design movement sequences by:
 - Selecting movement with disease-specific considerations (e.g., extended warm-up, range of motion, attention to heart rate, recovery time).
 - Considering other PD-related factors (e.g., cognitive/emotional, functional skills, activities of daily living) and challenges (e.g., stooped posture, balance/weight-shifting, axial rotation, transitions/multi-directional stepping, gait, rigidity, non-motor symptoms).
- Select appropriate equipment based on the intended movement and implement safety protocols as needed, given PD-specific safety risks.
- **(If teaching a class):** Consider instructor-volunteer/client ratios and accommodations for disease progression (e.g., participation of care partners), including the accommodation of several ability levels within the same class.

4. Leadership for Movement Professionals Working with People with Parkinson's Disease: Human Behavior and Counseling

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The curriculum is designed to teach participants how to:

- Encourage people with PD to move with purpose, while recognizing challenges (e.g., fitness level, impairments, injuries, cognitive ability, disease progression, comorbidities).
- Monitor for safety issues based on PD-specific risk factors (e.g., functional mobility deficits, freezing of gait, orthostatic hypotension, “off” time, dyskinesias, deep brain stimulation [DBS], cognitive impairment, mental health) that can lead to falls or other adverse events.
- Apply behavior change strategies (e.g., goal setting, motivation, building self-efficacy/self-confidence, developing resilience, self-advocacy) to facilitate engagement and program adherence.
- Manage factors impacting legal risk as a movement professional and ways to minimize their risk (e.g., liability insurance, waivers, staying within scope of competency, record keeping, confidentiality).
- Develop engaging interpersonal relationships to foster camaraderie through a sense of community and social support.

Competencies for Movement Professionals

Participants will be able to:

- Teach people with PD to move with purpose, while adapting instruction based on individual capabilities, capacities, constraints, safety considerations, and changes in health status (e.g., fitness level, motor and non-motor symptoms, impairments, injuries, cognitive ability, disease progression, comorbidities, surgeries).
- Apply strategies that promote behavior change (e.g., goal setting, motivation, self-efficacy, resilience, self-advocacy) to facilitate engagement and program adherence.
- Mitigate legal risk and apply their understanding of responsibilities as a movement professional (e.g., liability insurance, waivers, staying within scope of competency, incident reporting, when medical clearance is required or needs to be revisited).
- Facilitate opportunities for peer emotional support among group participants.

5. Interprofessional Communication and Program Development

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The curriculum will:

- Encourage participants to build relationships and collaborate with other health and wellness providers in the community.
- Instruct participants in how and when to refer people with PD to members of the interprofessional care team, including medical, rehabilitation, and psychosocial professionals.
- Support participants in understanding how to leverage existing community resources to help establish or support PD-specific movement opportunities.
- Incorporate timely updates based on evidence-informed research and advances in treatment options.

Competencies for Movement Professionals

Participants will be able to:

- Demonstrate the ability to build and maintain an interprofessional care network, collaborate, and deliver culturally responsive, person-centered care for people with PD.
- Encourage people with PD to visit their physical therapist on a regular basis for initial and re-evaluation.
- Support people with PD in seeking appropriate care from physicians and other members of the interprofessional care team as appropriate.
- Integrate care partners and other support persons into movement sequences to promote safety, adherence, and successful participation.

To learn more, visit [Parkinson.org/Accreditation](https://parkinson.org/accreditation)