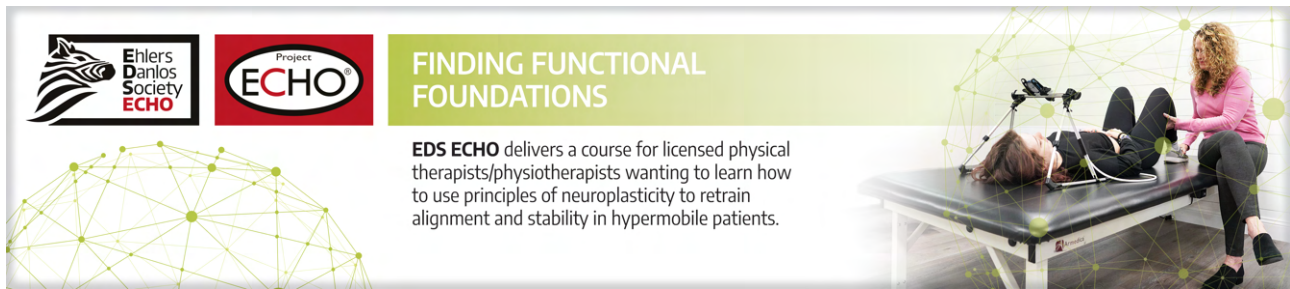


EDS ECHO Finding Functional Foundations

FFF1

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(Course code: FFF1)

EDS ECHO Finding Functional Foundations

FFF1

EDS ECHO is a global program for practicing health care professionals across all disciplines who want to improve their ability to care for people with Ehlers-Danlos syndrome (EDS), Hypermobility Spectrum Disorders (HSD) and associated symptoms and conditions.

Project ECHO® addresses population health in a scalable way — moving knowledge instead of patients via telementoring and collaborative care. The heart of the ECHO model™ is its hub-and-spoke knowledge-sharing networks, led by expert specialist teams. The ECHO model is not “telemedicine” where specialists assume the care of the patient; it is a guided model aimed at practice improvement, in which providers retain responsibility for patients, and gain increasing independence as skills, confidence, and self-efficacy grow.

Finding Functional Foundations

The **EDS ECHO Finding Functional Foundations (FFF)™** course is for physical

therapists wanting to learn how to use principles of neuroplasticity to retrain alignment and stability in hypermobile patients. Using biofeedback and specific cuing methods, this approach retrains the brain allowing patients to improve faulty proprioception,

strengthen deep stabilizers, learn proper physical alignment, and apply those skills to functional movement. This leads to decreased pain and neurological symptoms, and improved function.

The course is taught by [Susan Chalela](#), PT, who has 27 years of PT practice experience, much of that working with hypermobile patients. Susan's clinical practice focuses primarily on cervical instability; however, her approach addresses everything below the cervical spine because a stable foundation is essential for a stable cervical spine. Susan's approach is respected world-wide for its effectiveness in patients with hypermobility, especially for those with cervical instability. [Prof. Leslie Russek](#), PT, PhD, is assisting Susan in running the program to ensure an optimal student/instructor ratio, especially for the lab activities.

Course Aims and Objectives

This course is appropriate for physical therapists who want to integrate neuroplasticity and movement biofeedback into their practice. By the end of this program, participants will be able to apply the principles and techniques of the **Finding Functional Foundations™** approach to managing neuromuscular impairments in patients with HSD/hypermobile EDS(hEDS) through:

1. Applying principles of neuroplasticity to motor learning in people with HSD/hEDS.
2. Utilizing biofeedback strategies to assist patients in developing stable alignment and movement patterns.
3. Integrating safe movement patterns into functional activity training.

The **Finding Functional Foundations** course provides 18 hours of coursework plus course materials and access to Susan's professionally created training videos during the course, including time to complete a **FFF Care Plan Assessment** (see '[Care Plan Assessment](#)').

Participants will receive a **Certificate of Completion** if they 1) are actively engaged in at least 7 of 9 live sessions and view any missed sessions, and 2) successfully complete an **FFF Care Plan Assessment**.

Successful completion of the requirements will entitle providers to advertise that they have been coached in the **FFF™** approach and inclusion in a directory of **FFF™** practitioners on Susan's website. People who complete the program are also able to attend periodic drop-in sessions (minimum of 4 x year) to ask questions or discuss application of the **FFF™** principles.

In addition, participants must have access to some of the key equipment (see '[Equipment Needs](#)') to engage in the lab activities; this equipment is also necessary to fully implement these principles with patients. Participants will need to purchase this equipment.

Course Curriculum and Structure

The course has nine 2-hour sessions across 13 weeks, with three modules of three weeks separated by two-week breaks. Sessions are on the Zoom platform. During the program, participants can also access professionally produced training videos created by Susan, available on the Microburst Learning platform (see '[Demonstration Videos](#)'). Each session will include presentation, demonstration, hands-on lab practice, and case discussion.

Participants must be able and willing to engage in the 'hands-on' exercise activities (i.e., participants cannot just watch or listen). Participant safety screening and accommodations for all movement training will be discussed and applied as they would be applied to patients.

The course covers the following topics:

- The mechanism and importance of neuroplasticity in HSD/hEDS
- Teaching patients more effective proprioception
- Using biofeedback devices to retrain proprioception and motor control
- Applying the 'Alignment Rule of 5' to guide patients through a methodical approach for assessing their alignment
- Applying the 'Movement Rule of 5' to help patients grade muscle activation during the engage, hold and release phase of exercise
- Using a laser to train proprioception and stability
- Applying principles of body awareness and stability to functional activities.
- Identifying precautions and contraindications for specific movements or positions and recognizing when movements are not appropriate.



Susan Chalela



Prof. Leslie Russek

All sessions are led by [Susan Chalela](#) with [Prof. Leslie Russek](#) assisting.

Course Schedule - FFF1

Session	Session Topic	Date and Time Mondays at: 6.30pm – 8.30pm Eastern Time (US & Canada)
1	Posture: Standing, lying down/sleeping, sitting. Posture labs.	Jan 22, 2024
2	Gait, shoes, orthotics. Gait labs.	Jan 29, 2024
3	Finding Neutral Pelvis and engaging deep stabilizers and Isometric 6 way hip for pelvic and hip stabilization using biofeedback. Dynamic Hip Exercises with pelvic stabilization using biofeedback. Biofeedback training labs.	Feb 5, 2024
Two Week Break		
4	Scapulothoracic stabilization using biofeedback stabilizer and upright exercises with same applied principles. Biofeedback training labs.	Feb 26, 2024
5	Head laser biofeedback. Yoga-posture strap. Prone BFS.	Mar 4, 2024
6	Cervical stabilization using pressure biofeedback. Hinge hip. Sidelaying clam. Biofeedback training labs.	Mar 11, 2024
Two Week Break		
7	ADL and IADL (hinge hip), ergonomics, computer/office/car, supports, bracing, WC. Practice labs.	Apr 1, 2024
8	Applying principles of stabilization to using gym equipment and functional activities. Practice labs.	Apr 8, 2024
9	Functional training, accommodations: Pulling it all together.	Apr 15, 2024
	FFF 'Care Plan Assessment' Submission Deadline	May 20, 2024

Please visit <https://www.worldtimebuddy.com> or your preferred time zone converter to confirm the correct start time in your location.

PLEASE NOTE - Session topics and dates are subject to change.

Equipment Needs

Participants must be able to position their Zoom camera so that they can be viewed lying down, sitting, or standing as part of the lab activities. We encourage participants to test arrangements before the first session, so they are not distracted by this during the class.

Participants must have access to the following equipment to participate in the lab activities. Many participants are likely to already own some of this equipment or may be able to use their clinic equipment for the specific labs. Participants also need access to several pillows and space to lie down, sit or stand to perform movement labs.

Equipment list with estimated cost, and which session each is needed for

Equipment	Estimated Cost	Needed for Session
Pressure biofeedback unit: Chattanooga, CoreCoach or other.	\$60	3, 4, 5, 8
Laptop/tablet/phone stand so exercises are hands-free. Click to see picture for example of stand to hold biofeedback pressure gauges	\$29	3, 4, 5, 8
Head laser.	\$15	7, 8
Face cradle, table with face hole or airplane neck pillow for lying prone with neck in neutral.	\$18	4
Small Pilates or similar ball, approx. 6"-8".	\$13	3, 4
10 foot (3 meter) non-elastic strap such as a yoga or mobilization strap.	\$12	3, 5
Resistance band/loops: several strips or 12" loops of varying tension.	\$15	3, 4
2-4" thick foam cushion for balance training; optional air-pad type balance device.	\$21	1, 3, 6, 9
Air pillow type chair back support.	\$25	1, 3, 6, 7, 8
Large gym (Swiss) ball for sitting on (optional).	\$17	1, 5, 8

Demonstration videos available on the Microburst Learning platform

The program includes professionally produced training videos created by Susan. These will be used to present some of the content. During the EDS ECHO course, participants may also access these videos at the Microburst Learning platform: <https://mbtest.microburstelearning.com>. Participants will continue to have access to these videos until the Care Plan Assessment is due.

Safety Concerns

Any exercises or movement activities have potential precautions or contraindications for people with hypermobility, especially people with upper cervical instability. Participants in the course who are hypermobile need to be careful in applying safety screening principles in deciding which exercises and activities are safe for them and their lab partners. Safety screening is an important component of learning these techniques. Engaging in lab activities for purposes of receiving Certificate of Completion does not require performing each movement activity. All participants are responsible for applying safety principles themselves and with any lab partners.

What do I need to bring to the sessions?

Participants will be required to engage in short exercise or movement training activities to help with the practical learning of the FFF principles. These activities may be lying down, sitting, or standing. You may also be asked to teach another participant to demonstrate your understanding of the principles during break out room sessions. Ensure that your environment is adequate for the various activities required during the course. Wear comfortable clothes you can move in. See the list of equipment required/recommended for each session.

Prior to each session, participants will receive an email with instructions regarding equipment needed and any required or optional preparation for that session.

Course Attendance

To receive a **Certificate of Completion** in the FFF approach, participants must attend at least 7 of 9 sessions live, and must view any missed sessions. Please note, refunds are not available if you are unable to complete the course.

Care Plan Assessment

In addition to attending live sessions, each participant must also submit an **FFF Care Plan** describing an 8-session treatment program for one client using the FFF approach. The care plan must use the template provided and include the contents included in the template. Each treatment program will be reviewed by Susan and Leslie to ensure that it accurately reflects the FFF approach. If the treatment program has significant gaps, the participant will be given feedback regarding ways in which it might not have followed the FFF approach. Participants who demonstrate a full understanding of the FFF approach are eligible for the Certificate of Completion in the FFF approach. Participants may revise their **FFF Care Plan** once, if needed, to demonstrate competency.

Course Certificates

- A **Certificate of Completion** is provided to all participants who meet the two requirements described above.
- A **Certificate of Attendance** from the Ehlers-Danlos Society will be provided to participants at the end of the course, even if those individuals have not completed the '**FFF Care Plan**'.

Case Studies

There will be opportunities during the course to present your own client case to get help and insights from the group. This can be a very useful learning experience.

How do I submit a case study for discussion?

Ideally, case studies will relate to the topic of the session in which it is presented. To best match cases with sessions, it is helpful if participants submit cases early in the course. If you have a case study you wish to present, please complete the following [EDS ECHO Finding Functional Foundations Case Study Submission Form](#).

This Submission Form follows the International Classification of Function (ICF) model. Participants unfamiliar with the ICF model can find an overview at the WHO website: <https://cdn.who.int/media/docs/default-source/classification/icf/icfbeginnersguide.pdf>

The Case Study Form also includes an [example](#) showing how a case might be presented.

The sections of the case study are:

- Patient and Case Details, including;
 - Work and Home Demands
 - Brief Medical History
 - Primary Complaints
 - Primary Functional Limitations
 - Psychosocial Issues.
- Clinical Questions, including;
 - Clinical Assessments undertaken
 - Patient Education
 - Supports and Bracing
 - Neuroplasticity Training

Since many patients with HSD/hEDS are quite complex with multi-system involvement, presenters should focus on neuromusculoskeletal and neurological issues so that the case information can fit on the single ICF slide.

Guidelines for submitting your case study

- Your submission must not contain patient identifiable information, and content should relate to the session topic. All information sharing must be HIPAA compliant.
- We kindly ask you not to present cases about yourself or family members.
- As we have an international participation, please avoid abbreviations, and use the generic and not the trade names of medications and medical devices.
- Your presentation should last no more than 10 minutes, to allow for 10 to 15 minutes of discussion.
- You may run your own presentation, or we will run it for you whilst you speak over them and guide us forward.
- Please submit your case study at least 5 days prior to the session.



How do I join the sessions?

We use the teleconferencing platform Zoom. Click on the invitation link / meeting code that we will send you via email. You do not usually need to download Zoom first. It should automatically open on your system and take you straight to the meeting. Remember to 'Allow' Zoom access to your computer/phone audio and camera.

Tips to ensure your experience on Zoom runs smoothly

- Make sure that your computer OS (Windows or macOS) has all updates installed – this insures best performance and lack of conflicts.
- Although Zoom is available for mobile devices, we recommend using your computer or tablet – on your computer or tablet you will be able to view more participants at one time, thus enabling a better interaction with the group.
- Make sure that your virus protection is current – older versions may cause speed and performance issues.
- Please check that you are running the latest version of Zoom (<https://support.zoom.us/hc/en-us/articles/201362393>) and are familiar with the common features such as mute, start/stop, and screenshare – performance and security on the latest version have been enhanced to allow for better performance, and familiarity saves time.
- Make sure that you have recently cleaned the camera lens.
- Check that there is nothing obstructing your microphone device.
- Make sure you can position yourself and your device so that you can be visible during lab activities, which may be lying down, sitting, or standing.



Will I receive a new Zoom invitation before each session?

Yes, we will send you a Zoom meeting invitation a few days before each session. If you haven't received one, you can email us to request it at echo@ehlers-danlos.com.

I am not very tech-savvy. Will there be online help if I run into issues during the event?

Yes, the EDS ECHO administrator will identify themselves at the start and you can direct any questions or technical issues to them at any time.

What time will I be able to get access to the Zoom?

We will allow participants to join the Zoom 15 minutes before the session starts.

Do I need to have my camera on?

We request that you have your camera switched on during the sessions to allow for better interaction and engagement with the group. You must have your camera on during the lab activities, which are an essential component of this course.

Who will be present during each session?

We will have 21 participants dialling in virtually from around the world. We run the EDS ECHO sessions from our US hub, where we will have our program facilitators, Susan Chalela and Leslie Russek, and the EDS ECHO administrator present.

How can I find out the time of the session in my time zone?

The sessions for this course (FF1) last 2 hours and will run at 6.30pm – 8.30pm Eastern Time (US & Canada). Please visit <https://www.worldtimebuddy.com> or your preferred time zone converter to confirm the correct start time in your location.

How do I claim Continuing Education (CE) Credits for a session?

- EDS ECHO has gained 18 *AMA PRA Category 1 Credits™* Continuing Education (CE) credits. for this course.
- After each live session you attend, you will receive an email from EDS ECHO that includes a link for an evaluation form from Project ECHO that you will need to complete.
- On completion of this form, Project ECHO will automatically generate your personalised certificate for that session.
- In addition, you will receive an automated email from Project ECHO that includes a link for your certificate if you ever need to re-download it.
- Please note, this evaluation form (and the ability to claim credits for the session) is only active for four days after the session. Project ECHO will not process submissions after that time.
- PT credentialing bodies tend to accept the AMA PRA Category 1 Credit (alongside evidence of the aims and objectives, and course program) as equivalent. If a participant has doubt whether the course will qualify for CE, they should contact their Board.
- This FAQ document should provide all of the additional information you might need to submit for CEU, but check with your state licensing board to be sure.



Can I have a copy of the presentations and materials from each session?

- The course resources including the session recordings and PDF presentations will be made available after each session at your 'My Account' on the Ehlers-Danlos Society website.
- Please [log in to your account](#) and click the course accordion tile, which will take you to the course hub. You can also access a specific resource by expanding the accordion and clicking 'Read More'.
- Please allow up to 2 days for the latest session content to be uploaded.
- Please note, materials are made available to participants as part of this EDS ECHO program/course. We kindly ask that you do not share the link and password to these resources, and please do not share any of the materials at any time.

How to Contact Us

If you have any questions or need further clarification on anything mentioned above, you can email echoamerica@ehlers-danlos.com and our EDS ECHO Program Coordinators will be happy to assist.

Thank you.

AMA Designation and Disclosure Statement



In support of improving patient care, this activity has been planned and implemented by The Ehlers-Danlos Society and Project ECHO®. Project ECHO® is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.



AMA Designation Statement

Project ECHO® designates this live activity for a maximum of 2.0 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Disclosure Statement

Project ECHO®, in compliance with the ACCME Standards for Integrity and Independence in Accredited Continuing Education, requires that anyone who is in a position to control the content of an educational activity disclose all relevant financial relationships they have had within the last 24 months with an ineligible company.

None of the planners and presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Alan Hakim, MD; Stacey Simmonds; Paul Gardener; Lara Bloom, Prof; Clair Francomano, MD; Susan Chalela; Leslie Russek, Prof;