

Monday, February 2, 2009

12:00 noon

Blue Bird Auditorium, NB-137, Neurosensory Center

Lambert-Eaton Myasthenic Syndrome

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Objectives:

At the end of this presentation, participants should be able to:

- Recognize the clinical diagnosis in patients with both classical and less typical presentations
- Correlate the pathophysiology with diagnostic tests including electrodiagnostic findings
- Compare the clinical and laboratory features of paraneoplastic and primary immunologic LEMS
- Discuss practical and therapeutic management of LEMS patients

References:

- Sanders DB, Juel VC (2008). The Lambert-Eaton myasthenic syndrome. In AG Engel (Ed.). Handbook of Clinical Neurology, Vol. 91 (3rd series): Neuromuscular Junction Disorders. Elsevier BV, Amsterdam, pp. 273-283.
- Titulaer MJ, Wirtz PW, Kuks JB, et al. The Lambert-Eaton myasthenic syndrome 1988-2008: a clinical picture in 97 patients. J Neuroimmunol 2008 Sep 15; 201-202: 153-158.
- Lorenzoni PJ, Scola RH, Lang B, et al. Cerebellar ataxia in non-paraneoplastic Lambert-Eaton myasthenic syndrome. J Neurol Sci 2008 Jul 15; 270(1-2): 194-196.
- Sabater L, Titulaer M, Saiz A, et al. SOX1 antibodies are markers of paraneoplastic Lambert-Eaton myasthenic syndrome. Neurology 2008 Mar 18; 70(12): 924-928.
- Lennon VA, Kryzer TJ, Griesmann GE, et al. Calcium-channel antibodies in the Lambert-Eaton syndrome and other paraneoplastic syndromes. N Engl J Med 1995; 332: 1467-1474.

Target Audience, Needs, Educational Methods, Activity Evaluation:

Physicians, residents, fellows, and other healthcare professionals need to be updated about new advances in the clinical and research areas for the diagnosis, treatment, and management of patients with neurological disorders. Educational methods will include lectures, case presentations, audio/video presentations, and questions & answer sessions. Participants will be asked to complete an activity evaluation.

Accreditation/Credit Designation

Baylor College of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. Physicians should only claim credit commensurate with the extent of their participation in the activity.