HOUSTON Methodist SUGAR LAND HOSPITAL

A Paradigm Shift in Patient Education
Are We Making Cueing Too Complicated?

Speakers:
Ciara Burgi, PT, DPT, OCS, SCS, FAAOMPT, CSCS, PES
Marie Charpentier, PT, DPT, OCS, SCS, FAAOMPT, ATC, LAT
Christina Gomez, PT, DPT, OCS, SCS, FAAOMPT, CSCS
Adeeb Khalfe, PT, DPT, OCS, FAAOMPT, CSCS

Combined Sections Meeting
San Antonio, TX
February 18, 2017

1. Background
    a. Importance of communication
        i. How does what we say, and how we say it, affect our patients?
    b. Motor performance vs. motor learning
        i. Different stages of learning
    c. Roles of the PT & roles of the patient
    d. Components of instruction
        i. Verbal and visual cueing
        ii. Observing novice and expert performance
        iii. Goal
2. Internal vs. external cueing
    a. Current practice
        i. Constrained action hypothesis
    b. Internal cueing
        i. Movement outcome vs. movement form
        ii. Feedback type vs. feedback frequency
        iii. Muscle vs. joint focus
        iv. Limitations
    c. External cueing
        i. Overview
        ii. Feedback frequency
        iii. Limitations
3. Athletic performance
    a. Sport skill acquisition
        i. Sprinting
        ii. Object manipulation
        iii. Accuracy
    b. Athletic testing
        i. Power testing
        ii. Strength testing
        iii. Agility testing

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4. Case scenarios
    a. Young athlete learning new lifts
        i. External cue
        ii. Internal cue
        iii. Common lifts
            1. Deadlift
            2. Clean and variations
            3. Snatch
    b. Long distance runner
        i. Common running movement dysfunctions
        ii. Is strengthening enough?
            1. Neuroplasticity training

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