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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