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Updated 9-7-22

Type Registration	Definition	Price
Group rate	Register 20 or more	$60
Individual Rate	Single Registration	$120

Course # **Course Title**

Webinar Date

Name Discipline

Facility

Home Mailing Address

City State Zip

Daytime Phone Fax

E-mail Address for Confirmation (will not be shared or sold)

Webinar Cancellation Policy: Motivations, Inc. reserves the right to discontinue or reschedule a course from our listing of options. Should you have already registered, you will receive a full refund. Participants may receive a full refund when requesting cancellation 24 hours prior to the webinar. After that time, a credit for a future Motivations event may be awarded.

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National Credentials
Motivations Inc. works with the following CEU approval sources.
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TPTA Texas Physical Therapy Association

Provider Reports CE/CME to cebroker

APTA Arkansas

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WEBINAR
#7180 Gait Analysis & Gait Training: Painful Musculoskeletal Syndromes

Instructor: Damien Howell PT, DPT, OCS

Audience: Physical therapy, Physical therapy assistants, Athletic Trainers

Intermediate level

Offered Live or Recorded
12 hours or 12 CEUs or 1.2

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SUMMARY: If pain occurs when walking/running, then observation and analysis of walking/running is required. Complete analysis with real-time symptom modification approach can be fun by providing significant individual case level evidence of effective, efficient, enhanced patient centered care to solve client's problems and improve and enhance existing clinical toolkit for diagnosis and intervention of painful musculoskeletal syndromes. This course will utilize smart phone video technology slow motion analysis to identify appropriate external focused verbal cueing during gait training for improved accuracy of motion analysis. Learn how to proactively identify potential side effects, unintended consequences of chosen interventions (gait training, wearables, shoe/orthotic intervention, & adaptive equipment).

Presenter: Damien Howell PT, DPT, OCS is experienced in academic, clinical, and continuing education teaching. His graduate studies were at University of Pennsylvania; Virginia Commonwealth University; and Washington University St. Louis with Academic appointments at Indiana University and Virginia Commonwealth University. As an active clinician, he is eager to share what he has learned from his extensive clinical experience. He has presented this material in a 6-hour live seminar format to over 800 healthcare professionals. He has held professional leadership roles with the American Physical Therapy Association, Virginia Physical Therapy Board, and Virginia Board of Health Professions. Recipient of Virginia Physical Therapy Association Jack Echternach Research Award; APTA State Legislative Leadership Award; Virginia Physical Therapy Association Beb Cash Award for Clinical Excellence.

Objectives: Upon completion of this course, the participant will be able to:

1. Identify indications, benefits, and barriers to the use of two-dimensional video (smart phone) slow motion analysis.
2. Describe how to record, analyze, store, and retrieve video data which can improve the validity and reliability of gait analysis and slow-motion video analysis of client.
3. Identify the application of a clinical reasoning process of symptomatic modification procedure as applied to gait analysis and gait training.
4. Identify the use of working hypothesis during evidence-based practice with individual client to explain why problem(s) exists and/or to justify choice of intervention.
5. Recognize at least 15 common qualitative gait deviations which may be correlated with painful musculoskeletal syndromes and potential interventions and/or verbal cues to alter gait deviation and modify pain symptom.
6. Recognize at least 15 qualitative gait deviations which may be correlated with neurological syndromes and possible interventions and/or verbal cues to alter the gait deviations.
7. Propose a process of selecting which of multiple gait deviations to alter/modify symptoms, prevent injury, or improve performance first.
8. Given the region of pain (spine; hip/pelvis; knee; lower leg; foot; & status post joint replacement) and/or tissue diagnosis, list potential gait deviations for each region of pain and/or tissue diagnosis you might expect the client to demonstrate.
9. Describe clinical reasoning process of when an observed gait deviation or automatic gait compensation when walking/running should be allowed and encouraged as opposed to altered/modified.
10. Describe a progression or sequence of cueing, coaching, and learning opportunities for the client to perform and learn to move in a new way, which is considered less deviant.
11. Describe with in session symptom modification procedure(s) to alter gait deviations using verbal cues; wearable feedback devices; adaptive equipment; shoe/shoe inserts; and or controlling the environment.
12. Describe concepts of psychomotor domain performance versus psychomotor domain learning including at least the following: knowledge of performance vs results; focus of attention extrinsic vs intrinsic; sensory feedback (visual, auditory, and/or kinesthetic); pain or no pain; when to provide feedback (continuous vs occasional); placebo vs nocebo verbiage; focus on clients' strength vs weakness; metaphors/analogies; and distributed practice vs massed practice; random practice vs blocked practice; and whole skill vs part of skill.
13. Given at least 15 gait deviations list verbal cue(s) designed to alter the gait deviation which are: addressing client's expectations; individualized to clients preferred learning sense; facilitates autonomy; specific; short; includes an image (analogy); is internally focused; is externally focused; and if possible, uses implicit learning practice.
14. Describe potential side effects, unintended consequences of potential interventions for identified gait deviations

FORMAT: This is a 12-hour course equivalent to 12 or 12 or 1.2 CEUs offered as a live or recorded webinar. Instructors present this course content via an internet website displaying real time power points. Learners will receive a PDF of the course materials before the event. Instructors lecture through a phone conference call connection or your computer if you have audio capability on your computer. Questions may be asked during the webinar using the chat feature or the "raise hand" feature for live discussion.

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For course dates, times and registration, please visit: www.motivationsceu.com

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PT CEU's: Motivations Inc is an approved provider of Physical Therapy continuing education by Texas Chapter of the American Physical Therapy Association, ILDPR- Illinois Department of Professional Regulation Approved PT CE Sponsor, NY- New York State Education Department, Office of the Professions. Physical Therapy Board of California. Many state boards recognize these for pre-approval.
ATC CEU's: Motivations, Inc. is approved by the Board of Certification, Inc. to provide continuing education for Athletic Trainers. This program is eligible for a maximum 12 Category A hours/CEUs. ATs should claim only those hours actually spent in the program.

Agenda:
Pre-Study for each Part: Plan to read the course materials, references and review the post test before the start time. Also please be prepared to share patient case study related question during the discussion time. (Allow 30 minutes for these study tasks)

Schedule	Timed Agenda Course Contents:
Part 1 2.0 Hours	Introduction; goals of motion analysis; benefits/barriers (smart phone); tactics/techniques to 2D slow motion video; software apps; editing; privacy; sequencing
PART 2 2.0 Hours	Definition of gait deviations/compensations, associated pain syndromes Introduction of symptom modification real-time analysis
PART 3 2.0 Hours	Location of pain and/or tissue diagnosis and associated gait deviations progression of symptom modification real-time analysis
PART 4 2.0 Hours	Interventions verbal cueing, adaptive equipment, shoes/shoe inserts, and/or controlling the environment; discussion of side effects of interventions

Post-test for each Part: Research, identify, and submit your post test question answers on the online form. This is an open book test you can take multiple times if needed to obtain the 70% score (Allow 30 minutes for these completion tasks)

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