

Integrated Patterns of Movement Exercise Implications & Rehab Opportunities

***Online Multi-Media Continuing Education Course
PT, PTA, OT, COTA, ATC, DC & NDs
5 Hours—CEUs, Free***

Course Description

This online multi-media course focuses on the application and utilization of integrated movement principles in an orthopedic rehab setting. By combining approximately 3 hours of written text with 2+ hours of video recorded movement labs (65% observational lab & 35% participation), we've created a high quality, fun & interactive home study program.

Course Objectives

At the completion of the course, participants will be able to:

- **Explain** the relevance of *Regional Interdependence* and *Relative Flexibility* concepts when working with people with repetitive stress injuries.
- **Define** *Global & Differentiated* movement patterns and give one example each from lower extremities, upper extremities and spine.
- **Explain** the importance of the *Specificity Principle* & the *Transfer Principle* when prescribing exercise for motor control purposes.
- **List** two examples each of when *External* or *Internal Attentional Focus* should be utilized in rehab.
- **Enumerate** the four *Principles of Optimal Movement* and give one ortho-related clinical example of a 'mistake' relating to each principle.
- **Describe** the two major differences between *Static & Dynamic Integration* concepts.
- **Apply** the five *Principles of Informational Exercise* to clinical practice for improved outcomes.

Course Outline

The course is comprised of 7 chapters, representing 7 main themes:

Chapter 1—Our Professional Identity revolves primarily around the movement system—we are the experts in health care when it comes to assessing and optimizing the joint, ligamentous and muscular aspects of movement. However, progress can still be made when it comes to our ability to *define optimal movement*, to *recognize inter-relationships* between various body regions, and to train the *neural control aspects* of movement.

Chapter 2—Bodies are Integrated and we should be *teaching integrative movement* and *training synergistic muscle patterns*—either instead of or in addition to prescribing individual muscle stretching or strengthening exercises.

Chapter 3—Language that describes integrated relationships is proposed—designating relationships as global or differentiated assists us in recognizing and naming the *pattern at fault*, as well as prescribing the appropriate exercise or the accurate *corrective pattern*.

Chapter 4—Evidence to support integrated movement concepts and various *movement training strategies* is provided—studies, articles, motor control theories, and specificity/transfer principles are highlighted.

Chapter 5—Principles of optimal movement can be observed, articulated and justified—then taught to our patients as a means by which they can *gain control of their own musculoskeletal well-being*.

Chapter 6—Static or dynamic integration principles are the *differing choices* or *competing visions* of how the body works—this course suggests a paradigm shift, moving past static ‘origin and insertion’ thinking and evolving to something more dynamic, more organic and much more effective.

Chapter 7—Techniques for training movement, or *principles of informational exercise*, are suggested based on tools drawn from various *experiential movement systems*—and backed up by the evidence supplied in chapter four.

About the Instructor

Gordon Browne is a Physical Therapist with 25+ years of clinical experience in outpatient orthopedics and manual therapy. With a lifelong passion for movement, he has modified and medically articulated the clinical use of various integrated movement systems; the Feldenkrais Method®, Yoga, Pilates and Tai Chi. Lecturer for 15+ years and author of two books; “A Manual Therapist’s Guide to Movement” and “Outsmarting Low Back Pain”.