Title of Activity: Attentional focus and motor learning

Identified Gaps: Small differences in the wording of instructions to patients can have a substantial impact on movement effectiveness and efficiency, as well as the motivation for more practice. The benefits of a focus of attention on the external effects of one’s movements, rather than on the muscular activity or motion of the joints involved in producing movement (an internal focus) have consistently been shown to improve both motor performance and learning. The subtleties of effective attentional focus instruction have been slow to penetrate clinical training or practice in physical, occupational, and speech motor therapy, yet can be central in facilitating movement for those with neurological conditions and other rehabilitative needs.

Speaker Names and Credentials: Gabriele Wulf, PhD, Rebecca Lewthwaite, PhD

Target Audience: Beginner Intermediate Advanced X All Levels

Purpose/Goal: (write as an outcome/objective statement, e.g. "The purpose of this activity is to enable the learner to…..” or “At the conclusion of this activity, participants will be able to…”

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT (Topics)</th>
<th>TIME FRAME</th>
<th>PRESENTER</th>
<th>TEACHING METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>List learner’s objectives in behavioral terms (e.g. learner will be able to describe, discuss, identify, etc.)</td>
<td>Provide an <strong>outline</strong> of the content for each objective. It must be more than a restatement of the objective.</td>
<td>State the time frame for each objective</td>
<td>List the Faculty for each objective</td>
<td>Describe the teaching methods, strategies, materials &amp; resources for each objective</td>
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</tbody>
</table>
| 1. Participants will be able to identify the distinction between an internal and external focus of attention | **Definition**  
Review of research findings:  
- Movement effectiveness  
- Movement efficiency  
- Focus of attention | 50 min | Gabriele Wulf, Ph.D. | Lecture and slide presentation |
| 2. Participants will be able to identify the effects of different attentional foci on motor performance and learning | **Review:**  
Constrained action hypothesis  
- Definition Application | 20 min | Gabriele Wulf, Ph.D. | Lecture and slide presentation |
| 3. Participants will be able to phrase instructions and feedback in a way that enhances patients’ motor proficiency | **Discussion:**  
- Clinical applications | 20 min | Rebecca Lewthwaite, Ph.D. | Discussion |

**Total Minutes _____ divided by 60 = ______ contact hour(s) (total to be completed by BRH staff)**

Content for this educational activity was chosen from:

- Information available from the following organization/web site (organization must use current available evidence within past 5 - 7 years as resource for readers; may be published or unpublished content; examples – Agency for Healthcare Research and Quality, Centers for Disease Control, National Institutes of Health):
Information available through peer-reviewed journal/resource (reference should be within past 5 – 7 years):

Clinical guidelines (example - www.guidelines.gov):

Expert resource (individual, organization, educational institution) (book, article, web site):

Textbook reference:

Other:

An "X" in the box below serves as the electronic signature of the Nurse Planner completing this Educational Planning Tool and attests to the accuracy of the information given above.

[ ] Electronic Signature (Required)  Date ________________