Preparing to Teach a Workshop

Topic
You might choose a population-type that you’re working with and feel like an expert about.

Popular topics include low back, pain, hip, joint replacement, neck, shoulder, hip/knee, gait … almost anything orthopedic, and anything ‘advanced’.

Do not choose the name of a technique unless it’s “for’ one of the above issues. Straight techniques (Ai Chi, Burdenko, Bad Ragaz, Feldenkrais, Watsu, etc) don’t ‘sell’. Ai Chi for Hip and Back, Feldenkrais for Cervical Spine, etc have better draw.

Think about using a word like treatment, dysfunction, issues, tools, techniques, protocol, etc in the title.

Your presentation is a gift from you.

Choose a Title
Make it catchy but make sure it appeals to your target market. In aquatic therapy we want to appeal to therapists who are working with patients. They want clinical, billable information.

Description
Make the description in-depth and interesting. It could include:

- What topics you’ll cover in lecture (and single one or two topics out with a statement about them)
- Techniques or treatments you’ll use in the pool lab – explain what you’ll do
- Benefits of the pool lab – how they’ll benefit from trying the pool exercises
- What problems this course will solve for attendees as they work with their patients
- Who should take the course
- Information they should already know before taking the course
- What kinds of patients you’ve used this with
- What level of involvement are the patients
- Show how your presentation can make a difference in the attendee’s life.

Objectives
Make a list of what you want to achieve with your course. Terms like ‘learn’ or ‘know’ don’t cut it with continuing education approval organizations. Use any of the following terms and you’ll be fine:

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<th>Adapt</th>
<th>Certify</th>
<th>Confirm</th>
<th>Design</th>
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<td>Analyze</td>
<td>Chart</td>
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<td>Apply</td>
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<td>Categorize</td>
<td>Conclude</td>
<td>Describe</td>
<td>Extrapolate</td>
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Content for Lecture
Make your presentation practical and action-oriented.
Why each exercise is used – what are the benefits
Why exercises are in the order they’re in
Have references on handout but don’t discuss. Everything should be evidence-based.
Give one or two case studies or stories to reinforce important points.
Give alternate uses of exercises and ‘this is why’.
Explain patient and practitioner positioning and why.

This is more than information – it is you telling what you have learned. People remember ideas, not words, and they remember messages, not facts.
80 – 90% of communication is non-verbal – tell your stories, don’t read them.
Tell why you get excited about this topic.
Involve the attendees.

Content for Pool
Be aware that the pool portion of your course may come first because of pool scheduling – plan to work with it.
Spend enough time on each exercise to explain how it should feel, any modifications that could be tried, and progressions for higher level clients. Show – don’t just tell – have attendees try it.
Compare each exercise to patient difficulty and application
Do NOT lecture at the pool except while the attendees are trying exercises
Cue and show hand placement, equipment placement, body positioning and explain why it works