Practical Pain Science

Getting the Most Out of Learning

- [ ] *#1 - Describe your* learning in terms of updating your internal models. Use examples of how you learn and update what you know.

- [ ] #2 - Rank these sensory channels from most precise to least precise

  (1 Least Precise – 4 Most Precise)

  a. Tactile (touch) -
  b. Vision -
  c. Hearing -
  d. Proprioception (bodily position) –

- [ ] #3 - Describe how features of a health education strategy link to principles that can influence neurotag changes.

- [ ] #4 - Write a single strategy to plan on how you will maximize the intensity of your effort, and use focus-diffuse pairing, to complete these modules.

- [ ] #5 - Without looking back to what you wrote before, rewrite your strategy plan here. Add to your plan how you will integrate *repetition and recall*.

- [ ] #6 - Reflect for 3 minutes on your own learning preferences, then read and answer these questions out loud.
  a. Do I already use any of these tactics?
  b. Could I use any of them more effectively than I do already?
  c. What is the best time and the best place for me to learn these modules?
  d. Could I do a set period of focused effort and then go for a 15 minute walk?
  e. Should I listen to music while I walk? Should I walk with someone? Would it be helpful to explain as much of the material as I can remember to my partner?
  f. Why did I answer those questions in the way I did?

- [ ] #7 - Reflect on these questions. Answer them out loud.
  a. Have you heard an expert use these phrases?
     i. 'Move despite pain', 'hurt does not equal harm', 'learn to live with pain', 'pain is unavoidable but suffering is optional'
  b. How would you *feel* if asked them to explain these things to a patient with chronic pain?
  c. Viktor said *"I know some people just need to get on with it, but my pain is definitely NOT in my head'*
     i. What internal models might Viktor have about pain in general?
     ii. What internal models might Viktor have about the people who just need to 'get on with it'?
     iii. How are those internal models different from Viktor's models of his own pain?
     iv. What new data might you offer to update those models?
     v. How would you increase the likelihood that this approach will work?

- [ ] #8 - Describe pain education using the terms 'internal models', 'predicted data', 'actual data', 'mismatches' and updated models
  - How would you ***describe*** pain science education?

  - Describe your reservations about teaching consumers about how pain works?

- Describe a time when your attempt to teach a patient something new about their pain went horribly wrong.

- Identify something about YOU that contributed to it going wrong.

- Identify something about THEM that contributed to it going wrong.

- Identify something about the content that contributed to it going wrong.

- How did you feel at the time?

- How do you feel now, remembering it?

☐ #9 - Reflect on the last time you twisted your ankle or sustained an injury. Remember how sensitive it was to mechanical load.
- Remember what it was like to poke it?
- Do you think the pain reflected the tissue becoming more damaged?
- What is the benefit of a system that winds up mechanical sensitivity so rapidly and excessively in the presence of inflammatory molecules?

- How can you use your understanding of the effect of injury & inflammation on nociceptors to facilitate recovery from acute injury/surgery?

☐ #10 - Reflect and respond to the following statements and questions:
- Practice explaining (out loud alone or to another person) the effect of Pain System Hypersensitivity using one or more metaphors.
- Practice answering these questions, which you might get from patients (these are difficult!):
- My pain is getting worse. How is this over-protecting me?
- My pain is spreading. Does this mean my body is breaking down?

- I am noticing some sensitivity on the other side now – is this because I am favoring it?

- [ ] #11 - How does persistent pain *prevent* full recovery?

- [ ] #12 - Ponder the image. Follow the lines from the outside images until you reach the 'Protectometer'

Spend time on this!

- [ ] #13 - Read through this list again. Place each factor, in one of the following categories:
  a. Current environment
  b. Past experiences
  c. Beliefs
  d. Behaviors
  e. General health

- [ ] #14 - Describe how features of a health education strategy link to principles that govern the influence of neurotags.