

The Message Educator

issue 4, 2010

>1,000 The number of message program instructors who have participated in free ABMP Instructors on the Front Lines workshops as of October 1, 2010.

Created by Associated Bodywork & Massage Professionals • philosophy for instructors



SHIFT THE "I CAN'T" PARADIGM

TEACH THREE KEY SKILLS FOR STUDENT SUCCESS WITH RESOURCES FROM ABMP

Teachers frequently report hearing students say, "I just don't have a good memory, so I can't learn all these details," "I just can't schedule time to study—activities always seem to run away with me," or "I can't concentrate well, so it's impossible for me to sit through lectures." Students often view these as things they can't change. They believe that—unless born with these capacities—it's impossible to succeed in developing them. As their instructors, we can play an important role in shifting this paradigm and help students improve their academic performance and the overall quality of their lives.

To shift this thinking, plan to demonstrate early in your curriculum that it is possible for students to develop three key skills: memorization, time management, and concentration. ABMP has prepared kits that offer the materials you need. You can find our in-depth Student Success Guide (for students) and companion Student Success Curriculum (for instructors) at www.abmp.com, along with Student Success Resources (located under the "Career Development" tab).

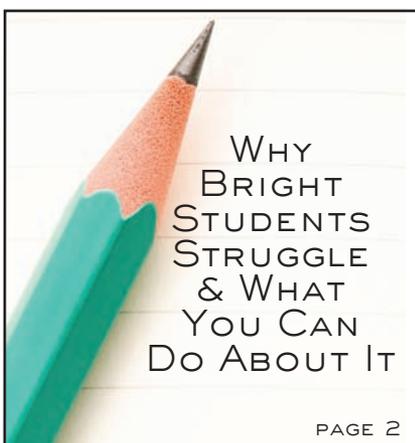
1. IMPROVE STUDENT MEMORY

To successfully memorize information, we interpret incoming data, store it for use in the future, and recall it when necessary. Students who first understand how memory works, including the types of memory and factors that impact it, are more likely to develop study skills that help them absorb information. The explanations and study aids offered by ABMP in Topic 6 of the Student Success Guide and Curriculum can help students cut down their overall study time and improve their information recall. Here are some ideas: When asking students to memorize challenging material, prepare them using the activities in ABMP's PowerPoint presentation, and require students to arrange their notes using our graphic (and memory-enhancing!) organizers.



seeds of success

Many students have come to message training programs with educational histories that have seeded negative beliefs about their ability to succeed in school. To encourage a successful journey this time around, ask students to write a journal entry or make a collage that expresses their plans for developing good habits and making the right choices. By helping them envision what it might take to achieve their goals, we can plant seeds of success.



CONTINUED ON PAGE 3

Why Bright Students Struggle & What You Can Do About It

TIPS FOR OVERCOMING TEST ANXIETY

If you see sweaty palms, fidgeting, looks of confusion and dread, and even excessive yawning in your students just before an exam, they may be suffering from test anxiety. While it is common for students to experience anxiety before quizzes and exams, if they arrive sufficiently prepared and armed with test-taking strategies, their scores can improve significantly. Let's look at some ways you can prepare students to overcome nervousness and earn the scores you know they deserve.

GOOD NOTES YIELD GREAT SCORES

When you provide students with methods for taking notes from lectures and textbooks, you bring structure to what can otherwise be a haphazard—and nerve-wracking—process of preparing for an exam. The forms provided at www.abmp.com can help students identify what to focus on when listening

"The task of the excellent teacher is to stimulate apparently ordinary people to unusual effort."

—K. Patricia Cross

or reading, remind them to gather specific types of information, and integrate notes taken from various sources in one place. Have students turn in cleaned-up, rewritten notes as homework exercises. With thorough, well-organized notes, they have a solid foundation to build on during the studying process.

STUDY RIGHT TO TEST WELL

Students can gain the confidence to relax on exam day by feeling thoroughly and methodically prepared. They will learn best if they study chunks of information over a period of time, such as one chapter a day for four days. Plus, building in adequate time to review material repeatedly will help them recall the right answers faster and more effortlessly. Before a particular exam, you can use the ABMP Exam Preparation Form to help students organize and plan their study sessions ahead of time, so they aren't cramming and then sleepless with worry on the big day.

APPLYING STRATEGIES FOR SUCCESS

Without basic test-taking strategies, students can unknowingly sabotage their score. For example, many students fail exams because they don't read the directions carefully. Strategies include first answering the questions they know to warm up their brains and develop the confidence they need to tackle the tough topics. It is also worthwhile to

CONTINUED ON PAGE 4

PARADIGM CONTINUED FROM PAGE 1

Section Two: Study Skills for Success

Topic 4: Time Management and Organization

Time Management Tips

- Write monthly, weekly, and daily schedules.
- Look ahead—schedule down time.
- Make daily to-do lists and don't allow your self to procrastinate.
- There are 168 hours in a week and 56 of them should be devoted to sleep.
- Plan one hour of study time for every hour of class time weekly.
- Plan for the unexpected.

In manage school, students are expected to attend class and complete our side course work. Students often find they must sharpen and refine their time management skills in order to balance school, homework, job, family, and social obligations.

How Do I Spend My Time Now?

Learning how to schedule effectively can feel time-consuming at first, but scheduling ultimately saves time. Time management puts you in control of your own time, rather than letting time control you. Successful time management eliminates cramming for tests and reduces test anxiety. It promotes repetition, over-learning, and assignment completion. To manage time, you must first understand how you currently spend your time. Review the sample Time Tracker form (Worksheet 4-1) on the following page, filled out by Karen. Think about her work and complete the blank Time Tracker form (Worksheet 4-2) for your own life. Pay close attention to the results and, using the analysis of Karen's work as an example, determine where you could use time more efficiently.



Time Tracker Form (Sample: Karen's Week)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
7:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
8:00 a.m.	Commute to school	Sleep	Sleep				
9:00 a.m.	School	School	School	School	School	Sleep	Sleep
10:00 a.m.	School	School	School	School	School	Sleep	Sleep
11:00 a.m.	School	School	School	School	School	Check house	Sleep
12:00 p.m.	School	School	School	School	School	Check house	Sleep
1:00 p.m.	School	School	School	School	School	Check house	Sleep
2:00 p.m.	School	School	School	School	School	Check house	Sleep
3:00 p.m.	School	School	School	School	School	Check house	Sleep
4:00 p.m.	School	School	School	School	School	Check house	Sleep
5:00 p.m.	Commute to work	Watch TV	Watch TV				
6:00 p.m.	Work	Work	Work	Work	Work	Dinner with girls	Watch TV
7:00 p.m.	Work	Work	Work	Work	Work	Dinner with girls	Watch TV
8:00 p.m.	Work	Work	Work	Work	Work	Movie	Watch TV
9:00 p.m.	Work	Work	Work	Work	Work	Movie	Watch TV
10:00 p.m.	Work	Work	Work	Work	Work	Dance	Sleep
11:00 p.m.	Commute to work	Dance	Sleep				
12:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep	Dance	Sleep
1:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep	Dance	Sleep
2:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep	Dance	Sleep
3:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep	Dance	Sleep
4:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
5:00 a.m.	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep

If we analyze Karen's use of time, we see that she gets up, goes to school, comes home, watches TV, and then goes to work. On the weekends, she spends time with friends and family. Karen has Fridays off from school, and she considers this her study day, but in fact, she only gets three hours of study completed. This study schedule forces Karen to cram for tests and she often turns in assignments late. Karen loves her afternoon soap operas and doesn't want to give up TV, but if she doesn't rearrange something, her grades are likely to be very low. If Karen wants to do well in school, TV time will have to be minimized.

2. INCREASE TIME DEDICATED TO STUDYING

Students quickly find they must sharpen and refine their time management skills in order to balance class, work, homework, family, and social obligations. Students who demonstrate good time management are more likely to complete homework, prepare for quizzes, and score high on practical skills checks. It's not enough to tell students, "Get a day planner and manage your time," because many students have no idea how to use a personal calendar effectively. Instead, teach time management in the classroom and offer activities designed to help students learn to organize their lives. ABMP offers ideas and materials in Topic 4 of the Student Success Guide and Curriculum. For example, students can fill out a form to track how they currently spend their time. Many are surprised at the number of hours they spend watching television or commuting. Once students know how they currently are spending their time, they are better able to allocate more time to schoolwork.

3. ENHANCE THEIR CAPACITY FOR FOCUS

Everyone has had the experience of sitting down to read and realizing, after

a page or two, that our minds have wandered away. Being able to maintain a high concentration level contributes to effective learning and is a skill that can be taught. To increase your students' ability to concentrate, teach them various prompts and skills for overcoming the biggest obstacles to concentration. As you teach these methods, the self-evaluations and exercises ABMP offers in Topic 9 of the Student Success Guide and Curriculum can help each student understand his or her current concentration level and apply the enhancement technique that works best.

RESOURCES THAT CAN MAKE ALL THE DIFFERENCE

ABMP has prepared kits that offer the materials you need to teach these three key skills, including lecture notes, PowerPoint slides, classroom activities, discussion topics, and comprehension checks. You can also download a variety of formats students can use to graphically organize their notes—which is an important aspect of enhancing memory and concentration. If your school is a member of ABMP, you have free access to these materials at www.abmp.com. To find out more, email ABMP's School & Instructor Liaison Taffie Lewis at taffie@abmp.com.

ARE YOU LIABLE?

What Instructors Need to Know

Many massage educators believe their institutional liability policy covers all administrators, instructors, and students in all situations. But depending on how the policy is written, this may or may not be true. Injuries inflicted by an instructor on a student account for the highest insurance payout on record at ABMP. Faulty equipment set up, inappropriate technique, and failure to identify contraindications can all lead to serious injury. It is important to review your school's policy carefully. Here are some examples of variability between policies. Your school's policy may:

- Only provide coverage if the school is named in a suit, but not if individual instructors or students are named

- Cover negligence, but not general liability
- Be limited to on-site activities and not cover internships or activities outside of school, such as continuing education classes.

More than likely you should hold your own liability insurance. As a Certified, Professional, or Practitioner member of ABMP, you can protect yourself if you are named individually in a suit anywhere you work: in a private practice, or as an employee, teacher, or continuing education provider. For more information, contact ABMP at 800-458-2267. 🍏



REFRESH AND REINVIGORATE YOUR CLASSROOM PRESENCE

EVENTS THAT CAN TAKE YOUR TEACHING TO THE NEXT LEVEL

Feeling overwhelmed by student needs, classroom conflicts, and lesson plans? Connect with other educators to share ideas, challenges, and best practices. Here are two great events to attend.

15TH ANNUAL ABMP SCHOOL ISSUES FORUM DENVER, COLORADO, APRIL 14–16, 2011

The inaugural Instructor Training Program at last year's School Issues Forum inspired ABMP to offer this special program again. Participants will learn ways to create learning environments that improve student performance. In addition to walking away with concrete tools to implement immediately, attendees earn NCBTMB-approved continuing education credit. Send questions and requests for more information to Kathy Laskye at kathy@abmp.com.



AMERICAN MASSAGE CONFERENCE ATLANTA, GEORGIA, MAY 20–22, 2011

ABMP is pleased to be the Global Education Sponsor for this inaugural national conference. Join ABMP President Les Sweeney and Director of Education Anne Williams to stay current with what's happening in the profession. Be sure to visit ABMP at booths 11 and 12.

WHY BRIGHT STUDENTS STRUGGLE CONTINUED FROM PAGE 2

finish high-point questions first on timed exams. Students can learn to underline important words, cross out multiple-choice answers they know are wrong, and jog their memory by asking themselves questions about the material. They can eventually arrive at the correct answer by simply asking themselves what they know about a topic. And strategic guesses are better than leaving things blank.

POWERFUL PRETESTING RITUALS

Incorporating a pretesting ritual on exam day can help students feel alert and relaxed. One example from the ABMP Student Success Curriculum raises everyone's energy and also helps warm up their minds. Standing in a circle, each student chooses a simple body movement, such as a clap, kick, bend, or facial expression. The first student introduces his or her movement, and all the students then repeat the movement. When all students have added their movements, everyone has fun trying to remember all the ones that came before. You can also ask students to close their eyes and take in a long, slow breath. Encourage them to focus on their breathing and let the tension drain out of their shoulders, necks, and faces. Together, say, "I am mentally, emotionally, and physically ready to take this exam."

You can find more affirmations and other advice for "getting into the zone" in Topic 10 of the Student Success Curriculum.

MAKE YOUR PLANS FOR THEIR SUCCESS

It doesn't take much classroom time to imbue preparedness skills and rouse the confidence that results in higher scores. Before the next quiz or big exam, use resources from ABMP to create a plan for your student's testing success. These tools, available to teachers and school members, are available at www.abmp.com. 🍏

