

The Massage Educator

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89% of schools responding to an ABMP survey intend to show replays of the World Massage Conference (WMC) in their classrooms.

—see page 2 for more information on WMC classes

Created by Associated Bodywork & Massage Professionals • philosophy for instructors



SUPPORT STUDENTS DURING TESTING AND CREDENTIALING

Sitting for the state-approved exam and obtaining massage credentials is one of the more stressful events in a massage student's career process. Approximately 30 percent of massage students who successfully graduate from their training programs never sit for the credentialing exam. With careful planning, however, massage schools can help students effectively prepare for the exam and reduce this staggering number.

PROVIDE DIRECTION

Currently, 29 states accept more than one test for credentialing. While it is tempting to present students with all of their options, this often creates confusion. Schools are advised to pick one test and give clear direction on the application and testing process for that test, while

informing students that other options exist, should they choose to branch off on their own.

MOVE THE PROCESS INTO YOUR CURRICULUM

Once your school has determined the test it will recommend to students, you are ready to evaluate your curriculum and determine how you can better prepare students for the credentialing process. Think about what students need to know and how you reinforce this knowledge throughout your program. Here are some examples:

The State Regulations

What are the requirements to obtain credentials in a particular state? How many hours of education are required? What is the state designation? Which exams are accepted? Will students need a background check, tuberculosis (TB) test, CPR training, jurisprudence exam, physical exam, specialized HIV-AIDS training, or practical exam? Make sure each of these requirements is clearly explained to students in a lecture, as well as in a written document that is regularly updated as state regulations evolve. In some cases, particular requirements should be explained before admission to the school. For example, a prospective student may have a felony charge from a prank as a young adult. He or she needs to know that such a charge is likely to block their ability to obtain massage credentials. The school is liable for the

Internal Voices Assessment

Everyone has internal voices that whisper negative messages when stress, a threat, or a new situation seems challenging. Labeling internal voices and becoming aware of their repetitive message helps us put fears and doubts aside, while continuing to strive for our goals. ABMP offers an internal voices activity to use with students in Topic 3 of ABMP's Student Success Curriculum (get access to these materials at www.abmp.com/forms/student_success_curriculum.php).

The activity builds emotional intelligence in students, helps them identify repetitive thought patterns, and ultimately allows them to know and understand themselves better.



REPLAY THE
WORLD MESSAGE
CONFERENCE IN
YOUR CLASSROOM



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The Right Scaffolding Supports Student Learning Outcomes

It is not uncommon to encounter students who have no idea how to begin a project or cannot seem to develop an understanding of a particular concept. Each student comes to a massage training program with a different learning background. Some may have previous training in physical therapy, nursing, yoga, or athletic training, which gives them a head start in massage concepts. Others come with few experiences that support their massage education. This poses some unique challenges for instructors. How can we keep advanced students moving forward, while ensuring all students have a solid foundation in massage? Understanding the zone of proximal development and providing the right scaffolding helps instructors set a good pace in the classroom.

THE ZONE OF PROXIMAL DEVELOPMENT

Lev Vygotsky is the developmental psychologist and education theorist who established many of the ideas represented in social cognition theory. The foundation principle of Vygotsky's education theory is the zone of proximal development, which defines a student's range of ability both with and without guidance from another person. It could be described as the distance between what a learner can do by himself or herself and the next level of learning that could be accomplished with useful support. Each student has a zone of proximal development, and learning is most effective when it takes place in that zone. The question is how to keep each student in his or her appropriate zone.

Let's use the first day of student clinic as an example. To provide a basic Swedish massage to a client in the school clinic, a student must be able to administer a health history form and conduct a meaningful interview. He or she must be able to interpret the findings from this assessment to rule out contraindications and determine session adaptations. Individual massage techniques must be integrated fluidly and adapted to best suit the client's preferences. Finally, the student must chart the outcomes experienced by the client as a result of the massage and manage the client's rebooking, payment, and departure. This is undeniably a complex series of skills. It's no wonder many students feel overwhelmed and terrified. With the right scaffolding anxiety is reduced.

SCAFFOLDING TOOLS

Like construction scaffolding, which is erected and removed when the building is complete, instructional scaffolding is temporary. In Vygotsky's view, scaffolding is provided by a teacher, tutor, or more knowledgeable classmate. When class sizes are large, budgets are tight, or resources are lacking, instructional scaffolding provides useful support to students. Here are three scaffolding tools:

- 1. Rubrics** are an assessment tool used to measure whether a student meets the criteria for demonstration of a particular skill. A high level of instructional clarity that breaks down a task into parts, thereby increasing student comprehension.
- 2. Checklists** help students integrate many small steps. In the student clinic example, we discussed the importance of the massage. Providing students with a checklist for the process of a first student-clinic massage supports their learning. They will not feel overwhelmed. Advanced students can complete a checklist as a means to ensure adherence to protocol.
- 3. Graphic organizers** help students organize their thoughts, make connections, and communicate effectively. Useful for note taking, and to help in problem-solving, decision-making, studying, planning research, and brainstorming.

NEXT STEPS

Review an upcoming class and think about your students' new insight into the performance of a particular skill. Checklists help students stay on track to complete a task. A graphic organizer improves student comprehension. If you agree to any of these questions, check out "Resources for Scaffolding" on ABMP.com and start providing scaffolding for your students.



REPLAY THE WORLD MESSAGE CONFERENCE IN YOUR CLASSROOM

If you missed the first World Massage Conference (WMC) this year, you can still be part of the event by offering a variety of WMC educational programming in your classrooms, at your convenience.

The WMC is a virtual conference that takes place online twice a year, June 6–8 and November 14–16. This year, ABMP partnered with the WMC to provide schools with free access to its educational sessions, as well as to complementary curriculum support materials.

Educators can now broadcast recorded sessions from the June conference using a projector and laptop with Internet access. These on-demand recordings will allow students direct access to massage profession icons like Ben Benjamin, Erik Dalton, Aaron Mattes, and Thomas Myers.

To use these replays, ask your school administrator for log-in information. If the log-in information for your

school is unknown, contact ABMP's Education Department (800-458-2267) and we can look it up for you.

Next, go to www.worldmassageconference.com and enter your school's username and password. This will take you to a page that says, "Click Here to Enter the Replay Room." Click the blue button and you will be ready to choose a session.

Session titles will appear on the left of your screen. Scroll through the offerings and click on the one that interests you. It will automatically load and start to play. Don't forget to go to ABMP.com for handouts and other materials to accompany these sessions. Find them at "ABMP Education Day at the World Massage Conference" under "Resources for Massage Schools and Instructors" on the ABMP home page. 

When a new building is started, structural scaffolding is provided by direct support from the state, but this can pose problems. Rapport between classmates is important, but this can create problems. Scaffolding tools that ensure the degree to which a student has a particular skill. They provide a breakdown of a skill into its component parts and performance. In smaller skills into a skill set. In the complexity of basic Swedish, a teacher that walks them through the process supports students who might otherwise struggle to compare their processes to the standard protocol or best practices. In addition, make use of graphic organizers for problem solving, decision making, and brainstorming.

For students. Would a rubric give credit for a particular technique? Would a project be more efficient? Would a question during a lecture? If you answer these questions for Schools and Instructors” for your students today. 🍏



“A teacher affects eternity:
he can never tell where his
influence stops.”

—Henry Adams

student’s tuition if the school fails to inform students upfront of such a regulation and receive proof of student understanding in writing.

Test Application Process

For many students, the application to apply for testing is confusing. It works well to complete paper applications in class with support from instructors. Sometimes schools collect, review, and send all of the applications for their students at one time to ensure efficient processing. If students are applying online, they can use their paper application as a reference.

Test Preparation Plan

Outline the topics students should study and help students map out sufficient study sessions over a three- or four-week period. Review effective study strategies and offer tools students can use to get there (i.e., Single Topic Study Sheets found under ABMP’s “Student Success Resources/Homework and Exams” at www.abmp.com). Plan homework assignments throughout the training program that serve as good study notes. Ask students to save these specific assignments in a binder for later use.

Methods to Decrease Anxiety

Students often suffer from test anxiety. Teach methods to reduce test anxiety early in your program and reinforce them before every test. This way, your students can transfer this set of skills to the big test when it’s time to get their credentials.

Credentialing Process

Provide an easy-to-follow credentialing checklist and walk students through any application processes or other requirements. For example, if students must obtain HIV-AIDS training, offer workshops throughout the year to make it easy to comply. If a physician’s health certificate is required, provide students with the contact details for five or six physicians in the local area who are familiar with the documentation required by the state.



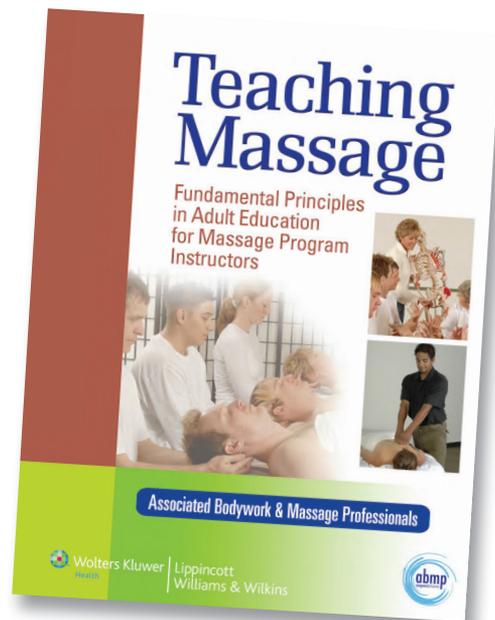
Many schools are taking an aggressive and proactive approach to getting their graduates credentialed. Some pay the students’ testing fees, recognizing that financially strapped students don’t have the funds to take the test. Some schools require students to sit for their credentialing exam as part of their last term or module at school (when this option is available). This way, students are ready to apply to the state for credentials the moment they graduate from school, making their passage into their first massage job or private practice more timely and efficient. 🍏

ABMP Has Resources For All Your Needs

ABMP has developed a wealth of resources that instructors from member schools can use in the classroom.

- Check out a variety of study tools for students on ABMP.com (under “Student Success Resources” on the member’s home page), as well as curriculum on topics like time management, test preparation, goal setting, memory building, preparing resumes and cover letters, writing research papers, and much more.
- Review our textbook written just for you—*Teaching Massage: Fundamental Principles in Adult Education for Massage Program Instructors*. Find it from Lippincott Williams & Wilkins at www.lww.com.
- ABMP’s Online Education Center at ABMP.com provides a variety of webinars you can show in your classrooms, on your own schedule.
- Unique classroom materials, created as part of ABMP’s Education Day program at the World Massage Conference this year (see the article on page 2), are yours to use at your discretion.

If you need help connecting with resources or finding out what’s available, contact us at 800-458-2267 and ask for the Education Department, or visit us online at www.abmp.com. 🍏



PO Box 1869
Evergreen, Colorado 80437

