

The Massage Educator

issue 3, 2013

20%

Anticipated growth of massage therapy employment from 2010–2020, which is faster than average for all occupations.

**US Bureau of Labor Statistics Report, published April 2012*

Created by Associated Bodywork & Massage Professionals • philosophy for instructors



WANT BETTER STUDENTS?

ASK BETTER QUESTIONS

Imagine working with a client and not knowing how to ask the right questions to elicit the information you need to create an appropriate treatment plan. Frustrating and debilitating, right? It's not good for the therapist or the client. Unfortunately, this scenario is way too common.

Many of our students lack the critical ability to ask powerful questions. How do we help them learn this life skill? One way is to teach a "How to Ask Powerful Questions" lesson. Another is to start modeling the art of asking powerful questions with your own behavior in the classroom. When you do, you'll not only teach students how to frame strong questions themselves, but you'll increase student understanding and interest.



Here are six ways to help you take your own questions—and your students'—to the next level.

1. DO YOUR HOMEWORK

Just like you prepare your lecture content, slides, and hands-on demonstrations, prepare the questions you'll ask during class. We often ask quick yes-or-no questions ("Does that make sense to everyone?") mid-lecture and then keep cruising through the material because time is tight and there's a lot to cover. We're missing an opportunity. Asking a specific, well-timed, and open-ended question can not only aid students' understanding of the material, but can increase their engagement in the content. Plan ahead for the best times to ask questions during your lesson plan and carefully think about your wording so your questions are clear, stimulating, and provocative.

2. THINK NOW, ANSWER LATER

Think about your content through your students' eyes. What areas are the most complicated for them? What are the toughest concepts? Pose a thoughtful question before and after teaching those sections. Asking a question before you teach the material will increase student engagement; they'll be listening for the answer. Don't ask for responses the first time you ask the question, even if there are a few students who know the answer, just let the question remain unanswered until after you cover the content.

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ACTIVITY!



Compare Notes

Improve your students' note-taking skills by having them help each other. Immediately after teaching a complex or crucial portion of your class, stop and ask your students to pair up and share their notes with each other. It will help them fill in the gaps in their own notes and they may teach each other some new note-taking tricks. Knowing they may have to show their notes to someone else will also encourage them to kick it up a notch. Ask someone to share something their partner did particularly well with the group. Encourage them to continue the practice in study groups outside of class.

EXAMPLE: Today we're talking about planes of the body. After we cover the material, I'm going to ask you to describe and physically demonstrate each of the planes.

After you cover the material, pose the question again. You'll be surprised how many of your students are willing and ready to answer. If they're not, take it as a sign that you may need to cover the material again.

3. ASK AND ASK AGAIN

Another way to maximize the mileage from a good question is to have students answer it more than once. For example, asking at the beginning of class, "What is a target market?" will give you a good sense of students' beginning knowledge of the subject and who has done their homework. The more in-depth answers you'll get by asking the same question again at the end of class will not only indicate to you how much of the information students have absorbed, but will remind them of how much they learned. It's also helpful to use the same question as review at the beginning of the next class or before an exam.

4. WAIT FOR IT

We've all seen the looks of dread and panic on students' faces when we call on someone to answer a question out of the blue. One way to mitigate this reaction is to give everyone time to formulate an answer before you call on one student. Allow 15 seconds or so to pass after asking the question before soliciting a response. No one may answer during this time; even the handful of eager students who jump at the chance to answer every question. It might feel like a lifetime of silence in the classroom, but allowing students this short preparation time will encourage all students to answer the question in their heads before you call on someone or ask for a volunteer, and will result in more confident and informative responses.

5. SHE SAID, AND ...

Encourage active listening and deeper levels of response by asking more than one student to answer the same question. After you receive a response from the first student, pose the same question to a second student asking them to summarize the first student's response and then add their own opinion and more information. This strategy keeps students engaged because even though you called on someone else first, they're not entirely off the hook and may still be asked to participate.

6. TOO SHY SHY

Develop students' question-writing skills and encourage the quiet students to participate by having them all write a question based on the content you're covering. Place all of the questions in a fishbowl and pick a few to use in class; randomly or selectively. Collect them at the beginning of class to ask the group at the end, or collect the questions at the end of class to ask at the beginning of the next class period. You may also want to answer the relevant ones in your online forum—Facebook page, Wikispaces Classroom, etc.

Whether you're using questions to test student knowledge, identify important content, or engage students in the material, spending time to plan when and how you'll ask those questions will pay off for you and your students.



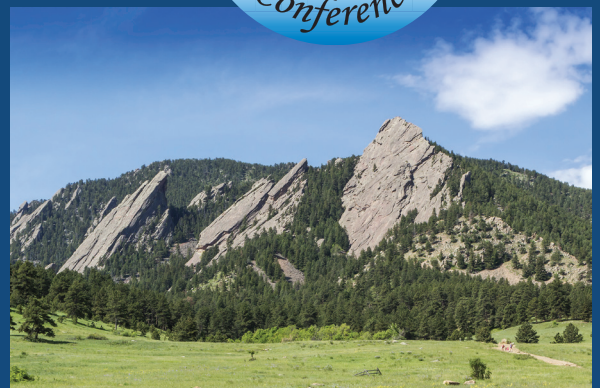
World Massage Conference, November 17–18, 2013

Join therapists and educators around the world for this exceptional online conference featuring some of the profession's top presenters. Watch your inbox this fall for information on special ABMP member and instructor discounts!
www.worldmassageconference.com



18th Annual ABMP School Issues Forum April 24–26, 2014 Boulder, Colorado

This fun and interactive gathering allows massage school owners, directors, and instructors from across the country to educate, inspire, and talk shop with peers. Registration begins in October. For more information, go to
www.abmp.com/forum



ACTIVITY!

Anatomy Speed Dating

Engage students in a fun activity to learn complex content by finding their perfect match. Assign each student a muscle and ask him or her to assume its “personality.” Embracing the classic adage “opposites attract,” the students’ goal is to find the antagonist to their muscle by asking the following questions. (You can also have them find a synergist to create a more compatible couple.)

- » Where are you from (area of the body)?
- » Where do you work (origin and insertion)?
- » What do you do for a living (muscle actions)?
- » What do you like to do for fun (activities its contraction makes possible, ie., kick a soccer ball)?



Rules

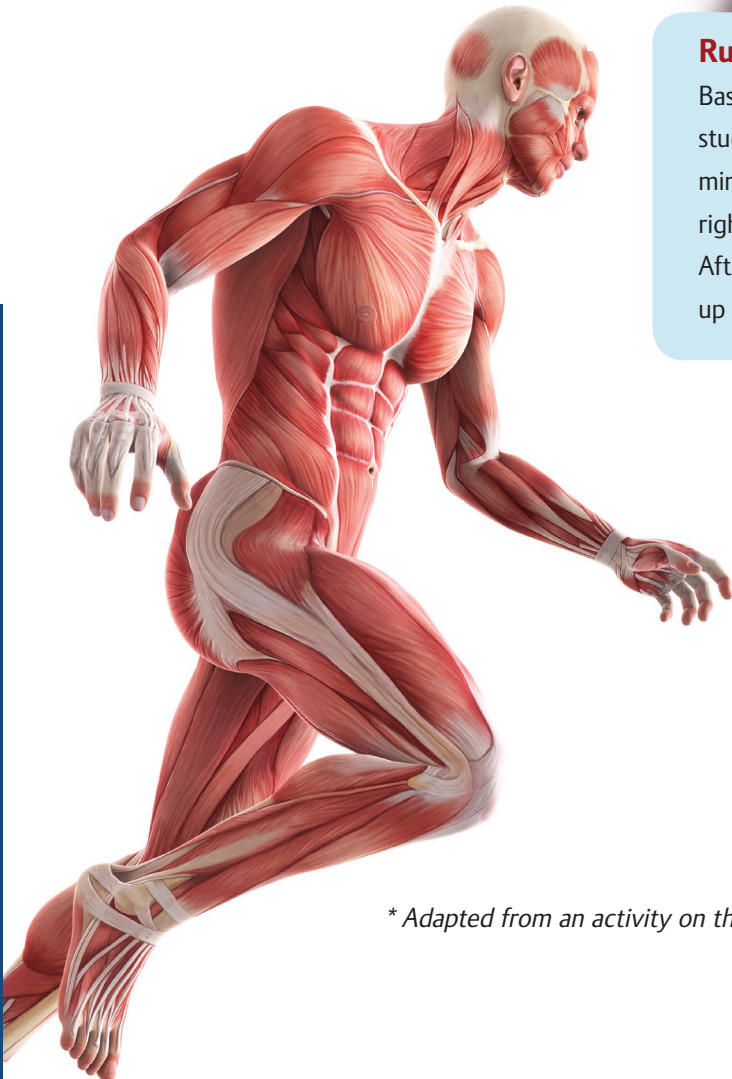
Based on traditional speed-dating rules, students sit face-to-face in pairs. After 2 minutes, one row moves one space to the right and the introductions begin again. After the last rotation, students match up and introduce their couple to the group.



Adaptations

- Speed dating can be applied to other content. For example, when teaching the endocrine system, have target organs and hormones find each other.
- Don't have enough time for a group activity like this? Do what lots of busy people do instead and date online! Have students write online dating profiles for their muscle and periodically read one aloud in class. Have students guess which muscle profile it is, and suggest its perfect match.

** Adapted from an activity on the Advances in Physiology Education website, advan.physiology.org.*





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INSTRUCTORS

Instructor 101 Series (8 webinars) with Anne Williams
Instructional Clarity: How's Yours?
Teaching Interviewing Skills in the Student Clinic
Balancing Art and Science in Massage Therapy Education
Reducing Test Anxiety in Students
Teaching Body Mechanics

SCHOOL OWNERS

Technology-Driven Marketing
How Well Do You Communicate at Work?
Planning Great Student Orientations
The Latest in Reducing Attrition: Research and Resources
Best Practices in Massage School Admissions
Best Practices in Graduate Placement and Alumni Services

PROFESSIONALS

Body-Mind Series and Ethics for the Real World Series with Til Luchau
Active Engagement Techniques with Whitney Lowe
Refine Your Touch with Art Riggs
Unraveling the Mystery of the Body Series with Dr. Ben Benjamin
Assessment and Methods for the Shoulder Girdle with Doug Nelson



Instructor Resource Program

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To say “thank you” for the part you play in advancing our profession, we’ve created the **ABMP Instructor Resource Program** for all instructors who currently teach students enrolled in an entry-level, state-approved massage or bodywork program (those programs that prepare students for entry into the field of massage).

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instructors on the front lines

Workshop Series



NEW TOPIC #5: "Building Communication Skills in Massage Students"

Associated Bodywork & Massage Professionals (ABMP) is excited to introduce a new topic in our live Instructors on the Front Lines (IFL) workshop series!

Communication skills affect every aspect of a therapist's ability to initiate, manage, and maintain a healthy therapeutic relationship with clients, yet many massage students struggle with the basic interpersonal communication required to work effectively with peers and instructors.

"Building Communication Skills in Massage Students" gives instructors the tools they need to effectively address this important area.

In this free, 5-CE hour workshop, learn how to teach students:

- Core concepts in communication.
- Communication goal setting.
- How to recognize habits that block communication.
- How to eliminate communication blockers from interactions with others.
- How to communicate actively with friends, family, peers, and instructors.
- How to transfer these key skills into a massage practice to communicate effectively with clients.

Upcoming Workshops

Register and view more 2014 dates and locations at http://www.abmp.com/instructors_on_the_front_lines/

SEPTEMBER 2013

13: San Diego, CA (at the American Massage Conference)
20: Virginia Beach, VA

OCTOBER 2013

11: Indianapolis, IN
25: Sacramento, CA

NOVEMBER 2013

8: Baltimore, MD

DECEMBER 2013

6: Las Vegas, NV

JANUARY 2014

24: Orlando, FL

FEBRUARY 2014

21: Detroit, MI

MARCH 2014

7: Phoenix, AZ
21: Hoboken, NJ

APRIL 2014

4: Ontario, CA
11: Pittsburgh, PA

MAY 2014

9: Minneapolis, MN
16: Atlanta, GA (at the American Massage Conference)

JUNE 2014

6: Omaha, NE
20: Chicago, IL

JULY 2014

11: Seattle, WA
25: Philadelphia, PA

AUGUST 2014

22: Salt Lake City, UT