

# The Massage Educator

Summer 08

**20%** The anticipated growth in employment, from 2006 to 2016, for massage therapists, according to the Bureau of Labor Statistics.

Created by Associated Bodywork & Massage Professionals • philosophy for instructors



## LEARNING OBJECTIVES

### BLOOM'S TAXONOMY: THE PSYCHOMOTOR DOMAIN

#### PART THREE

In part one of this series, we looked at the history of Bloom's Taxonomy and at learning objectives in the cognitive domain. Part two explored the affective domain. This article examines learning objectives in the psychomotor domain.

#### TWO TAXONOMIES

The psychomotor domain pays attention to kinesthetic ability and the

movements, coordination, and use of motor-proficiency required to carry out physical skills—an important area of focus for massage curricula. Bloom discussed a psychomotor domain, but did not live to participate in the development of its taxonomy. Education researchers later created independent models to build on Bloom's work. The two most popularly referenced psychomotor taxonomies are those of R.H. Dave (developed 1967–1970), and E.J. Simpson (developed 1966–1972). Dave's is the most general and probably the most widely used for adult education. Simpson's is appropriate to a massage training program because it addresses sensory and perception issues and works well when asking adults to practice skills outside their comfort zones. Like the cognitive and affective taxonomies, these are structured with lower-level skills building to higher-level skills.

#### DAVE'S PSYCHOMOTOR DOMAIN

**LEVEL 1: IMITATION.** The student is able to copy and replicate actions of the teacher. Key verbs used in learning objectives: adhere, copy, follow, repeat.

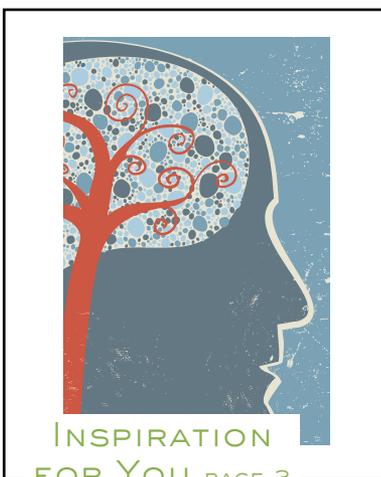
**LEVEL 2: MANIPULATION.** The student can reproduce an activity from

## web connect

Teachers at both the K–12 and postsecondary levels are increasingly using websites and e-mail to connect with students. This allows teachers to post the syllabus, outline homework assignments, remind students of quizzes,



and organize resources that promote student success in massage school. Massage instructors who are ABMP members have access to a free website and e-mail and can use these to create their own teacher websites. For more information about these easy-to-use tools available through your membership and other resources, visit [www.abmp.com](http://www.abmp.com).



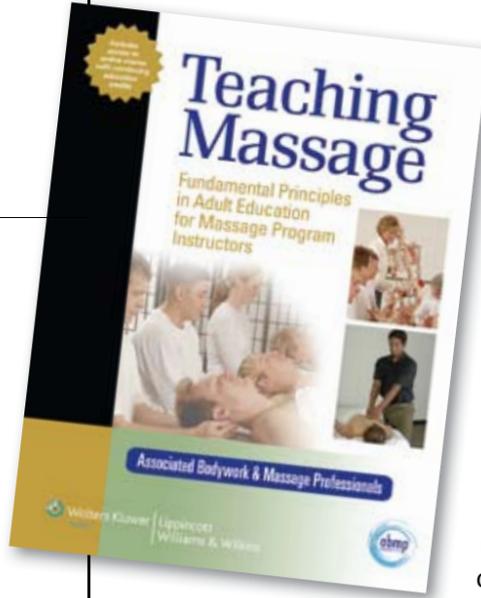
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“HAVE SOMETHING TO BRING TO THE TABLE, BECAUSE THAT WILL MAKE YOU MORE WELCOME.” —RANDY PAUSCH

#### Inside

- You the Teacher
- Massage Students and Body Centered Education
- How People Learn—Theories and Approaches
- Instructional Methods
- The Role of Motivation and Inspiration in Learning
- Classroom Management
- Teaching Students with Special Needs
- Designing and Presenting a Lesson
- Tips for Teaching Selected Courses

## INSPIRATION FOR YOU



This August, watch for the new textbook called *Teaching Massage: Fundamental Principles in Adult Education for Massage Program Instructors* developed by Lippincott Williams & Wilkins (LWW) and ABMP. Teaching Massage brings together an extraordinary group of 17 respected teachers—representing 500 years of experience in the massage and bodywork field—to coach massage instructors in foundation principles of education and offer their advice on applying those principles in the massage classroom. The aim is to inspire massage instructors, encouraging them to recognize their own unique contributions to the field of massage, and provide practical activities that help instructors think about teaching in a new way. The textbook is accompanied by an online instructor-training program, where instructors can earn continuing education credits while they hone teaching skills. For more information, visit [www.lww.com](http://www.lww.com).



#### SPIRIT ASSASSIN

Spirit assassins are phrases or comments that cause people to feel fearful of sharing their ideas or that dampen a person's enthusiasm or creativity. Sometimes a group of people will have one or two spirit assassins who are able to decrease a group's productivity simply through negativity and pessimism. The goal of this activity is to identify spirit assassin comments and to raise awareness of spirit assassin behavior in the classroom. It's important to keep students focused on the behavior and not on a particular person.

#### DIRECTIONS:

1. Instruct students to sit in a semicircle around a board. Ask them to think about a time they were enthusiastic about a project or accomplishment and someone made a comment that killed their positive feelings. Provide an example from your own life to help students recall an appropriate event.
2. Ask students to brainstorm phrases, comments, or behaviors that are spirit assassins. For example, the phrases, “that’s a dumb idea,” “that will never work,” or “I think we can find a more sensible solution,” are toxic. Rolling the eyes

at another person's comment, or sighing and shaking the head negatively are physical forms of spirit assassin behavior. Write on the board all of the phrases, comments, or behaviors that students identify.

3. Open up the general discussion by asking the following questions:
  - A. What effect might spirit assassins have in a classroom?
  - B. How might this exercise help you be a positive participant in this class?
  - C. How can this awareness help our class function as a supportive team?
  - D. What is the difference between a legitimate concern and a spirit assassin?
4. Conclude the discussion by asking students to remain aware of spirit assassins and to strive to eliminate spirit assassins from the classroom.

#### POSITIVE FEEDBACK ACTIVITY

This activity helps students celebrate positive group dynamics and aids in team bonding. It also helps individuals feel reenergized and excited about their accomplishments. If the group has some minor conflicts, this activity helps them let go of past

LEARNING OBJECTIVES CONTINUED FROM PAGE 1

verbal instructions or from memory. Key verbs: build, execute, implement, perform, recreate.

**LEVEL 3: PRECISION.** A student executes a skill reliably without verbal or written direction. Key verbs: calibrate, complete, control, demonstrate, perfect, show.

**LEVEL 4: ARTICULATION.** A student begins to adapt and integrate previously learned skills. Key verbs: combine, construct, coordinate, develop, formulate, master, modify, solve.

**LEVEL 5: NATURALIZATION.** When skills are mastered to the degree that they are performed on an unconscious level, the student has reached this highest level and thinks strategically, moment-by-moment, to maximize outcomes for the client. Key verbs: design, invent, manage, project-manage, specify.

#### SIMPSON'S PSYCHOMOTOR DOMAIN

**LEVEL 1: PERCEPTION.** The student prepares to learn the new skill by being aware of his or her body in space and by a willingness to absorb data. Key verbs: choose, describe, detect, distinguish, hear, identify, isolate, feel, notice, recognize, relate, select, touch.

**LEVEL 2: SET.** The second level, like the first, is about a student's preparation to attempt a new physical skill. For massage therapists, who must be present and aware of body mechanics, attention to preparation and set is important. Key verbs: arrange, begin, display, explain, move, prepare, proceed, react, show, state, volunteer.

**LEVEL 3: GUIDED RESPONSE.** A student attempts to perform a new skill by imitating an instructor, by following written or verbal directions, or by trial and error. Key verbs: copy, follow, react, reproduce, respond, try.

**LEVEL 4: MECHANISM.** Skills have become habitual and are performed with confidence and proficiency. Key verbs:

assemble, calibrate, complete, construct, display, make, manipulate, measure, organize, perform, shape.

**LEVEL 5: COMPLEX OVERT RESPONSE.** Students have can perform complex movement patterns quickly, accurately, and in a highly coordinated manner. Key verbs: same as for level 4, but adverbs or adjectives are used to indicate a higher level of performance.

**LEVEL 6: ADAPTATION.** Students can modify techniques and movements in order to adapt to the special requirements of a unique situation. Key verbs: adapt, adjust, alter, change, integrate, rearrange, reorganize, revise, solve, vary.

**LEVEL 7: ORIGATION.** Learning outcomes are based on the creative use of highly developed skills at this level. Students might be planning and implementing complex treatment outcomes using a variety of different techniques to achieve treatment goals. Key verbs: arrange, build, combine, compose, construct, create, design, formulate, initiate, modify, originate, refine, trouble-shoot.

When developing curriculum for your massage school, assess the learning objectives in each course carefully. Do they represent all three domains? Do knowledge and skill level difficulty build as the course progresses? The overall goal is a series of purposeful learning events that integrate what might otherwise be viewed as isolated and disconnected experiences. 🍏

Access examples of  
learning objectives specific  
to massage and based  
on these taxonomies.

[www.abmp.com](http://www.abmp.com)

# 10 Tips for Great Lectures

Studies at the first year college level indicate that students' ability to process lecture content falters after 10–15 minutes. Still, lecture remains one of the most efficient ways to present material related to theory, vocabulary, and key concepts, and to delineate historical context and draw connections between ideas.

Here are 10 tips for presenting great lectures that will get students talking and thinking critically:

- 1 Clearly establish the learning objectives.
- 2 Provide an outline of lecture content.
- 3 Evaluate and improve your speaking skills; pay attention to the tones of your voice and your volume.
- 4 Trust your knowledge and preparation; convey key points enthusiastically and make eye contact with students. Avoid reading note cards, papers, or slides.
- 5 Move around. A moving object is more interesting than a static one.
- 6 Include as many visual aids as possible.
- 7 Open big with a provocative question, startling statement, personal anecdote, powerful quote, unusual analogy, or relevant news.
- 8 Plan activities that break the lecture and briefly allow students to interact and think critically.
- 9 Use stories from your experiences as a massage therapist to illuminate key concepts. Students love to hear about life in the real world of massage.
- 10 Finish forcefully by drawing conclusions and summarizing ideas. Ask students to describe what they've learned and how that knowledge will influence their practice. 🍏



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## CLASSROOM ACTIVITIES CONTINUED FROM PAGE 3

grievances and move on to better relating styles. Use this activity when the class feels disconnected or when spirits are down. It picks the class back up and helps them feel reenergized.

### DIRECTIONS:

1. Ask the students to sit in a circle. Introduce the activity and coach the students in the rules of the exercise. This activity requires students to tap into their own positive energy to identify what is positive in other people.
2. Have each person name one classmate who has had a positive impact on his or her educational experience, and describe the positive behavior.
3. Start at the top of the circle with the person on the right of the facilitator. Ask each person to say something positive about the student in the spotlight. Move to the next student and work around the entire circle.
4. Ask each student to share something positive about the group as a whole.
5. Process the activity and ask students to give general input on these questions:
  - A. Why is it important to identify the people and behaviors that positively impact us as individuals and as a class?
  - B. What can we learn from what we shared today?
  - C. How did it make you feel to hear what your classmates had to say?
  - D. How can we use this information to strengthen our classroom dynamics and interpersonal relationships?

Hopefully, these activities have provided you with some ideas for incorporating emotional intelligence into your classrooms. Emotional intelligence activities promote self-awareness, self-empowerment, communication, group interaction and conflict resolution—all of which are essential skills for massage therapists. 🍏