

1,592 The number of state-approved massage schools in 2007, up from 637 in 1998, according to ABMP surveys conducted during those years.

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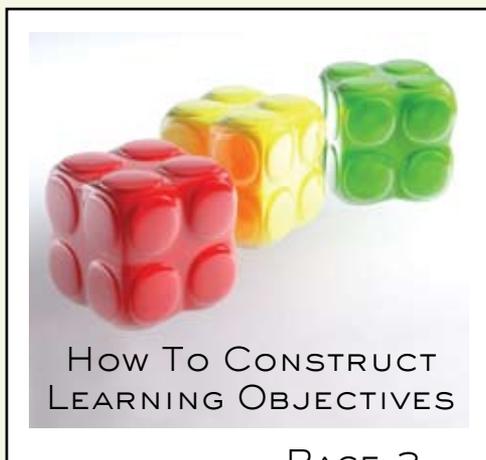


LEARNING OBJECTIVES

BLOOM'S TAXONOMY: THE AFFECTIVE DOMAIN

PART TWO

In part one, "Bloom's Taxonomy & Its Recent Revision," we looked at the history of Bloom's Taxonomy, its purpose, and the way that Bloom and his team categorized learning objectives in the cognitive domain. Part two explores the affective domain, while part three, which will appear in the next issue of this newsletter, will look carefully at the psychomotor domain. This series of articles aims to help massage instructors write strong learning objectives for their classes.



EMOTIONS, MOTIVATION, AND ATTITUDES

While the cognitive domain focuses on the recall and recognition of knowledge, the affective domain relates to the emotional component of learning, student motivation, personal values, and attitudes. The affective taxonomy contains five levels of learning behaviors.

1. **RECEIVING.** This is the most basic level of involvement in the learning process. The learner must be able to focus his or her attention in a particular direction and demonstrate a willingness to hear ideas and information. Examples of learning objectives are:
 - Listen to others in the classroom with respect.
 - Attend classes regularly.
 - Take notes from selected lecture material.
2. **RESPONDING.** At this level the student doesn't just attend class, but actively participates by asking follow-up questions, entering enthusiastically into activities, sharing ideas in discussions, and showing interest in outcomes. Examples of objectives are:

Are We Progressing?



Students often get caught in patterns of interaction. (Do the most outgoing students talk frequently while quiet students hesitate to share?) Students may feel frustration with group dynamics, but have no way to express it.

The Are We Progressing activity included in the Student Success Curriculum (Topic 12 Teaching Kit) provides resources to help students express frustrations in a positive way. This activity shows students their impact on how the class feels and interacts; it also builds emotional intelligence skills. For this activity and more, access the resources available to schools on www.abmp.com.

How to Construct Learning Objectives

Effective learning objectives define the behaviors and knowledge educators believe students must demonstrate to be successful. They guide educators in selection of class content and instructional strategies. They also indicate appropriate testing methods for student evaluation. Students can use objectives to set priorities for study sessions or ensure they have mastered materials before an exam.

A learning objective has three main components: conditions, behavior, and criteria. Each objective should focus on a single learning outcome.

1 Conditions

Define the conditions under which the student will demonstrate the learning behavior. (After reading the textbook? After completing an assignment?) A set of objectives can begin with a condition statement that applies to the entire set, as in this example.

Having completed the homework assignment on posture analysis the student will:

- List the landmarks used to determine symmetry or asymmetry during a posture analysis.
- Theorize about the causes of a pronounced head-forward posture.
- Compare the postural findings on two clients and describe the differences.



2 Behavior

After the condition has been stated, use a verb to specify the observable learning behavior or knowledge. In the examples above, the verbs *list*, *theorize*, and *compare* are used. Assess your learning objectives carefully to ensure that they reflect the desired progression of skills. For example, if you only use verbs from the remembering level of Bloom's revised cognitive domain (see *The Massage Educator*, Fall 2007), students may not be challenged to achieve higher level thinking skills.

3 Criteria

The criteria for evaluating student performance are often implied, not described. It is assumed that students understand they are expected to provide correct information. In some cases, however, criteria for achievement of an objective need to be described precisely. For example:

- Given a client scenario, the student will develop a treatment plan for a soft-tissue pathology *following accepted guidelines for the application of massage techniques based on the client's stage of inflammation.*
- Having viewed the demonstration, the student will palpate the client's back, *verbally describing what is felt.*
- Having participated in eight classroom hours dedicated to body mechanics, the student will apply Swedish strokes to the client's posterior leg *using correct body mechanics.*

Writing good learning objectives requires a solid understanding of the learning behaviors, skills, and knowledge the educator wants the student to perfect. Drive your curriculum with precise objectives to create meaningful and cohesive experiences for learners. 🍏

“THE SECRET OF EDUCATION
IS RESPECTING THE PUPIL.”
—RALPH WALDO EMERSON

The term *emotional intelligence* (EI) has gained popularity since the publication of Daniel Goldman's 1995 bestseller, *Emotional Intelligence: Why it Can Matter More Than IQ*. A relatively new area of psychological research, the definition of emotional intelligence continues to adapt, as researchers and educators explore its purpose and value. In this article, EI is defined as the ability to assess and supervise one's emotions, thoughts, and self; to be aware of the emotions of others and of groups; to discriminate among emotions, and to use this information to guide one's future thinking and actions

OBSTACLES

Management of interpersonal communication in a therapist-client relationship (handling ethical issues related to safe touch, clear boundary setting, and the ability to listen) is key to massage success, requiring high EI. Many students lack EI skills and struggle with these activities. Massage schools include some EI building in their curricula by encouraging students to acknowledge and discuss feelings, but all schools share some obstacles when adding EI education.

GRADING. Grades are generally the defining features of a student's sense of educational success or failure. As it is difficult to quantify a student's emotional progress, the emphasis remains on cognitive ability. Schools could consider shifting some of the emphasis to personal growth.

FOCUS ON THE INDIVIDUAL. Education tends to focus on individual achievement, placing little weight on how a student performs in a group. Some students who excel academically function poorly in groups, perhaps giving orders instead of valuing the contributions of others and inspiring group cohesion. They may not be able to follow another leader or may create conflicts in an otherwise functional group. Schools should teach students how to cooperate and evaluate each individual's interaction with groups.

ETHICS AND EMOTIONS. How do schools teach emotional skills, value the emotional expression of their students, ensure the safety of the classroom, and set appropriate student-teacher boundaries while teaching EI? Schools need clear policies for emotional processing, resources for students outside the school, and basic training for all instructors about processing feelings with students.

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Level of Learning Behavior	Verbs Used in Learning Objectives
Receiving	Accept, attend, choose, describe, follow, give, hold, identify, listen, locate, name, point to, select, use
Responding	Aid, answer, assist, clarify, comply, discuss, label, perform, practice, present, question, react, read, recite, report, select, tell
Valuing	Argue, challenge, debate, differentiate, explain, form, initiate, invite, join, justify, persuade, propose, refute, report, select, share, value
Organization	Adhere, alter, arrange, build, combine, compare, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, prioritize, reconcile, relate, synthesize
Characterization	Act, display, influence, perform, practice, propose, qualify, solve, verify

- Discuss the role of laws in massage.
- Lead a class activity on ethical decision-making.
- Report on the research methods of a clinical study.
- Displays teamwork when participating in group activities.
- Acts with self-reliance while conducting an intake interview in student clinic.
- Influences others by modeling professionalism on a regular basis.

3. **VALUING.** At this level, the student demonstrates that he or she attaches personal value to ideas and is able to decide the worth and relevance of information and experiences. The valuing level ranges from acceptance of a value to a clear preference for a value, to a commitment to a value. Examples of objectives are:

- Values self-improvement.
- Defends a treatment plan.
- Justifies beliefs on energetic bodywork.

4. **ORGANIZATION.** Students may be faced with situations where more than one value is relevant. The learner must organize personal values by contrasting different values, resolving internal conflicts, prioritizing values, and developing a value system. Examples of objectives are:

- Integrates the potential benefits and risks of a private practice.
- Formulates a personal code of professional ethics.
- Modifies ideas in light of new evidence.

5. **CHARACTERIZATION.** Now the student is self-reliant and behaves consistently, based on a personal value set. The value organization of the previous level is replaced by a working system or philosophy of life. Examples of objectives are:

As the instructor can see, the differences between the affective levels, especially levels three, four, and five, are subtle. These types of learning objectives are not as familiar as those from the cognitive taxonomy. Still, most teachers are instructing students on attitudes and values, even if they don't recognize it.

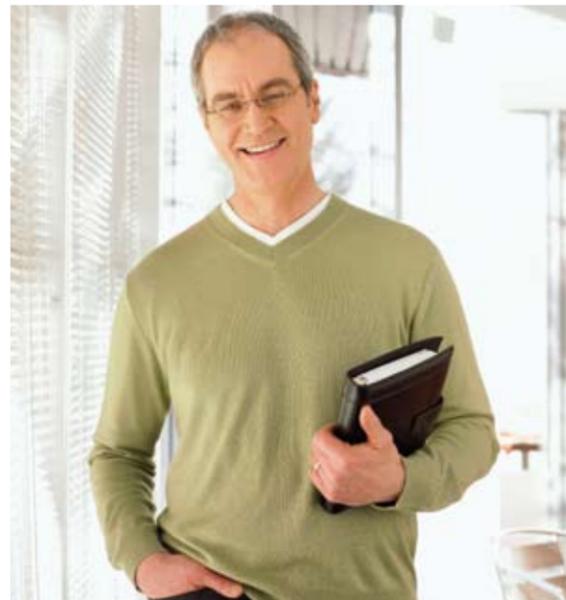
SCHOOL'S VALUES BECOME STUDENTS' VALUES

Most school administrators and faculty have clear ideas about how massage professionals should conduct themselves. Learning objectives are likely to reflect the school's values. Schools can also develop specific learning activities that promote the exploration of values the school deems important. A few examples:

Imagine a school has a decidedly green focus, placing emphasis on environmental awareness and teaching future therapists to be thoughtful citizens of the planet. One classroom activity might require students to keep a bag by their massage stations and fill it with all of the things they would normally throw away during the course of a week. The stations will likely become crowded as bags get fuller and some bags might smell. At the end of the week, the instructor holds a

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TEACHING EMOTIONAL INTELLIGENCE



class discussion to explore what students learned from the activity, student values, value shifts, new insights, and changed attitudes. A homework assignment asks students to come up with a conservation plan for their future massage practice.

Perhaps at another school an instructor is very involved in the regulatory process of the massage profession. He values laws, guidelines, and standards of practice. These values are reflected in the guest speakers he invites to class. One is from the board of massage and one is a lobbyist working to garner support for a massage bill. Classroom discussions that evaluate current laws or new information about regulatory changes are introduced whenever class time is allotted to professional development. This teacher also gives extra credit points when students attend regulatory meetings.

It becomes easy to see how schools and instructors teach values and attitudes. Without a school's staff

evaluation of the manner in which they teach values to students, it is easy to see that the power differential between students and instructors could be exploited, even when an instructor has the best of intentions. Schools can strengthen their massage curriculum by appraising their ideals and understanding how they are communicated to students.

Another proactive task that schools can undertake is to identify the pervasive attitudes students hold about themselves, their learning abilities, and the degree to which they value life-long learning. It's not uncommon for some students to believe that they are not smart enough to go to college, to get an A in anatomy class, or to excel at business skills. How does the school uncover these beliefs in students and, through meaningful learning events, begin to improve these attitudes? How can the school build an appreciation for life-long learning and help students value

learning for learning's sake? It's also important to look at how students' emotional processes are protected and developed and how students can confront and question school values, when appropriate. Motivational activities and time for self-reflection and sharing become important regular activities.

NEXT STEPS

Evaluate your current curriculum and analyze its learning objectives. Determine if the learning objectives adequately capture the emotional aspects of learning and address motivation, values, and attitudes appropriate to your goals for graduates. Plan an early learning event that explores student attitudes about their own abilities as learners and that emphasizes life-long learning as important. Periodically review objectives in the affective domain and determine how you will evaluate student progress in this area. 🍏

TEACHING EMOTIONAL INTELLIGENCE CONTINUED FROM PAGE 3

WHAT SKILLS SHOULD BE TAUGHT?

The skills schools need to teach to build EI can be categorized into five closely related areas.

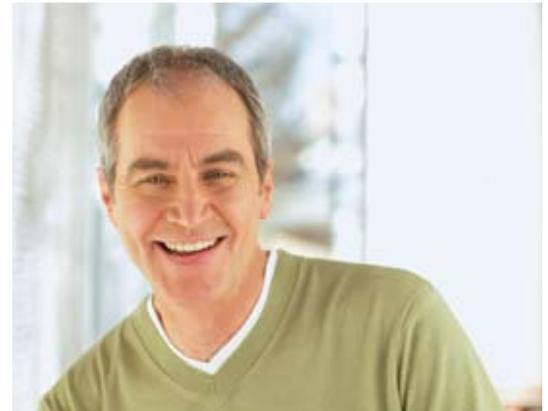
SELF-AWARENESS. Students can learn to look at their thought processes and how the relationship between their thoughts and feelings influences their actions. Activities that teach students how to interrupt negative thoughts and solve problems empower them to make better choices.

SELF-EMPOWERMENT. Students often hold beliefs about themselves that limit their ability to achieve personal and professional goals. Activities that help students identify their beliefs, the history of beliefs, and the thoughts that arise in a situation are the first step to changing attitudes and improving self-responsibility. Self-empowerment requires emotional management. Channeling emotions toward a positive end demonstrates the student's increasing adaptability, allowing them to soothe themselves, to take a step back from a frustrating situation, or to learn from sadness or fear.

COMMUNICATION. It's important to learn to pay attention to verbal and non-verbal cues and take stock of a situation before reacting. Communication skills and interpersonal relationships can develop with an understanding of personal filters, the use of "I" statements, encouraging other people to share, and empathy for other individuals' feelings and motivations.

GROUP INTERACTION. Becoming skilled as both a leader and follower are equally valuable. Understanding all members of a group, valuing their contributions, recognizing perspectives and motivations, and knowing when personal emotions have been triggered, all support group interaction. Taking responsibility and following through on commitments are also essential skills.

CONFLICT RESOLUTION. Students can learn to step out of the emotional spiral of a conflict and understand the factors at play. Managing oneself in a conflict requires some degree of mastery of group interaction. 🍏



The next issue of *The Massage Educator* (Spring 2008) will provide specific classroom activities that give schools a start in the development of emotional intelligence curricula. For ideas on processes that build emotional intelligence, review the Student Success Curriculum, available for schools at

www.abmp.com.