



Welcome to the
2017
Educational
Congress

Tucson, AZ July 26 - 30



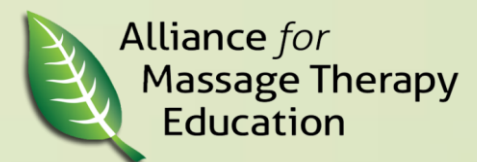
Schedule & Hotel

- Schedule
- Whova (download the app)
- CE Cards
- Prizes
- Visit Exhibitors
- Meals and Reception
- Rest Rooms

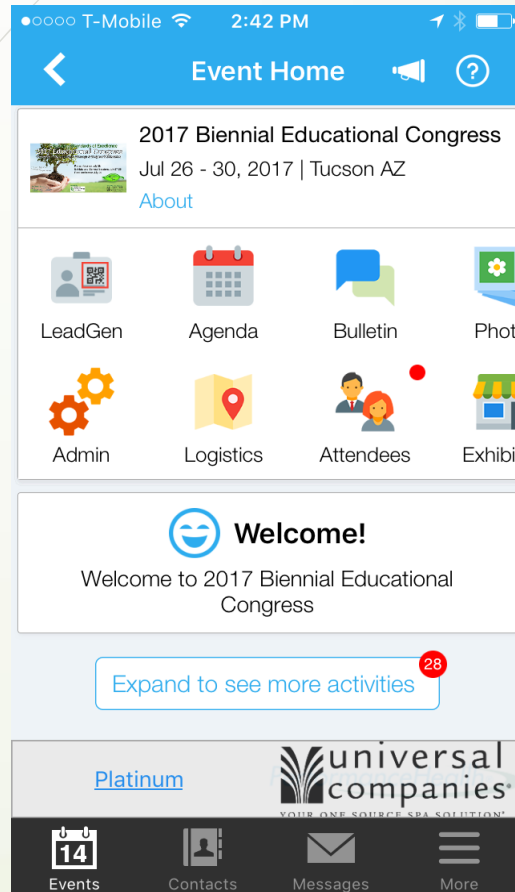
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2017 Host



#2017 Educational Congress App

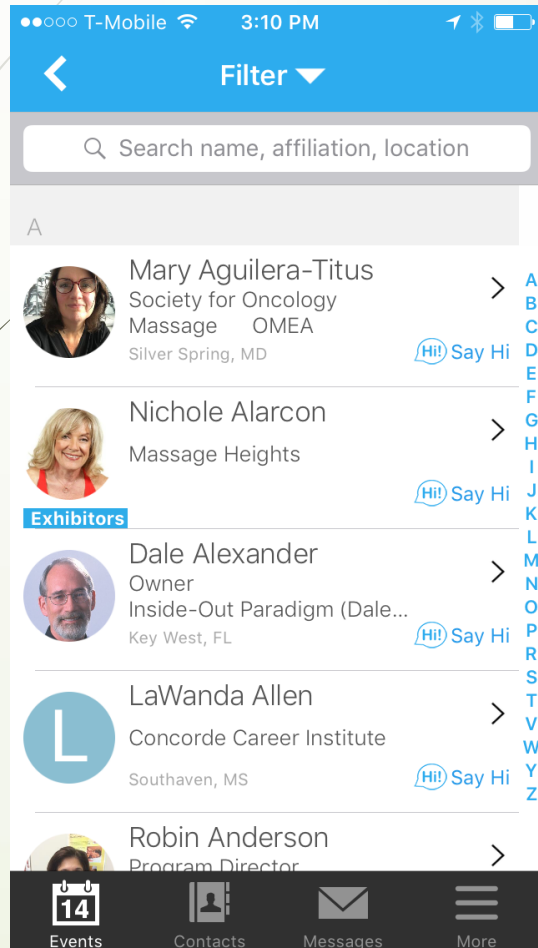


- Conference Agenda
- Add Session Reviews & Conference Survey
- Social Share
- Sponsors & Exhibitors
- Updates from the Conference
- Submit Questions
- Connect with all attendees

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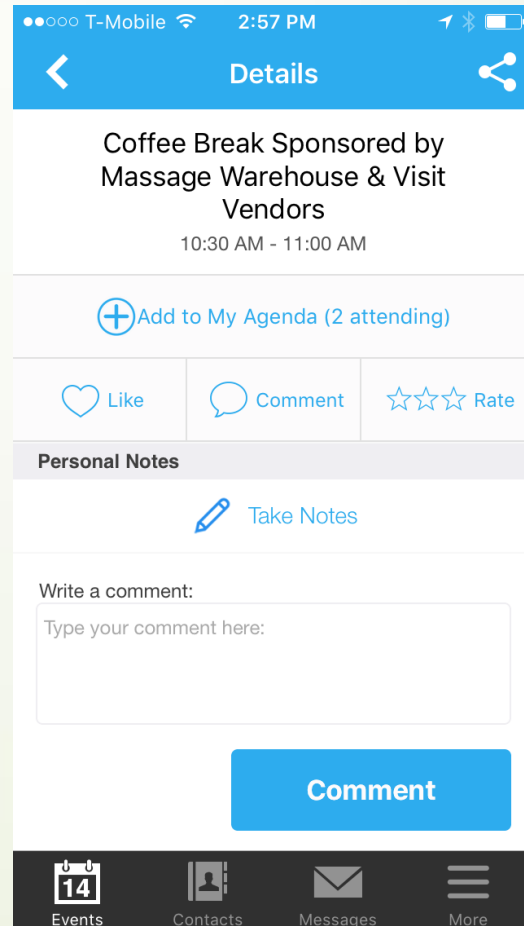
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 Alliance for
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#2017 Educational Congress App



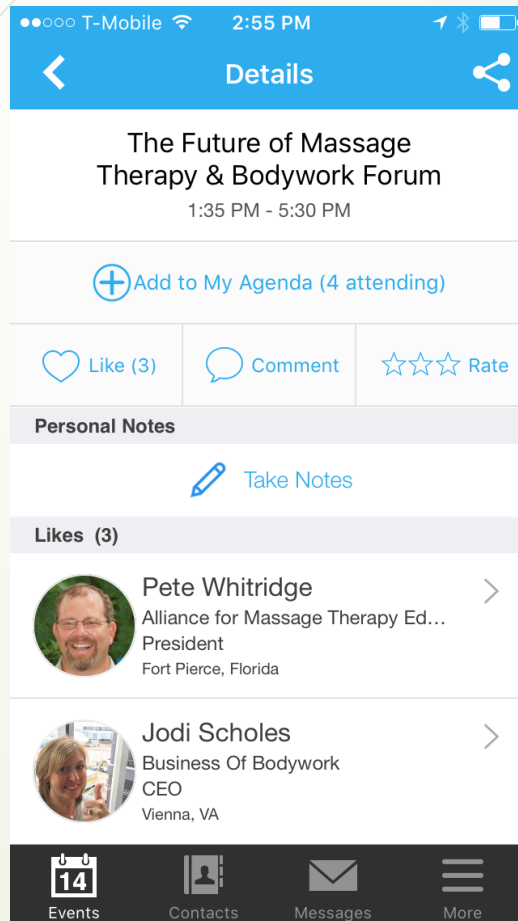
- Agenda: Conveniently browse through the agenda
- Profiles: Explore the profiles of other attendees
- Messages: Send in-app messages to other attendees
- Connections: Sync mobile apps with your fellow attendees to exchange contact information
- Discovery: Receive a customized list of other attendees

Morning Session



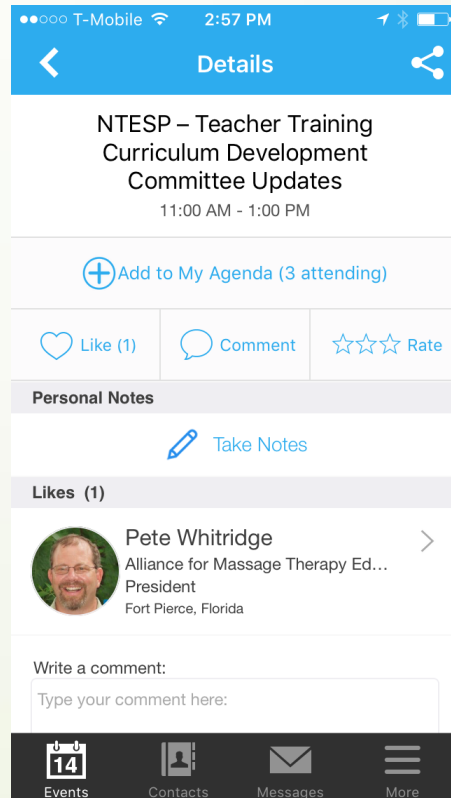
- 9:00 Welcome & Overview
- 9:40 Introductions
- 10:00 Educators of the Year
- 10:30 Keynote – Ruth Marion
- 11:30 Visit Exhibitors
- 12:00 Lunch & Visit Exhibitors

Afternoon Session



- 1:30 The Future of Massage Therapy & Bodywork Forum
- 5:30 - 7:00 Reception - Sponsored by Massage Envy
- Chair Massage Fundraiser for the MTF

Friday



- 8:00 Visit Exhibitors
- 9:00 Business Meeting & Elections
- 10:30 Break & Visit Exhibitors
- 11:00 NTESP Overview
- 1:00 Lunch & Visit Exhibitors
- 2:30 Breakout Sessions
- 4:45 Roundtable Discussions



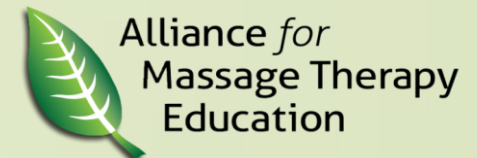
Saturday

- 7:00 Optional Morning Memorial Walk
- 8:00 Visit Exhibitors
- 9:00 Breakout Sessions
- 12:00 Lunch & Visit Exhibitors
- 2:00 Breakout Sessions
- 4:00 Break & Visit Exhibitors
- 4:30 Closing Ceremony

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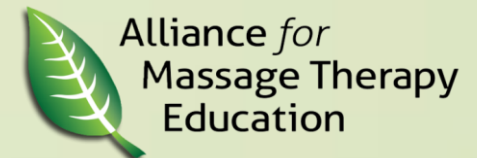
Sunday

- 9:00 - 4:00 Optional Post-Conference Workshop
Beyond Boundaries with Lauren Cates
- 9:00 - 12:00 S4OM Private Meeting
- 9:00 – 5:00 AFMTE BOD Meeting

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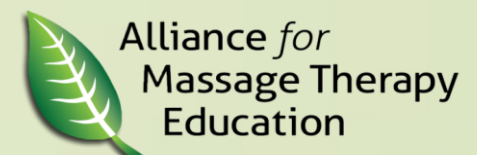
AFMTE Board Members

- Cherie Sohnen-Moe (President)
- Stan Dawson (Vice President)
- Christa Fratanoro (Secretary)
- Eric Polgar (Treasurer)
- Pete Whitridge (Past President)
- Penny Shumaker Jeffrey
- Ariel Hubbard
- Beverley Giroud
- Sandy Mason

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Educational Congress Planning Committee

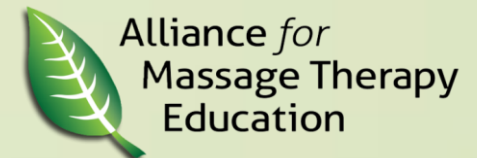
Committee Members

- Cherie Sohnen-Moe
Board Liaison & Facilities
Coordinator
- Nancy Dail
Committee Chair
- Terrie Yardley-Nohr
- Julie Goodwin
- Ruth Werner
- Diane Mastnardo
- Stephanie Beck
- Naomi Olivia
- Kate Turpin
- Victoria Moutahir
- George Kousales

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Keynote Speaker

Ruth Marion Let's Get Real!

1984 – 1994 the Director of the Boulder School of Massage.

A member of the AMTA Council of Schools

Participated in the AMTA projects that created COMTA, NCBTMB and the Massage Therapy Foundation.

2000 Ruth established Health Works Institute in Bozeman, Montana

Contributed to legislative efforts that resulted in a massage therapy licensing law in Montana

Actively supports the Montana Chapter of the AMTA.



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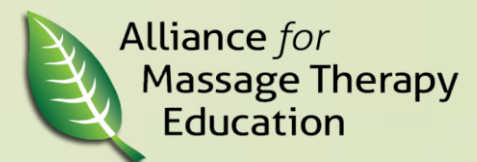
Breakout Speakers

- Stephanie Beck
- Jerrilyn Cambron
- Jason Erickson
- Julie Goodwin
- Dawn Hogue
- Penny Jeffrey
- Whitney Lowe
- Niki Munk
- Benny Vaughn
- Ruth Werner

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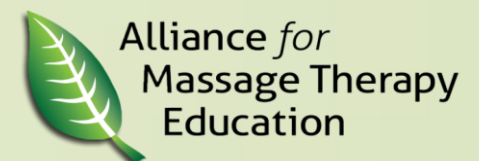
Moderators

- Diane Mastnardo
- Sandy Anderson
- Regina Cobb
- Whitney Lowe

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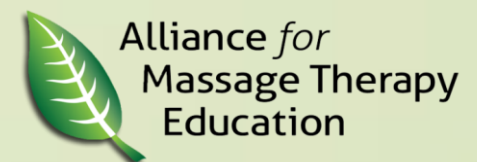
Pre-Conference Presenters

- **Mental Health First Aid**
 - Tara McManaway
- **School Success Day**
 - Joe Bob Smith
 - Dr. Tony Mirando
 - Tom King

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Post-Conference Presenter

Beyond Boundaries - Lauren Cates

Exploration of common assumptions and typical strategies to uncover vulnerabilities to burnout, fatigue, and other blocks to resiliency and sustainability

Group exercises, small group work, lecture, and creative play to bring participants to a place where deeper, more sustainable perspectives and skills can emerge allowing attendees to bring greater awareness and authenticity to their practices classrooms and lives

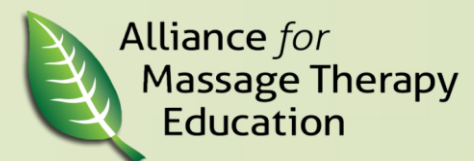
Get honest about what it means to touch humans for a living and how to teach our students to be honest and authentic about that experience as well.



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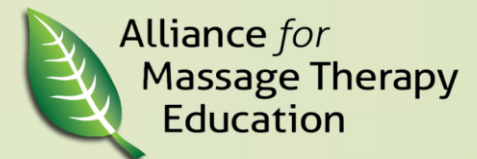
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Opening Reception 5:30-7:00

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Hors d'oeuvres

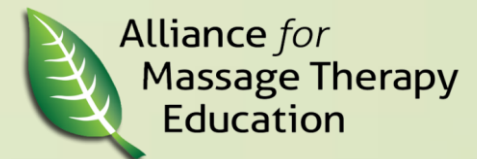
Cash Bar

Massage Therapy Foundation Chair Massage Fundraiser

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FSMTB

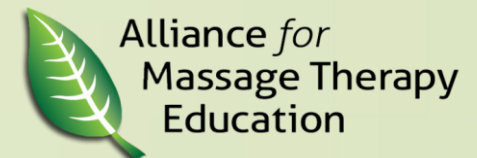
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First Day Breakfast Sponsor



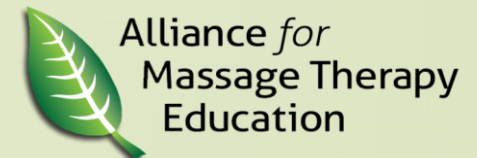
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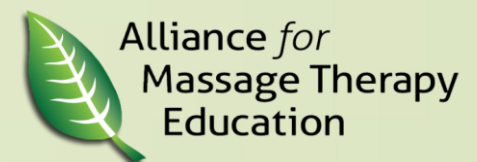
- Books of Discovery
Publisher of *The Trail Guide to the Body*
- Founding members - Supporting the AFMTE since day one!

www.BooksOfDiscovery.com

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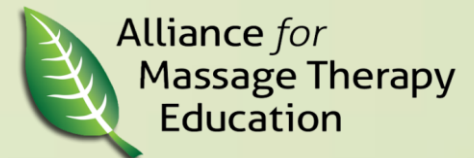
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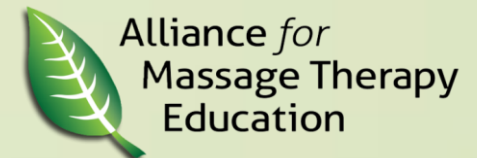


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Conference Angels



www.naccas.org/naccas



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www.wolterskluwer.com



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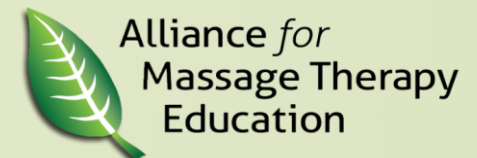


www.abhes.org

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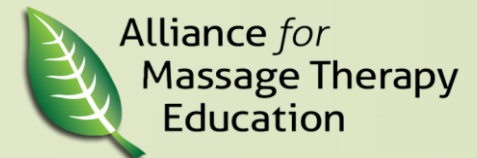
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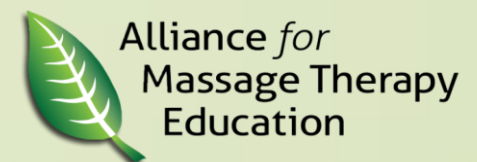


www.massageliabilityinsurancegroup.com

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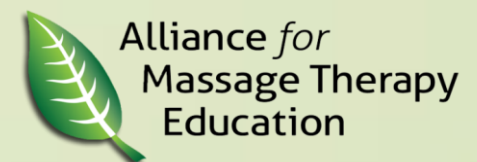


www.BonVital.com

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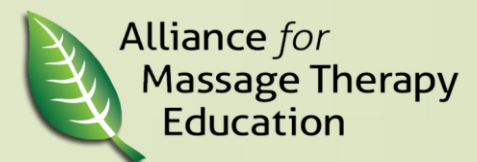


www.PerformanceHealth.com

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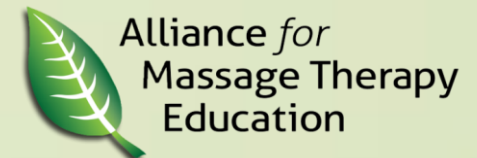


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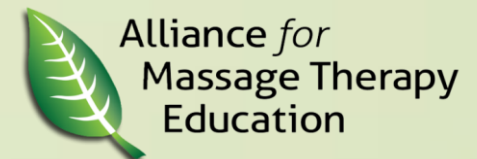


www.LotusEducationinstitute.com



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Thank You and Welcome 2017 Educational Congress Exhibitors



Thank You and Welcome 2017 Educational Congress Exhibitors



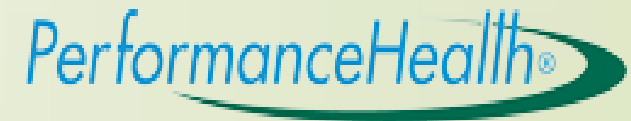
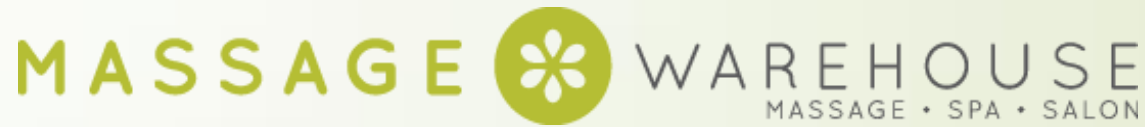
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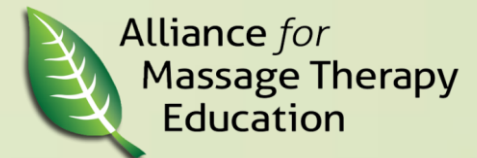
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Introductions - Audience

- Communications Structure
- Group Affiliations
- Activity
 - Find at least 3 people with the same ribbon as you
 - Name, company, title, location

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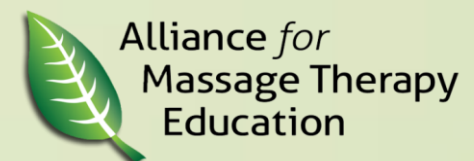
Educators of the Year

This award honors excellence in massage and bodywork education and serves to foster a culture that supports raising the standards of excellence in massage and bodywork education. The recipients are chosen based on their experience, teacher training taken, and how well they meet the core competency standards.

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Educators of the Year Team

2017: Iraida Quintana, Joe Bob Smith,
Stan Dawson

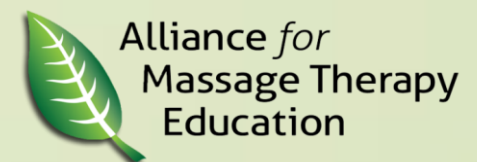
2016: Iraida Quintana, Jonna Winkler,
Stan Dawson



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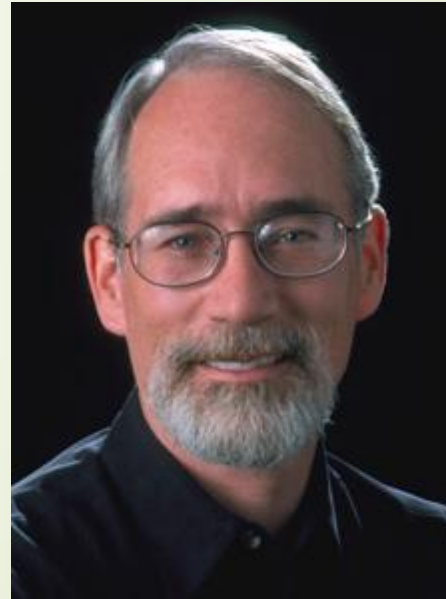
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2016 Winners



Julie Goodwin
CE Provider

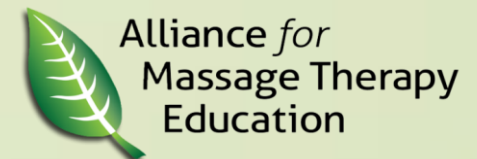


Dale Alexander
Teacher

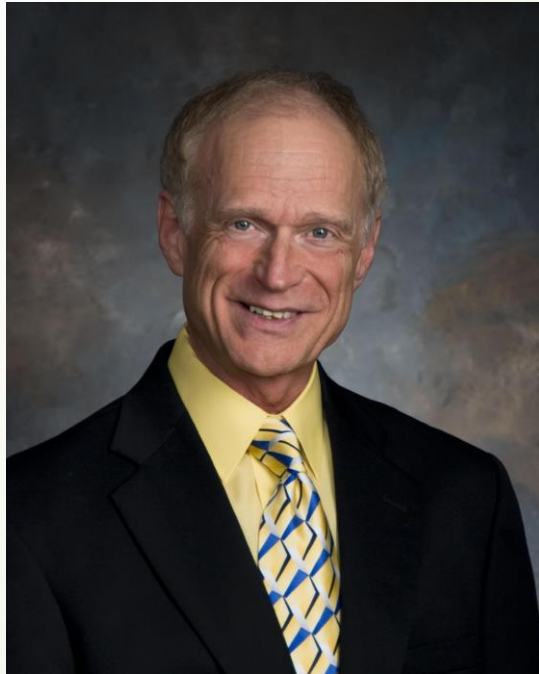
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2017 Winners



Ralph R. Stephens
CE Provider

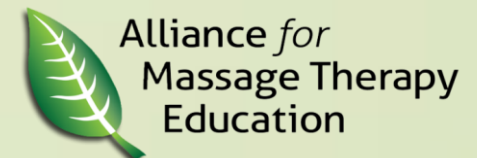


LaWanda Allen
Teacher

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Keynote Speaker

Ruth Marion Let's Get Real!

Are programs preparing students to consistently deliver to clients the full range of benefits of skillfully-performed massage therapy, as envisioned by these predecessors?

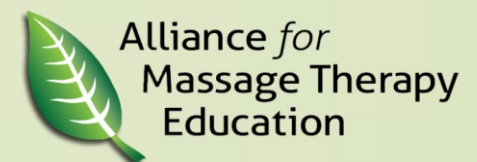
What can the industry do to ensure that graduates, participants in seminars or members of associations have the knowledge, skills and professionalism expected of them by their clients and employers?



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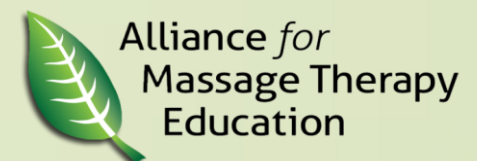
Lunch

- Visit Exhibitors,
- Network FB Live, Interviews, Whova App
- Get Your Prize Tickets

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The Future of Massage Therapy & Bodywork Forum

Diane Mastnardo

Moderator

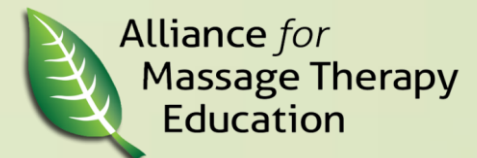


Image courtesy of Massage Practice Builder

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Welcome

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Overview

Part I: The Big Picture

Industry Project Review

Part II: Setting the Landscape;

What we have heard from our members

Part III: Looking into the Future Breakout sessions

Part IV: Results & Goal Setting



Image courtesy of Massage Practice Builder

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Part I: The BIG PICTURE



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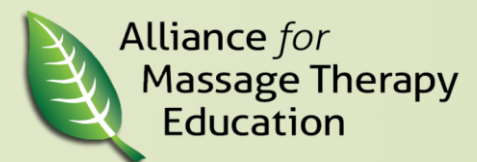
“Massage Therapy in the United States has evolved via many different pathways, in both a formalized fashion and via avenues that are far less formal.”

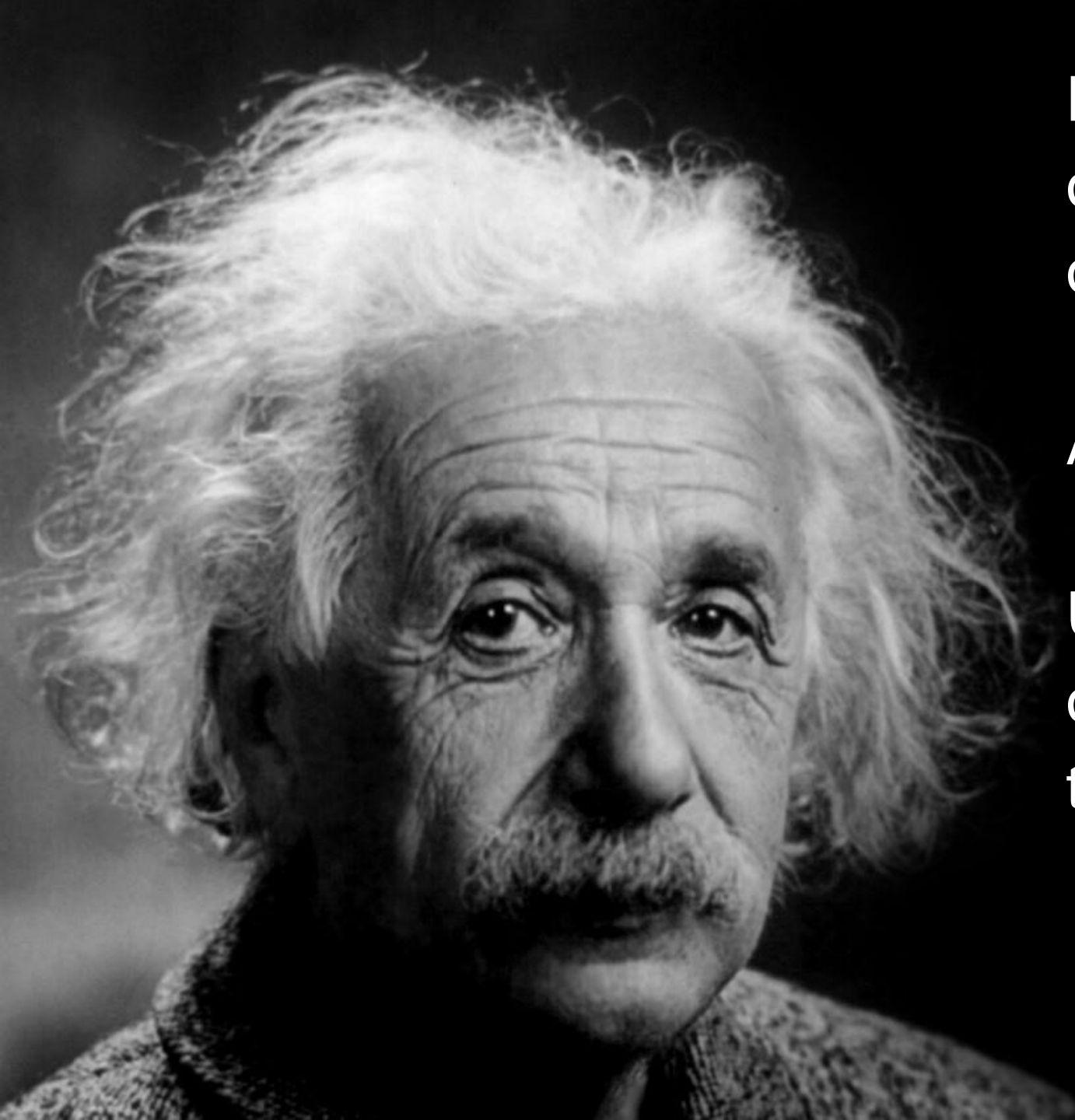
-FSMTB Model Practice Act

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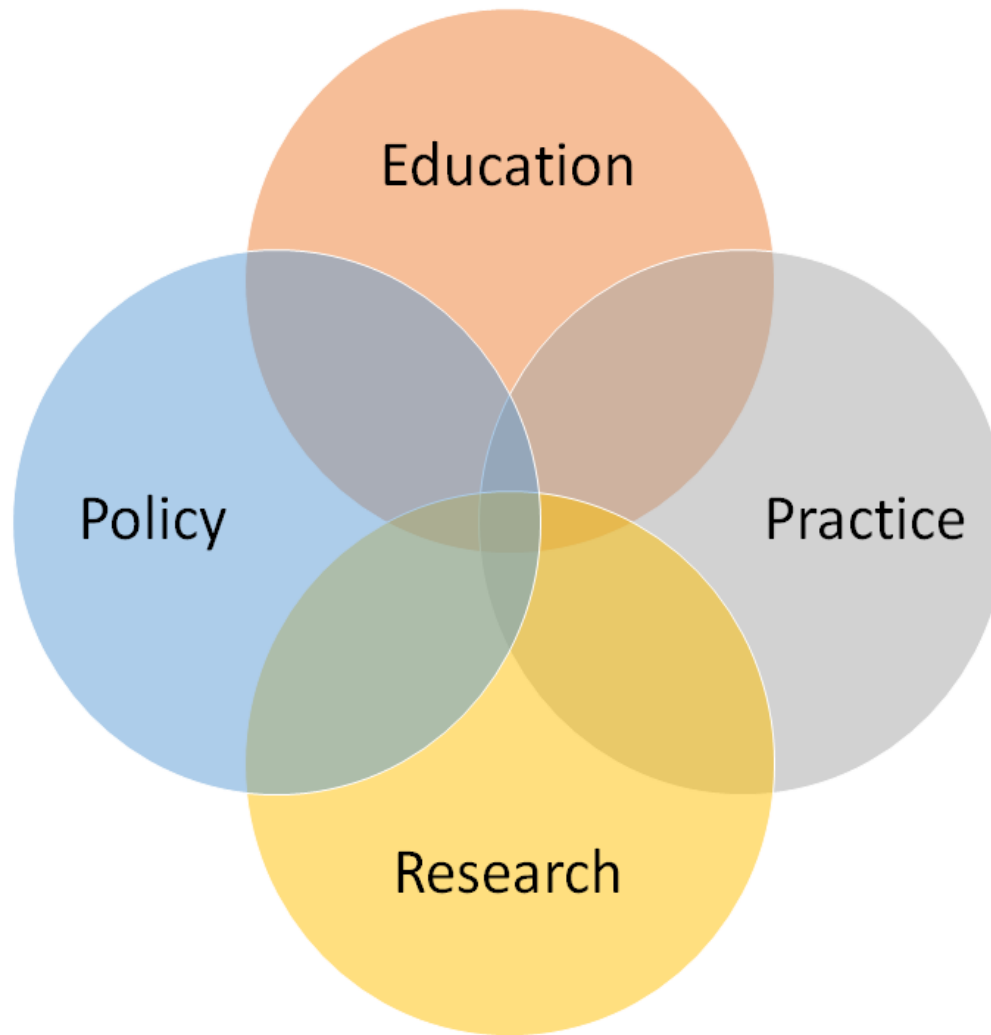
Doing the same thing over and over and expecting a different outcome!

AND

Using the same logic to get out of the trouble that got you there in the first place!

Albert Einstein

Image courtesy of Jurnalspiritual.eu




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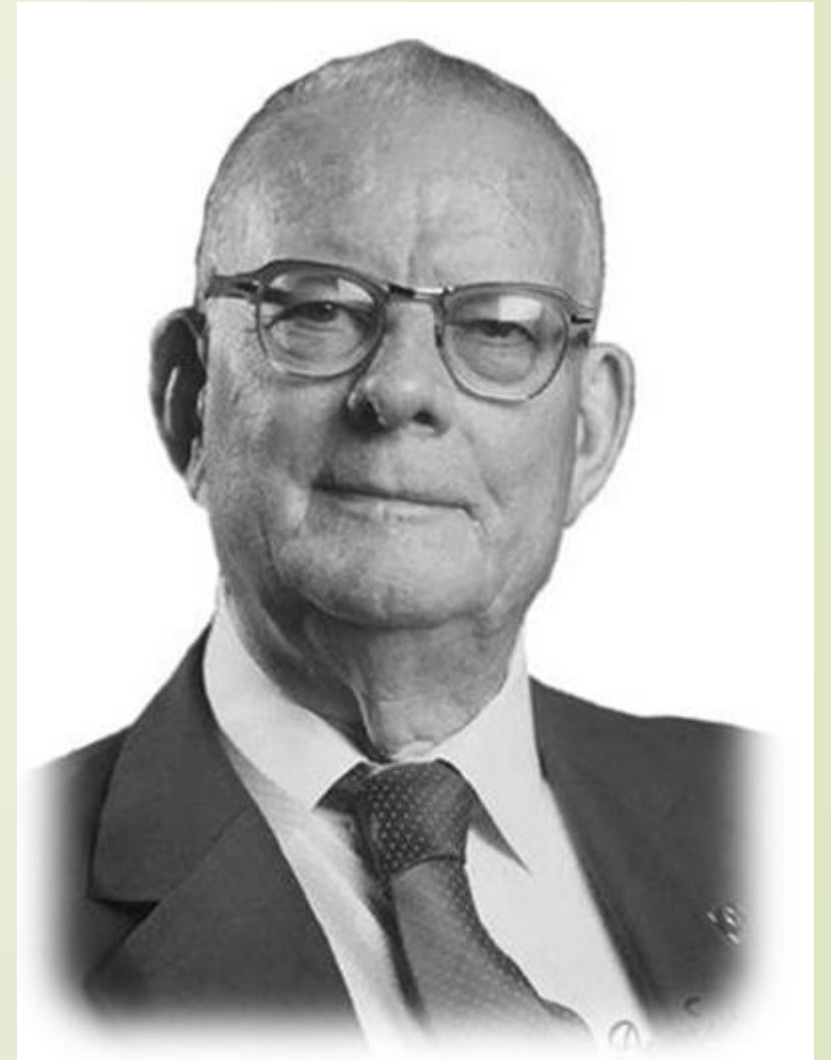


•“Without data you’re just another person with an opinion.”

•“If you cannot describe what you’re doing as a process, you don’t know what you are doing.”

“A bad system will defeat a good person every time.”

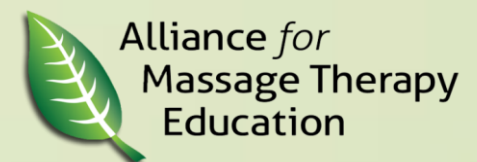
– W. Edwards Deming



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INDUSTRY

MTF- Research

ACIH - Competencies for Integrated Practice

COMTA - Endorsed Curriculum

FSMTB -The Model Massage Therapy Practice



NCBTMB - Board Certification & Specialty Certification

AFMTE - National Teacher Education Standards Project

AOBTA

Coalition - Entry Level Analysis Project

Image courtesy of web.iitd.ac.in

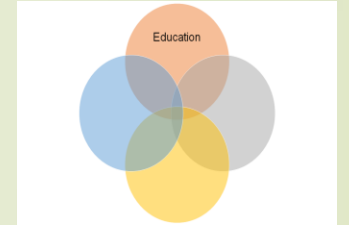
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Entry Level Analysis Project (ELAP)



Address Portability due to inconsistent quality, depth, and focus of entry level massage education.

ELAP recommends the **625 hours** include 9 content areas:

- ABMP
- AFMTE
- AMTA
- COMTA
- FSMT
- MTF
- NCBTMB

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NCBTMB: Board Certification



“Board Certification is the highest **voluntary** credential attainable in the massage therapy and bodywork profession with a distinct level of achievement beyond entry-level licensure—including completing more education, hands-on experience, and a background check—that will give meaning to your career (and your clients!) with credentials that matter.”

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NCBTMB: Specialty Certification

“A Specialty Certificate **symbolizes advanced education** and training in a particular modality or when working with a specific population—requirements both massage therapy leaders and healthcare organizations agree are necessary to:

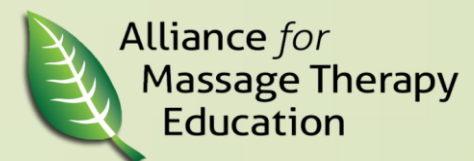
- Further elevate the standards of massage therapy
- Further massage therapy’s role in integrative healthcare
- Provide therapists access to high-quality, advanced programs for specific modalities and populations
- Ensure patients receive the best possible care”



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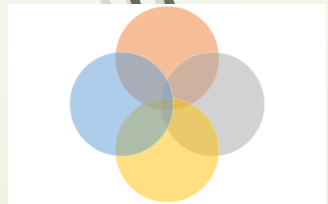
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AOBTA: American Organization for Bodywork Therapies of Asia

- 500 hour curriculum
- Assessment-based professional certification



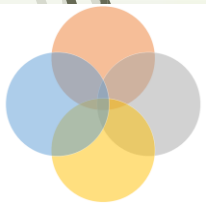
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ACIH: Hospital Based Massage Therapy (HBMT) Competencies (2017)

- Hospital environment
- Massage protocols
- Therapeutic presence



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ACIH: Competencies for Optimal Practice in Integrated Environments

- Value and Ethics for Interprofessional Practice
- Roles and Responsibilities
- Interprofessional Communication
- Teams and Teamwork
- Evidence-based healthcare and evidence-informed practice^
- Institutional Healthcare Culture and Practice^



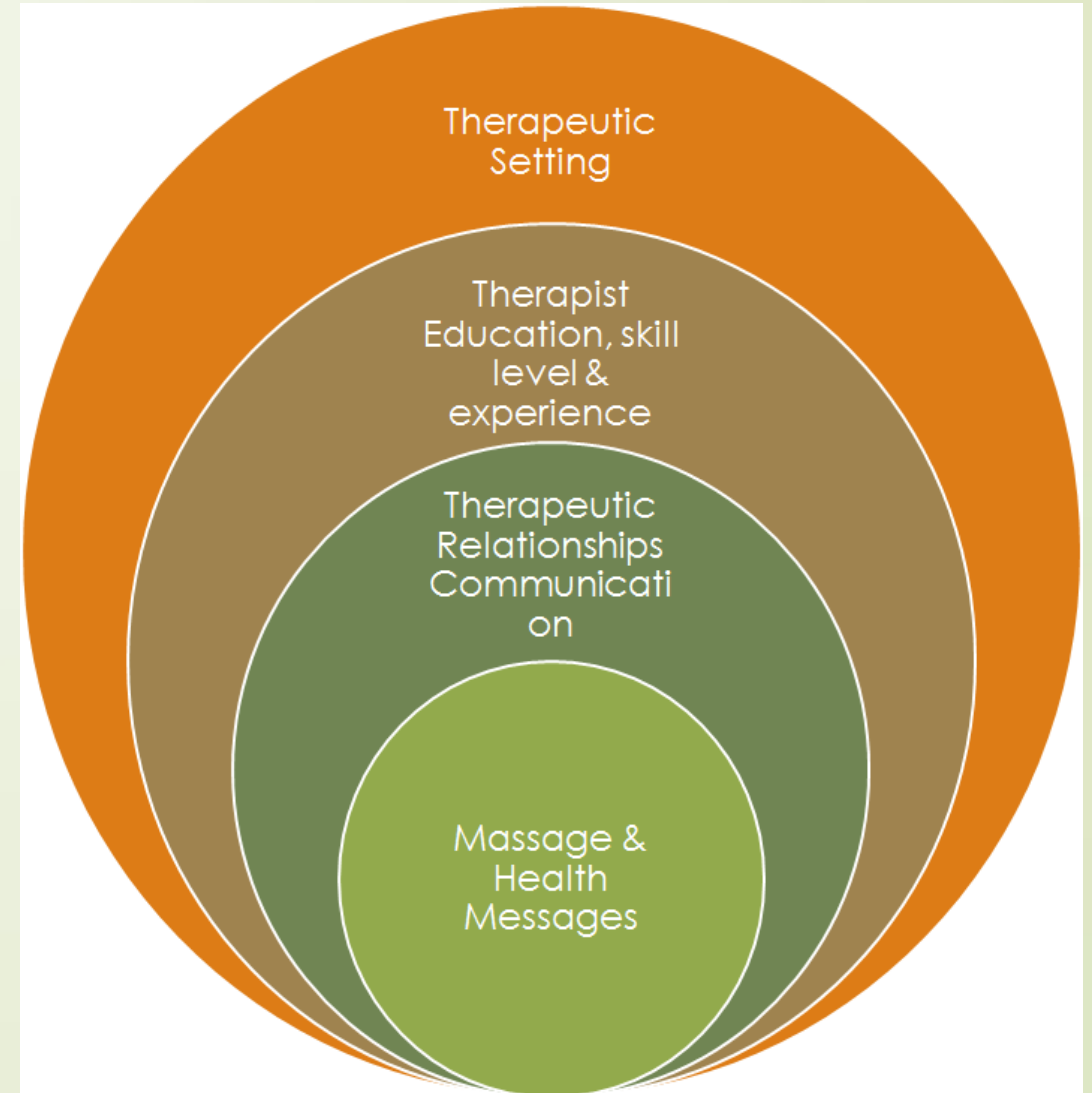
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Massage Therapy Foundation: IJTMB

Conceptualization of massage therapy definition

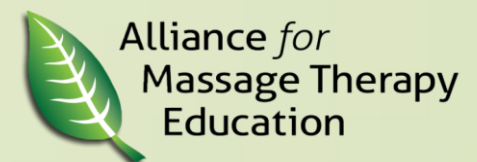
Kennedy: Results of the Best
Practice Symposium



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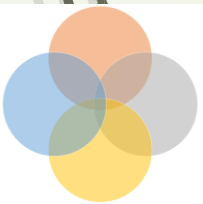




COMTA: Endorsed Curriculum (CEC)

“You’ll gain recognition without full accreditation.”

- An alternative to accreditation to honor programs who meet COMTA’s requirements, but may not be able to meet full accreditation standards or costs.
- Serve as a transition step for those interested in, but not yet ready for, accreditation.
- Focuses exclusively on the curriculum and instruction rather than complete school operations.



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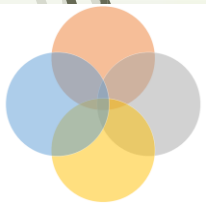
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 *Alliance for
Massage Therapy
Education*



The Model Practice Act

The FSMTB 2014

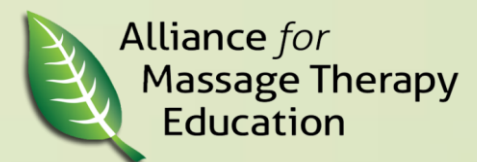
“..The intent of this document is to provide a comprehensive resource to FSMTB Member Boards and Agencies and to assist regulators with statutory language based upon the collective wisdom of the Massage Therapy regulatory community...”



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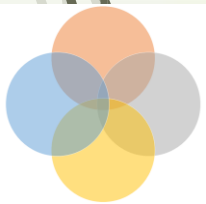


License Renewal Recommendation

FSMTB adopted 2014

Massage therapists are required to either:

1. Pass a competency verification assessment each renewal cycle; or
2. Complete six (6) hours of public safety courses annually; or
3. Complete at least three (3) of the six hours of public safety courses with the remaining hours being exchanged for certain Professional Development Activities.



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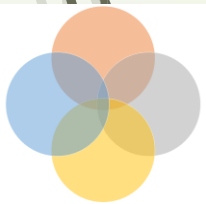


The Model Practice Act

SECTION 103. DEFINITIONS

(B) ...In addition to the recognition of the ELAP recommendations, it is intended that eventually all those who enter the profession shall have received an accredited education...

(G) The Practice Act empowers the Board to approve and recognize Continuing Education



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The Model Practice Act

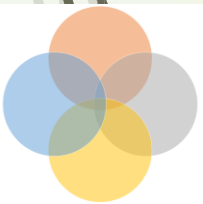
SECTION 210. POWERS, RESPONSIBILITIES AND DUTIES (A)

(2) Assess SECTION 210. POWERS, RESPONSIBILITIES AND DUTIES

(A) Entry-level competence through the use of the Examination

(4) Establish and enforce compliance with professional standards of practice and rules of conduct

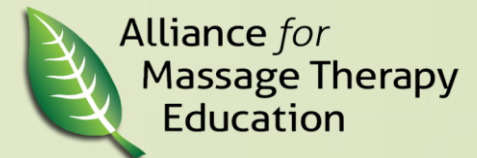
(5) Establish and enforce educational standards for recognition, approval and withdrawal of approval of programs or schools of Massage Therapy




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AFMTE: National Teacher Education Standards Project (NTESP)

The central mission of AFMTE is our commitment to strengthen and improve the quality of massage therapy education

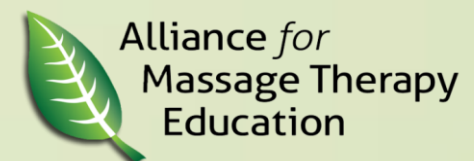
- Develop Core Competencies
- Assemble Teacher Education Resources
- Design a Model Teacher Training Curriculum Outline
- Develop a Teaching Certificate Program
- Encourage Industry Adoption of Teacher Education Standards



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Growth is never by mere chance; it is the
result of forces working together.

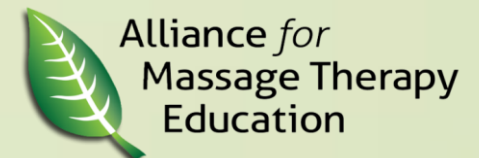
James Cash Penney



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Part II: Setting the Landscape

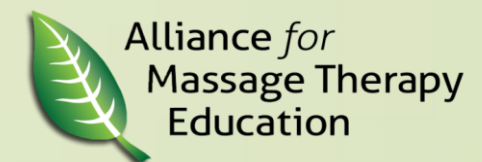
What we have heard from our members



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Schools



- How to get more students
- What we are teaching
- Regulations and accreditation
- How well are we teaching
- Better education promotes better employment



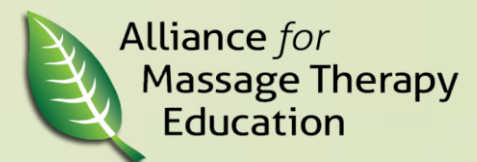
Employers & Private Practice

- Skills needed to be successful
- Inclusion in the third payment systems
- Improve income prospects
- How to get/keep employees

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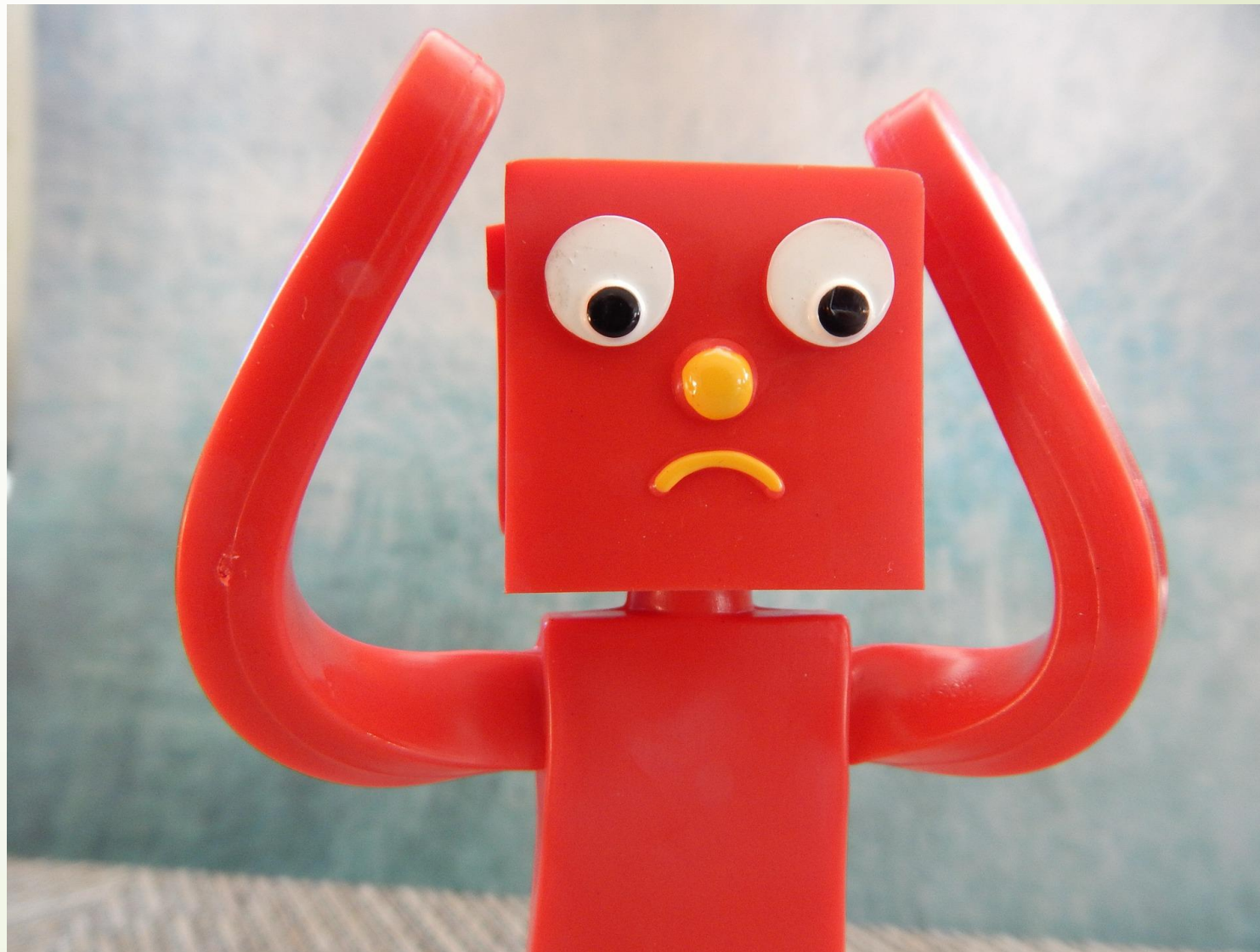
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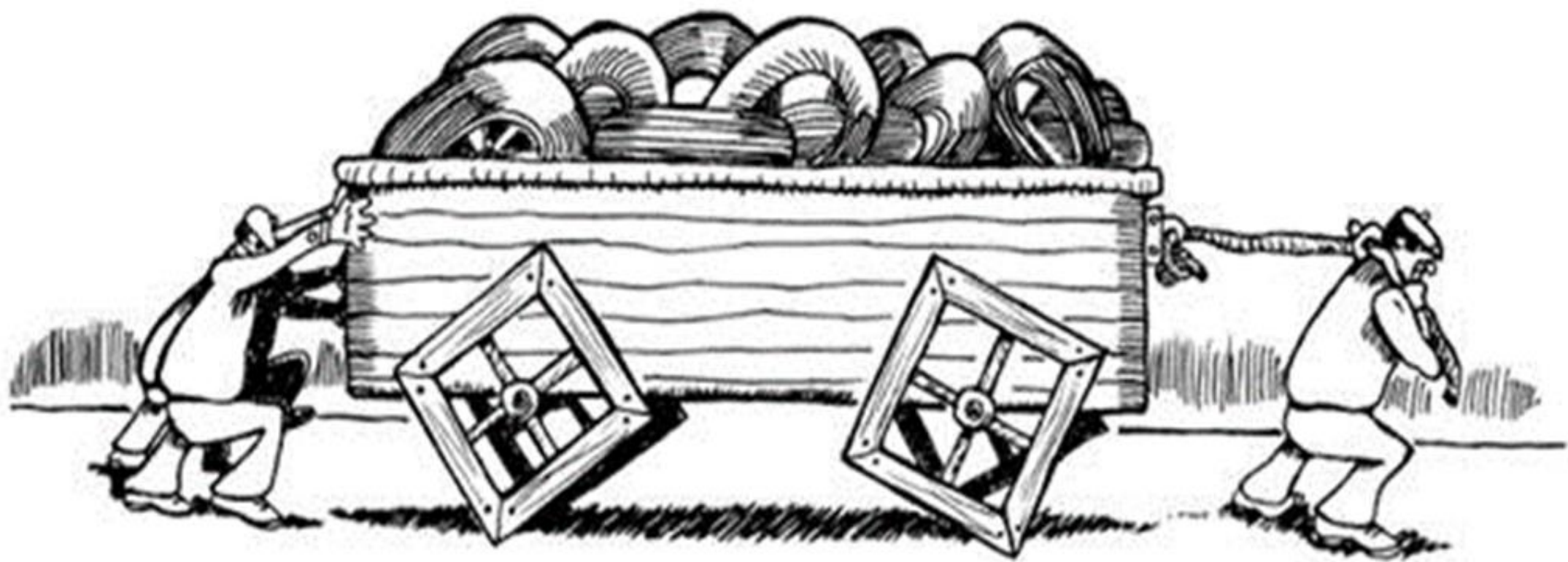


Continuing Education Providers

- Image
- Specialty certification
- Career advancement
- Regulation concerns



So many things!!!



we don't have time to change the wheels, push harder Harry

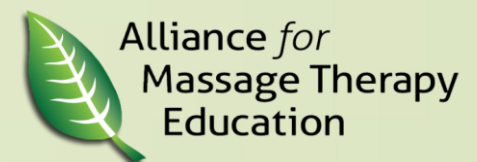
“If you don’t have time to do it right, when will you have time to do it over?”

– John Wooden

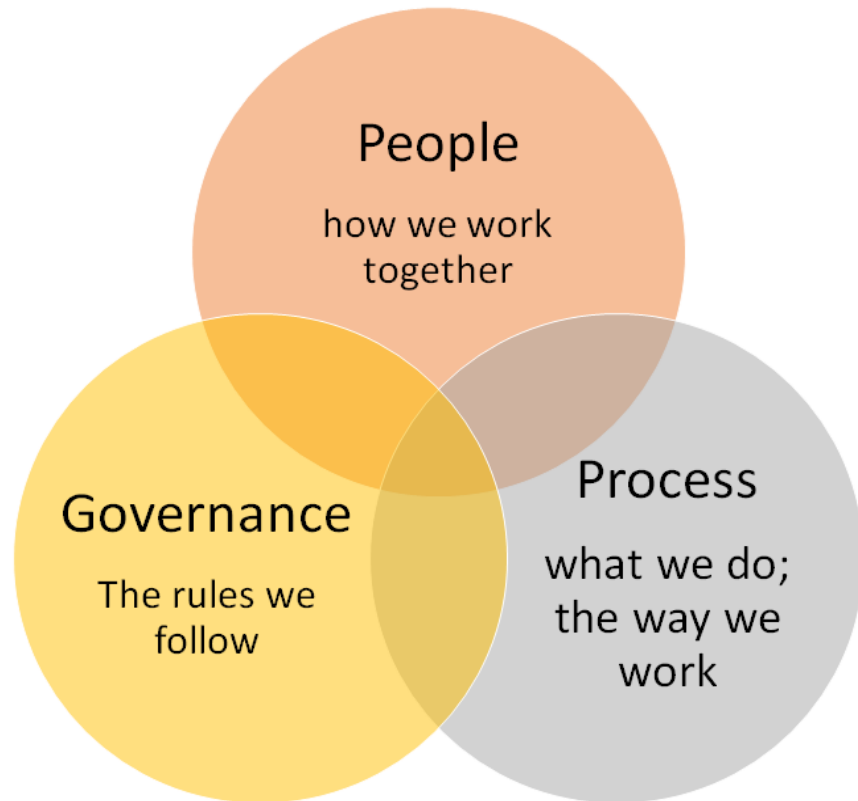
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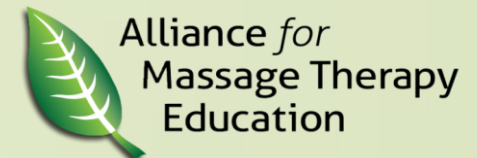
Grounded Theory



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Iterative Process

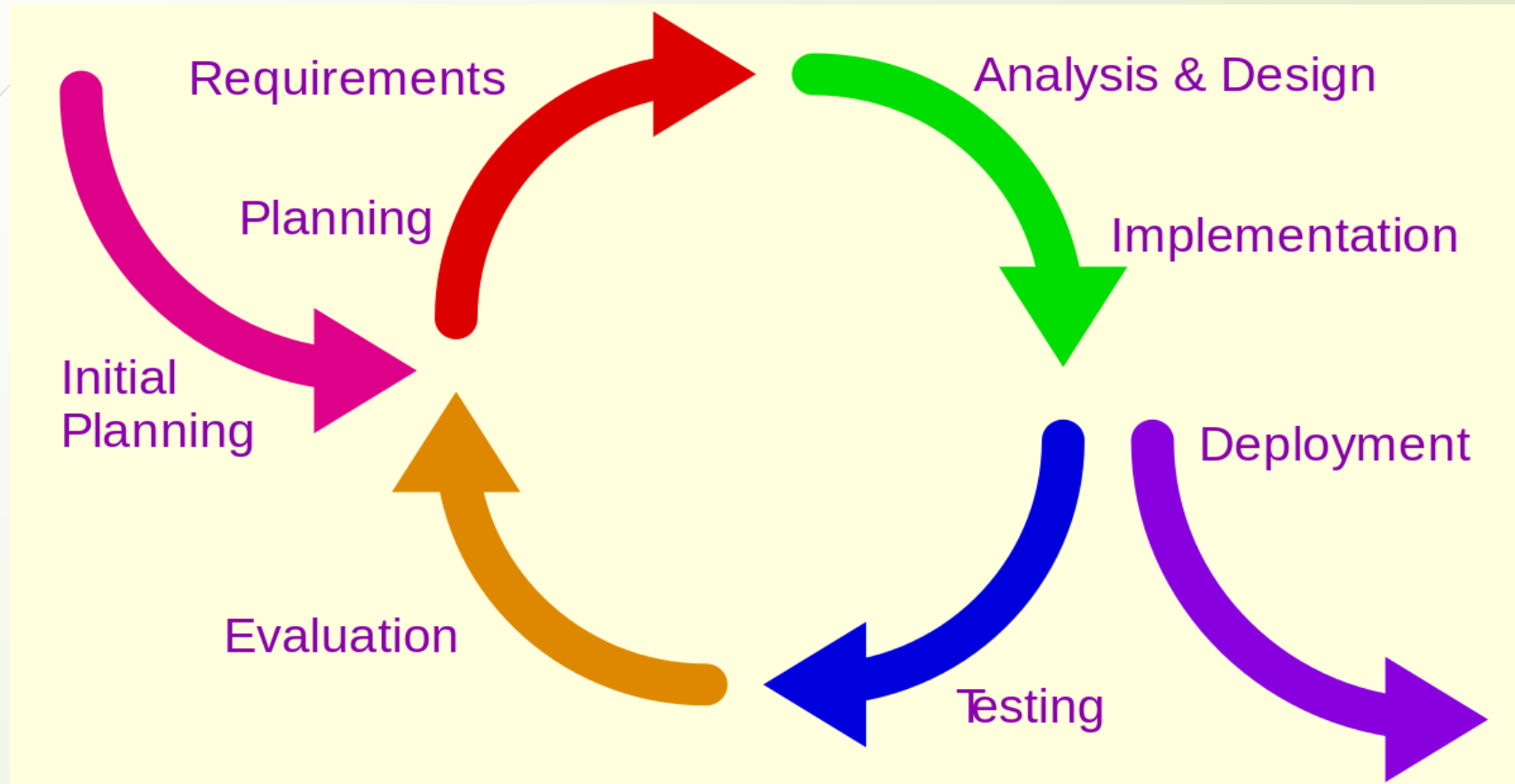


Image courtesy Interaction Design Foundation

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Part III: Looking into the Future....

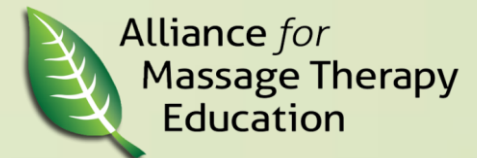


Image courtesy of Massage Practice Builder

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World Cafe Method meets Speed Dating



Image courtesy of world café'



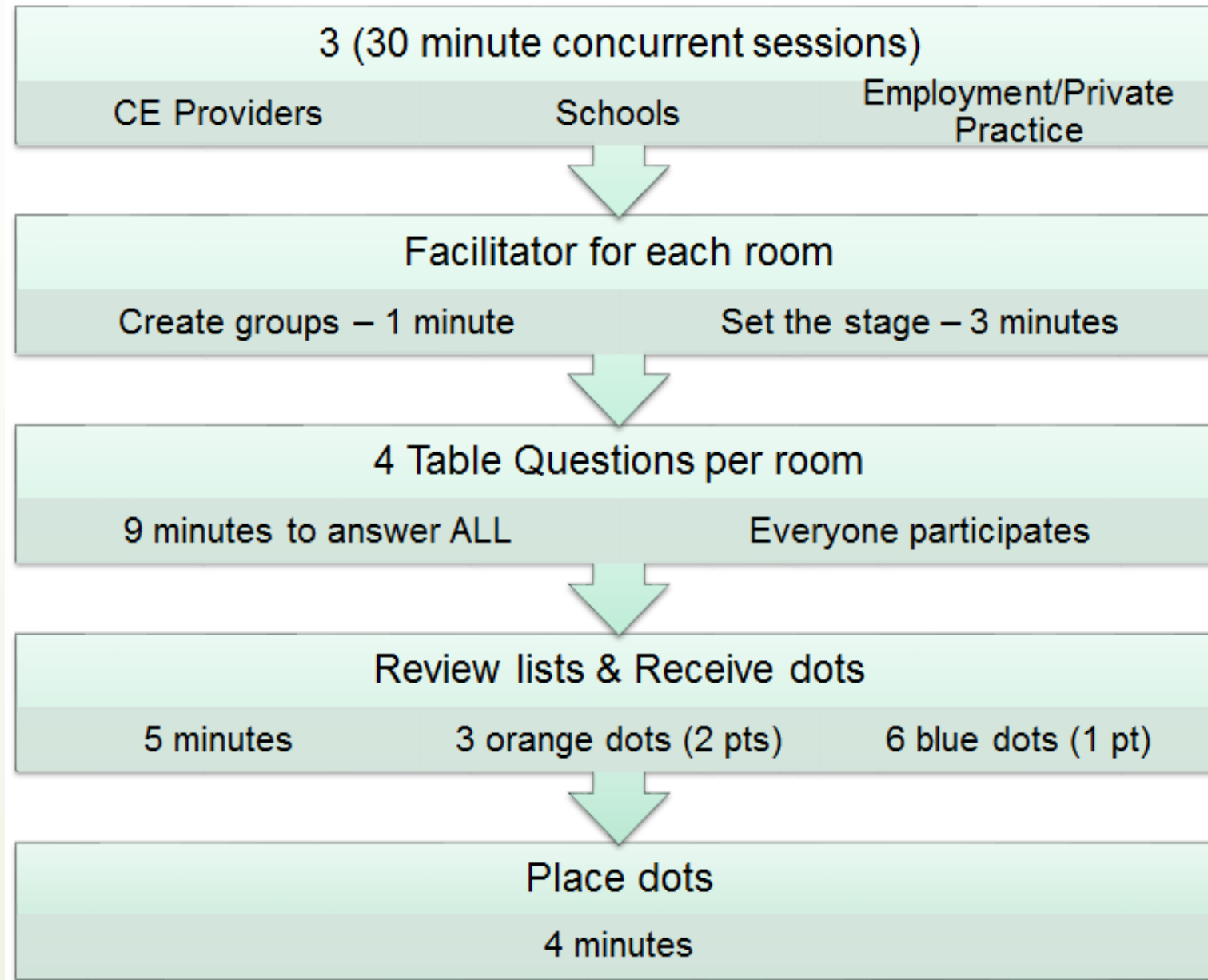
Image courtesy of stitch.net

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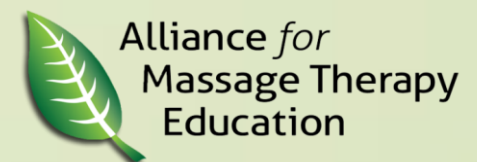
Room Assignments- Session 1

CE Provider Turquoise	Employment Agave	Schools Joshua Tree
1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
A, B, C, D	A, B, C, D	A, B, C, D

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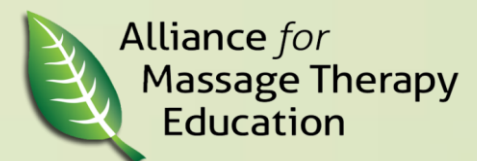
Room Assignments- Session 2

CE Provider Turquoise	Employment Agave	Schools Joshua Tree
1, 2 1, 2	1, 2 , 3, 4	3, 4 3, 4
C, D C, D	A, B, C, D	A, B A, B

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Room Assignments- Session 3

CE Provider Turquoise	Employment Agave	Schools Joshua Tree
A, B A, B	1, 2, 3, 4	1, 2 1, 2
3, 4 3, 4	A, B, C, D	C, D C, D

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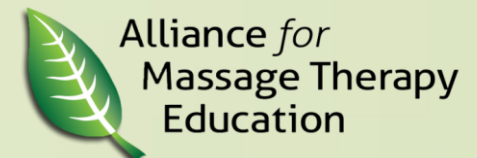
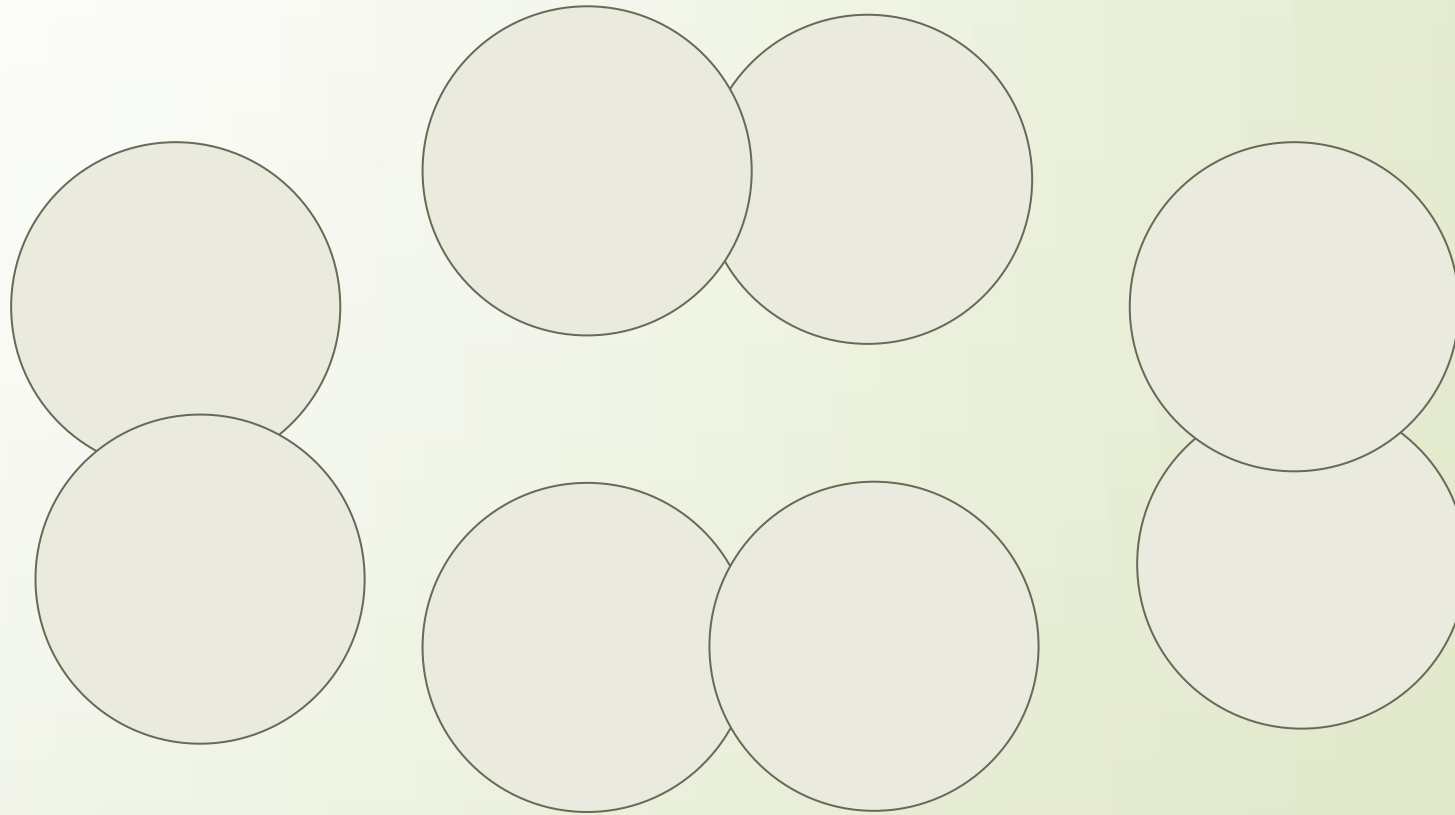


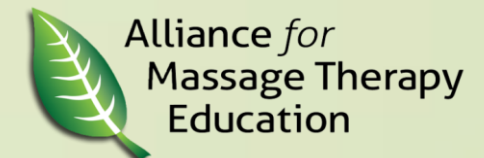
Table Set up



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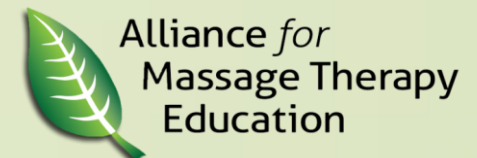
Part IV: Results & Goal Setting

RESULTS

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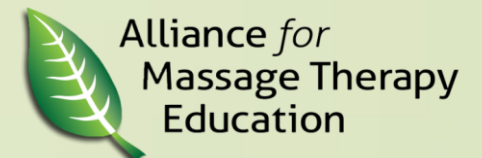
Results: Schools




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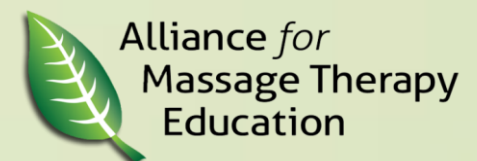
Results: Employers & Private Practice



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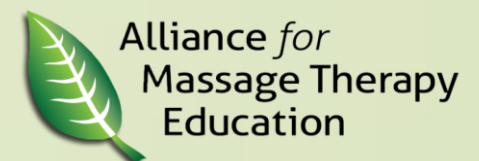
Results: CE Providers



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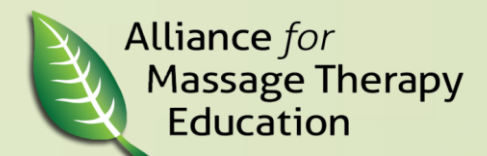
Discussion



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Goal Setting




peaceproject.com

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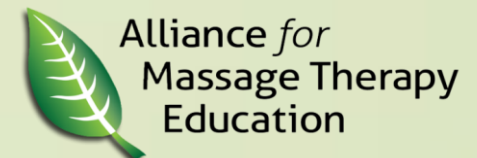
Goal Setting



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Next Steps



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Survey is.gd/AFMTE_2017



dmastnardo@gmail.com

www.AFMTE.org

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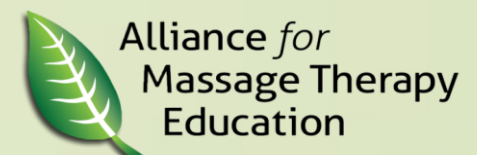
Relax & Network

- Welcome Reception 5:30pm - 7:00pm
 - Sponsored by Massage Envy
- Receive Massage & Donate to the Massage Therapy Foundation
- Visit Exhibitors tomorrow morning 8am-9am
- AFMTE Business Meeting 9am

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AFMTE Business Meeting

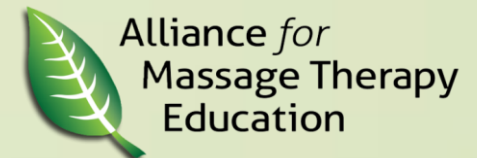
Welcome



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President's Report

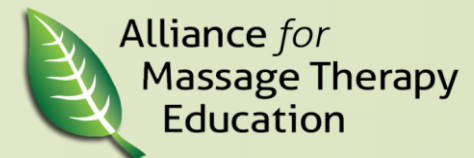
Organizational Highlights

- Increased membership
- Developed a solid 3-year strategic plan
- Active in community events
- Advocate for our members
- Enhanced membership benefits
- Expanded member visibility
 - Allied, School & CE Provider Listings with Logos
 - Banner Ads

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President's Report

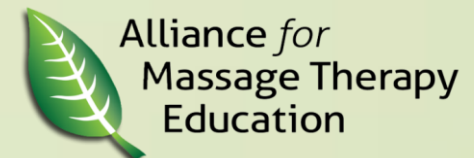
Organizational Highlights Continued

- Increased Contact with Membership
 - Monthly Newsletters, Surveys
- Published an Assessment Guide
- Shifted Many Operational Tasks to Paid Positions
- Developed a Committee Members Orientation Process
- Developed a Formal Onboarding Process

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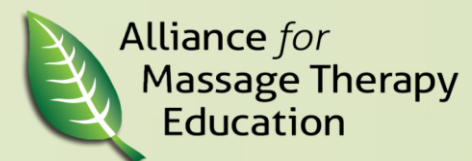
Personal Accomplishments

- Spearheaded a document organization system
- Organized and facilitated BOD meetings
 - Shifted monthly meeting structure to allow for more brainstorming
 - Created a monthly report that BOD liaisons and Committee Chairs fill out
- Nurtured relationships with stakeholders
- Contributed to writing and editing documents: Newsletters, Assessment Guide, Strategic Plan, press releases, “official” correspondence
- Supported the BOD members
- Recruited members to join committees and the BOD.
- Held regular meetings with our marketing consultant and virtual assistant
- Actively marketed the AFMTE to potential members
- Oversaw the general operations of the organization

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Personal Accomplishments



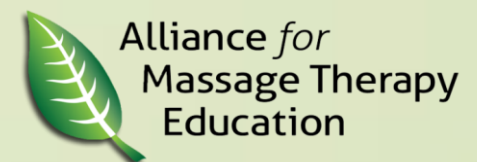
Represented the AFMTE at the following events:

- FSMTB Annual Meetings 2015 & 2016
- ABMP School Forum 2016
- AMTA School Summit 2017
- AMTA National Conference 2016
- Coalition Meetings 2016 & 2017

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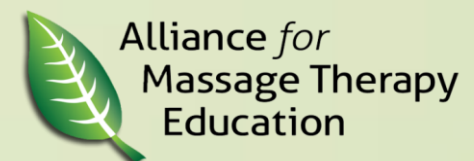
Vice-President's Report

- Member of Executive Committee
- Member of Finance Committee
- Member of Strategic Planning Committee
- Member of Teacher Resource Development Committee
- Chair of Board Evaluation Task Force
- Member of Business Plan Task Force
- Represented the AFMTE at Coalition Meetings past 2 yrs
- Represented the AFMTE on the ACIH Board for past 2 years
- Contributed to writing and editing organizational docs
- Perform role of Committee Whip

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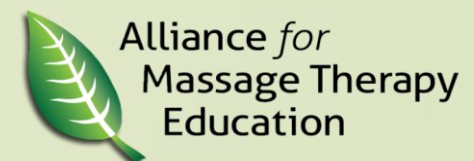
Committee Whip's Role

- Oversee the function of all committees,
- Maintain helpful communication with all committee leaders,
- Provide corrective feedback to Board Liaisons and Committee Chairs on issues where the Board's will is documented to keep the committee on the intended track,
- Refer all other issues to the Board for resolution,
- Make sure that the BLs and Chairs know that they can contact the Board for resolution of disputes between the Committee Whip and the committee,
- Report regularly to the Board and/or the Executive Committee regarding committee activity.

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Treasurer's Report

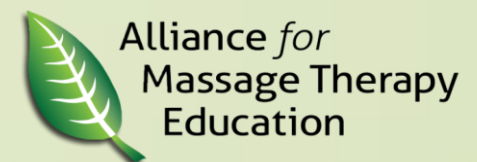
Finance Committee Members

- Eric Polgar, MBA, LMT - Treasurer & Chair
- Traci Quinton, BCMT
- Stan Dawson, DC, LMBT

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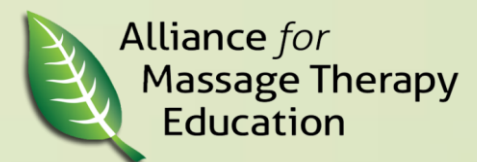
Financial Mission/Mandate


- The financial functions of the Alliance serve to support its broader mission.
- It is understood that good financial practices underpin the ability of the Alliance to survive, thrive and to undertake projects and activities that reflect its mandate
- The Alliance is committed to stability, accountability, and integrity in the conduct of its financial affairs

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2016-2017

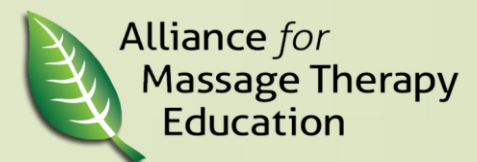
Major Accomplishments

- Increased reserve fund 33% since 12/31/15
- Completed review and update of financial policies
- Began business planning process

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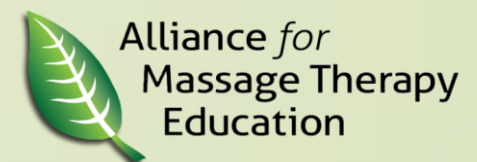
Committee Projects/Goals

- Develop operational budget
- Invest reserve fund
- Develop business plan
- Update financial policies

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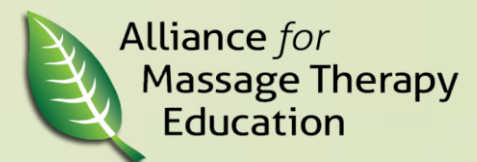
Financial Report July 21, 2017

- Net Assets= \$78,000
- Pending Expenses due at the end of July 2017 approximately \$28,000

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Governance Committee Report

Committee Members

- Beverley Giroud, Board Liaison
- MK Brennan, Gini Ohlson, Deanna Faulk-Sylvester

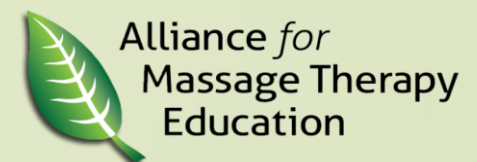
Meetings

- Meet quarterly for 1 – 1 ½ hours

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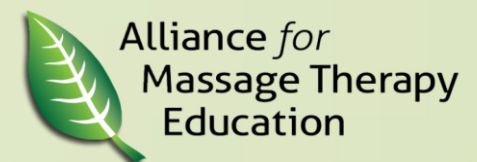
Governance Committee Mission/Mandate

Maintain the Bylaws Document and the Policies and Procedure Manual. Review and update as necessary but at least every year.

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Major Accomplishments

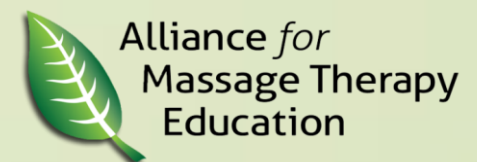


- Policies and Procedures Manual completed and approved in Spring 2016
- Updates done on an as needed basis
- Formal review done annually

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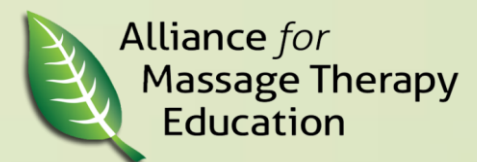
Project/Goal

Review and revise Bylaws and Policy and Procedure Manual by June 2018

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Strategic Planning Committee Report

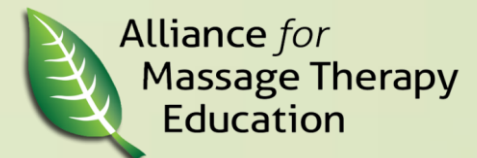
Committee Members

- Beverley Giroud, Board Liaison
- Dr. Drew Riffe of Parker University, Committee Chair
- Sheri Manthei
- Stan Dawson

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Strategic Planning Committee

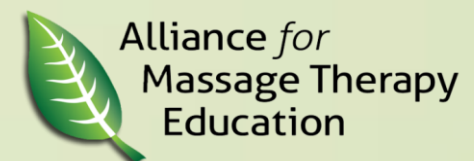
Mission/Mandate

Develop a 3 year strategic plan that focuses on the main goals of the organization as well as other items that address the needs of the organization

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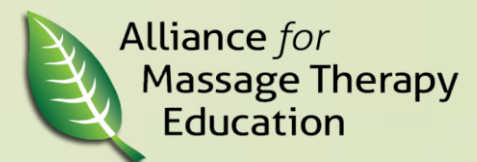
Major Accomplishments

- Developed and presented a 3 year plan that guides the activities of the Board as well as individual committees
- BOD approved Strategic Plan at their May 2017 meeting

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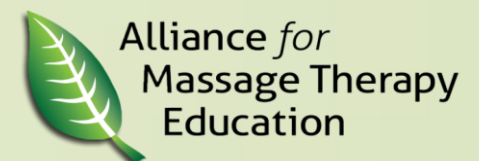
Project/Goal

Annual review and update of Strategic Plan

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Certification Process Committee (CPC) Report

Committee Members

- Penny Shumaker Jeffrey, Board Liaison & Chair
- Celia Bucci, Cindy Banker, and Sandy Mason

Meetings

- Meet monthly for 1 ½ – 2 hours
- Total People Hours = 96 hours/year





CPC Report

Mission/Mandate

- Complete Phase IV of NTESP in collaboration with the NTTCDC

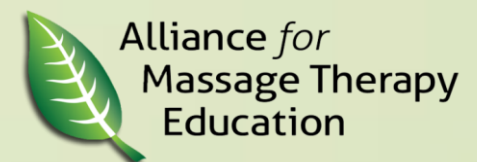
Charges corresponding to Strategic Plan

- Develop an outline for a Model Massage and Bodywork Teacher Training Curriculum Template
- Create a teaching portfolio review process for massage therapy and bodywork educators
- Create a teaching portfolio review process for massage therapy and bodywork educators
- Create a process for reviewing massage therapy and bodywork teacher training curricula for graduates who would be eligible to receive teacher certification
- Support implementation of the Beta Test Phase of the teacher certification process

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Major Accomplishments

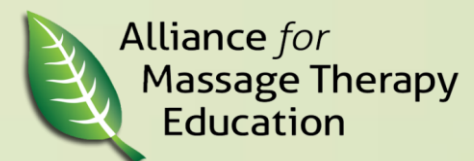
The following items have been completed by the CPC and received approval from the BOD.

- Value Proposition Statement
- Teacher Preparation Curriculum
- Portfolio Certification Pathway for Classroom Teachers

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Projects/Goals



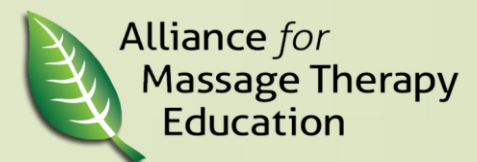
Current project: Create Portfolio Certification Pathway for:

- CE teacher of LIVE courses
- CE teachers of Synchronous Online courses
- CE teachers of Asynchronous, Recorded Courses

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Conference Planning Report

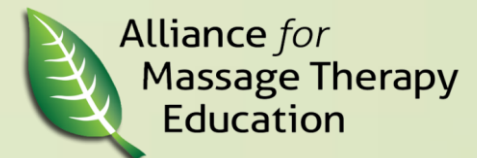
Committee Members

- Cherie Sohnen-Moe - Board Liaison & Facilities Coordinator
- Nancy Dail - Committee Chair
- Terrie Yardley-Nohr
- Julie Goodwin
- George Kousaleos
- Ruth Werner
- Diane Mastnardo
- Kate Turpin
- Victoria Moutahir
- Stephanie Beck
- Naomi Oliviae

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Conference Mission/Mandate

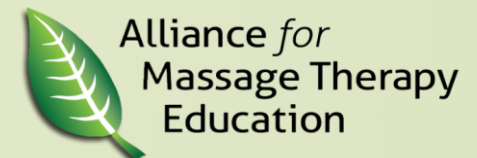
Plan and execute a conference every 2 years



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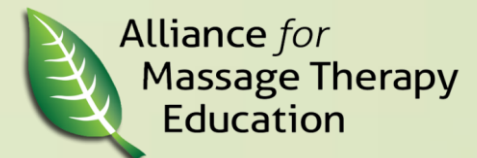
Major Accomplishments

- Enormous amount of behind-the-scenes work
- Tallied over 1,000 hours of volunteer time
- Industry Stakeholders are participation
- Outstanding educational opportunities
- Successful exhibitor and sponsor participation

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Projects/Goals

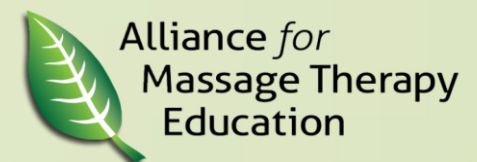


- Design & distribute an Industry Forum follow-up survey
- Tabulate the Congress evaluations
- Identify potential 2019 locations
- Plan a fabulous 2019 Educational Congress!

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Membership Committee Report

Committee Members

- Pete Whitridge (Board Liaison & Chair)
- Anita Brown
- Jason Erickson
- Lydia Rentz Whitley
- Ruth Werner
- Jane Irving
- Kathy Ginn
- Naomi Oliviae

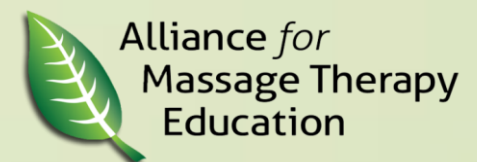
Monthly Meeting

- First Wednesday for 1 hour
- 120 - 150 volunteer hours annually

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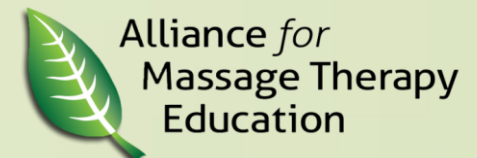
Membership Mission/Mandate

Work with the ongoing effort to grow the Alliance's membership in all categories

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Membership Report

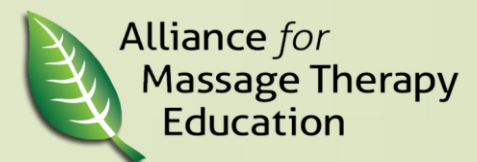
Membership Categories

- Schools - 29
- Teachers - 54
- Continuing Education Providers - 46
- Allied Members - 26
- Supporters - 8
- Total - 163

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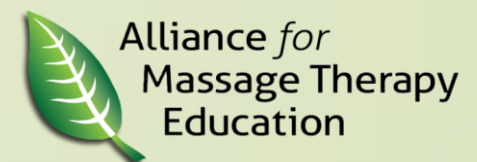
Major Accomplishments

- Completed renewal processing and streamlining
- Met monthly to support the work of our Virtual Assistant Naomi Oliviae.
- Discussed current issues within the field and how to attract new members to support our vision
- On boarded four new members: Welcome - Jason, Lydia, Anita, and Kathy!
- Developing a new CRM needs and wants list to transition away from our current CRM system

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Projects/Goals

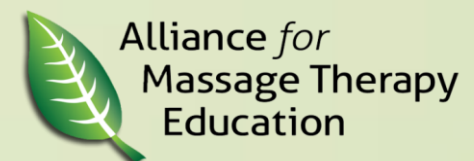


- Increase membership
- Increase volunteer participation
- Create fun and informative committee meetings
- Support the video recording of the 2017 Educational Congress
- Share and expand the reach of the Alliance through targeted promotions and content

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Marketing Report

Committee Members:

- Ariel Hubbard (Board Liaison & Chair)
- Cherie Sohnen-Moe

Meeting:

- Members meet once a month for 1 hour
- Looking for 3 additional members
- and Chair

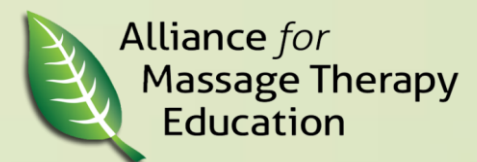
Staff: Approximately 12 hours a month

- Stephanie Beck
- Naomi Oliviae

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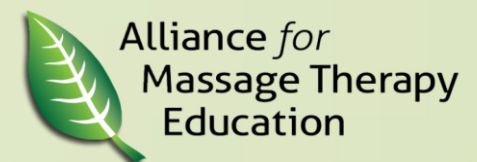
Marketing Mission/Mandate

Support the brand and help staff generate consistent messaging in all communications for the Alliance

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Marketing Specific tasks

- Update marketing plan for the Alliance based on contributions from BOD and committees
- Generate social media ideas
- Generate/manage monthly newsletter themes/content
- Generate additional marketing content for special projects.
- Board Liaison: Regularly update the Communication Tracking
- Submit an annual budget by November 30th of each year
- Fill out the annual marketing plan form by November 30th of each year
- Write a committee update for the AFMTE newsletter once per year
- Board Liaison (or chair) submit monthly reports to the BOD

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Marketing Projects/Goals

Committee

- Monthly newsletter
- Create press releases as needed
- Ideas for monthly social media content
- Article submissions as needed
- Brainstorming/creating ideas for campaigns to support growth

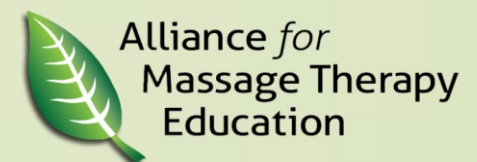
Staff

- Website maintenance
- Press release submissions
- Collateral materials
- Graphic design
- Implementation newsletters, emails, SM updates online projects

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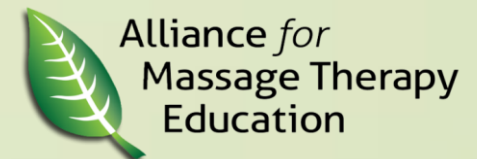
Marketing Accomplishments

- Annual marketing plan
- Monthly newsletters
- Social media daily updates
- New “how to” videos
- Content for new FAQ page coming soon...
- New CE Course Directory on website
- Outline for new website designs in 2018
- Monthly press releases and emails
- FB ad campaign for congress
- Collaborated in strategy planning for online streaming for congress

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Social Stats

Facebook: 4153 to 4867 www.facebook.com/AFMTE

Twitter: 1193 to 1209 Follow Us [@AFMTE](https://twitter.com/AFMTE)

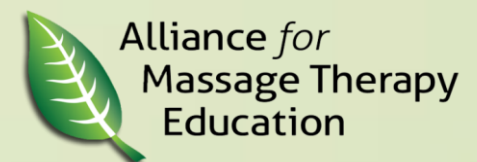
LinkedIn: 6734 to 6720 <http://linkd.in/1T8Ck76>

YouTube: www.youtube.com/user/AFMTEORG

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Support Personnel

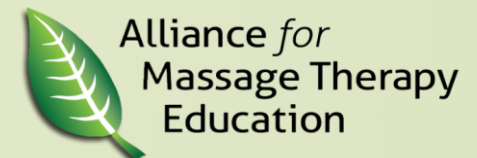
Naomi Oliviae: Virtual Assistant

Stephanie Beck: Marketing Consultant

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Teacher Resource Development Committee (TRDC)

Committee Members:

- Sandy Fritz (Committee Chair)
- Luanne Wozniak
- Diane Mastnardo

Meeting:

Members met monthly for over an hour.

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TRDC Committee Mandate

The TRDC's is to assemble and continually update a list of resources (articles, books, websites and training courses) for educators to learn more about how to improve their teaching skills and to assist those who wish to design Massage and Bodywork Teacher Training Programs

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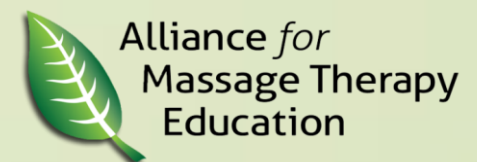
Major Accomplishments

- Developed an introduction to the webpage for Teacher Resource Development that outlines strategies for web searches
- Reorganized resource list on webpages
- Outlined future committee actions to achieve charge

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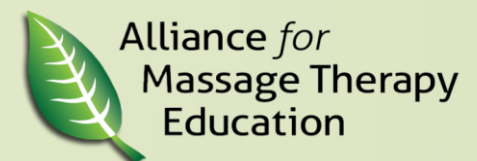
Projects/Goals of TRDC

- Develop strategies for helping teachers access resources
- Update and expand resource list on website every six months
- Survey teachers re: website resource list

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Leadership Development Committee (LDC) Report

Committee Members:

- Christa Fratanoro (Board Liaison)
- Debra Curties (Chair)
- Joe Lubow
- Tracy Walton
- Time Herbert
- Davide Lauderstein



Leadership Development Committee Mandate

The LDC works to cultivate and recruit members for standing and ad hoc committees, advises the board, and also serves as the nomination committee by recruiting, interviewing, and recommending a slate of candidates to serve as Board Members and LDC Members.

The traditional nominating committee role for the Alliance includes an annual candidate search, selection of a slate, and conducting the annual election (either online or at conference depending on the year).



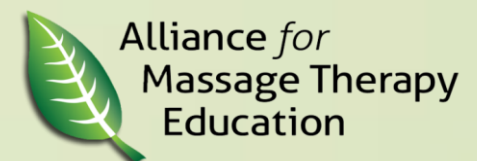
LDC Structure

- Because of its nominating committee role, the LDC is an elected committee
- Part of the annual slate selection involves interviewing candidates for LDC openings

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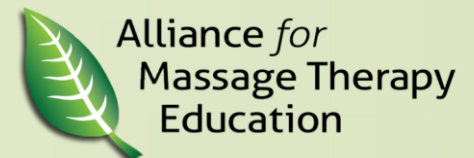
Alliance *for*
Massage Therapy
Education

2017 Election

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Elections

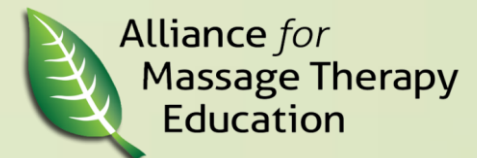
Board of Directors

- **9 Directors**
 - 2 School Members
 - 2 Faculty Members
 - 2 CE Members
 - 3 At-Large Members

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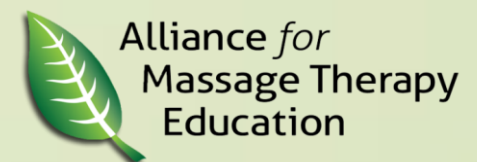
2 School Members

- Beverley Giroud (2018)
- Eric Polgar (leaving)
- Lisa Helbig(LDC Proposed Candidate)

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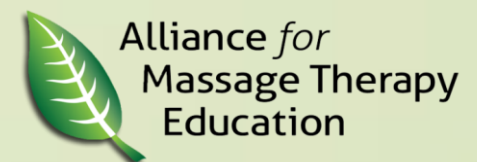
2 Faculty Members

- Pete Whitridge (2018)
- Penny Shumaker Jeffrey (LDC Proposed for Re-election)

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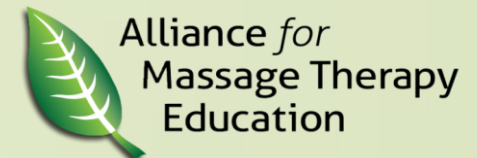
2 CE Provider Members

- Cherie Sohnen-Moe (2018)
- Ariel Hubbard (Leaving)
- Terrie Yardley- Nohr (LDC Proposed Candidate)

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3 At-Large Members

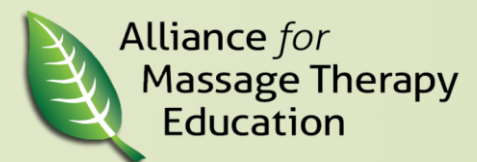
- Stan Dawson (2018)
- Karen Hobson (Resigned)
- Christa Fratanoro (Leaving)

- Sandy Mason (Appointed - Ratification Requested)
- Jodi Scholes (LDC Proposed Candidate)

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Ratification Request

Sandy Mason

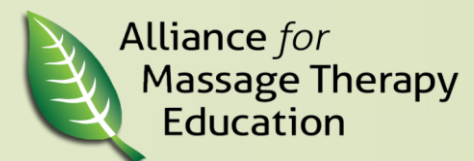
“As a founding member of AFMTE, I jumped right into our organization because I saw its potential to strengthen and improve massage therapy through elevating education. I have had an integral role in developing teacher standards, first on the NTTCDC, and currently in the CPC. This work is a passion of mine. I come to the Board as a seasoned educator with experience in entry-level and Associate Degree massage education in both proprietary schools and community college, and as an Approved CE Provider...”



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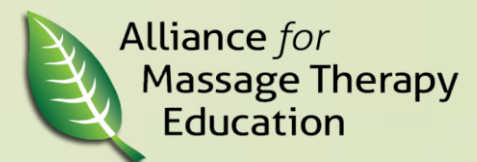
LDC Recommended Board of Director Slate

- Schools: Lisa Helbig
- Faculty: Penny Jeffrey
- CE: Terrie Yardley-Nohr
- At-Large: Jodi Scholes

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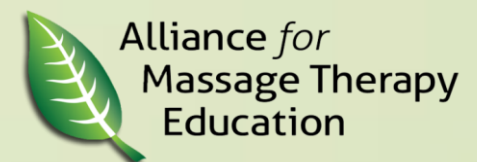
Leadership Development Committee and Slate

- Debra Curties (Chair): (2018)
- Joe Lubow: (2018)
- Tim Herbert: (Running for Re-election)
- David Lauterstein: Running for Re-election)
- Tracy Walton: (Leaving)
- Su Bibik: (LDC Proposed Candidate)

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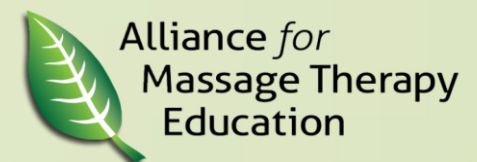
President's Award

- Established to recognize outstanding service by a member or members in support of the Alliance Mission and Goals
- The President is authorized to choose recipients at his or her discretion
- The award is designed to acknowledge the good works of a member

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2017 Recipient

Nancy Dail, BA, LMT, BCTMB

Author

Active Licensed Massage Therapist

AFMTE Founding Member

Conference Planning Committee Chair

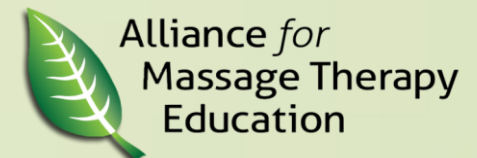
Owner, Downeast School of Massage



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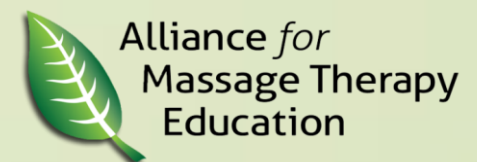
Break & Visit Exhibitors

- All Board members 2016 & 2017
- Committee Chairs & members meet for photos at the front
- Let your voice be heard with an interview
- On the Spot Facebook Live
- Stay connected on the Whova app

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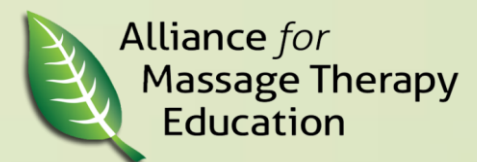
National Teacher Education Standards Project (NTESP)

- What is it?
- Why is it the main focus of the Alliance?
- History of NTESP
- What is next?

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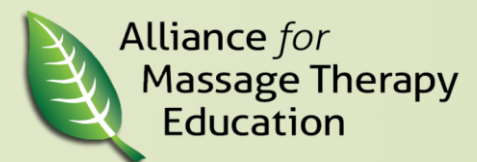
What is the NTESP?

- Pathway to accomplish the AFMTE vision of a certified teacher in every massage and bodywork class
- Designed to develop a teacher certification process that will result in accomplishing the goal of a certified teacher in every massage and bodywork class
- Fulfills the goal of improving the quality of massage and bodywork education by creating instructors who are not just content experts but are also knowledgeable in the philosophy and principles of education

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Why is the NTESP the Main Focus of the AFMTE?

- Fulfills the Vision and Mission of the AFMTE
- Primary goal of the AFMTE
- Fills a gap in the landscape of the massage profession
- Massage already has several ongoing projects designed to advance the profession

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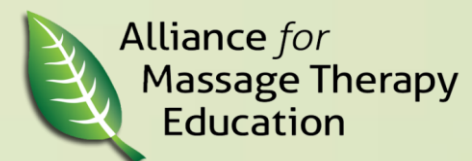
History of NTESP

- Educational Standards Committee was formed following the first Educational Conference in Park City, Utah in June, 2010
- Rough draft of the Core Competencies for Massage Therapy Teachers discussed in workshop during second Educational Conference in Charleston, SC
- After public comment the Core Competencies were revised, updated and presented in 2012 for second round of public comment

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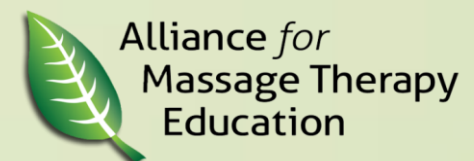
NTESP History Phases 1 & 2

- January 2013 released final version of the Core Competencies to complete Phase 1
- Spring 2013 first iteration of the Educational Resources for Massage Therapy Teachers Database was published on AFMTE website
 - This resource list is intended to provide resources for entry level classroom teachers, CE providers, and designers of teacher training programs for massage teachers
 - Educational resources are the work of the Teacher Resource Development Committee as part of fulfilling Phase 2

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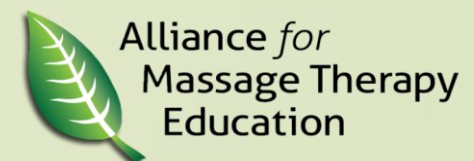
NTESP History Phase 3

- June 2017 the National Teacher Training Curriculum Development Committee (NTTCDC) completed work on a Handbook to accompany the Core Competencies that was published in June 2017
 - Purpose is to help teachers assess their own competence or for schools to assess their faculty's teaching competence
- The NTTCDC also recommended a model curriculum for teacher training programs that will be used to vet classes and teacher training programs that will help prepare teachers for certification, ending Phase 3

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Assessment Guide

- Help educators assess themselves and assist administrators to effectively develop faculty assessments for the required level of mastery of each of the Core Competencies
- Contains information about types of assessments and how to select the appropriate method
- Includes resources, a glossary, and sample forms that can use to evaluate teaching

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Model Teacher Training Curriculum Outline: 128 hrs

Student Teaching Practicum: Observation and Instruction

25 clock hours each - total 50 clock hours

Professionalism, Policy and Procedure in Academic Settings

6 clock hours

Professionalism, Policy and Procedure in Academic Settings

6 clock hours

Lesson Plan and Syllabi Development

9 clock hours

Teaching Diverse Learners

9 clock hours

Instructional Methods

12 clock hours

Student Performance Assessment and Evaluation

9 clock hours

Instructional Materials

6 clock hours

Teaching Somatic-Based Education

6 clock hours

Teaching for Learning in the 21st Century Classroom

6 clock hours

Introduction to Education Theory and Research of Adult Learners

9 clock hours

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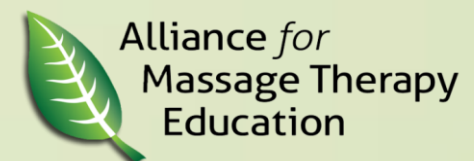
NTESP History Phase 4

- July 2016 Certification Process Committee (CPC) formed and began to outline a portfolio review process for applicants interested in teacher certification as entry level teachers, CE providers, or online/recorded CE classes
- CPC is working with an educational consultant to develop rubrics for the elements in the portfolio application
- CPC will also help with the Beta Test phase this fall

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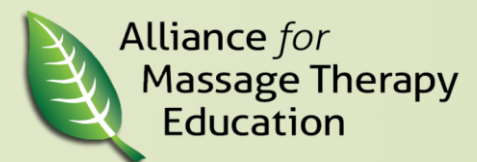
What's Next?

- After the Beta Test, we will finalize Teacher Certification based on what we learned in that process. Completing Phase 4
- The Board will investigate the types of courses currently available and determine if other courses need to be created
- The Board will set the fee for the certificate based on time to process applications and other cost factors revealed in Beta test
- The Board will create a Task Force that will evolve into the organization that will oversee teacher certification

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NTESP Phase 5: How Can Teacher Certification be Implemented?

Role of Accreditors

- COMTA and other accreditation agencies can require their schools to have certified teachers.

Role of CE Oversight Organizations

- NCBTMB and FSMTB can require that approved providers be certified teachers.

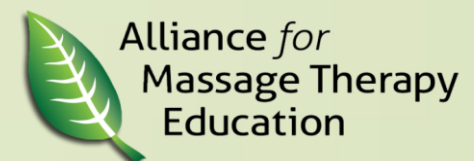
Role of Teachers

- Voluntarily apply for teacher certification

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NTESP Phase 5: How Can Teacher Certification be Implemented? (con't)

Role of Massage Boards

- Change rules or encourage new state regulation requiring teacher certification for state approved schools' faculties

Role of CE Providers

- Voluntarily apply for teacher certification

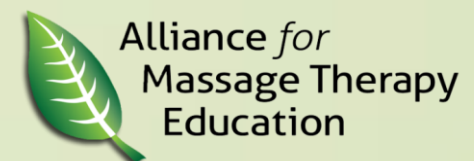
Role of Schools


- Voluntarily require faculty to become certified teachers by a certain date

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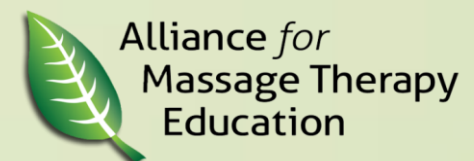
Certification Process Committee and Mandate

- Formed Fall 2015
- Established as a subcommittee to the Professional Standards Committee to assist in creating a teacher certification program
- Responsible for the design and implementation of Phase IV of the National Teacher Education Standards Project (NTESP)

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CPC accomplishments

- Developed a value proposition statement for a teacher certification program
- Proposed draft teacher education curriculum to NTTCDC
- Developed teacher certification pathways for classroom, CE, and online/asynchronous CE environments
- Developed a process for evaluating teacher training courses
- Communicated with the various organizations that provide teacher training



Teacher Certification Value Proposition Statement

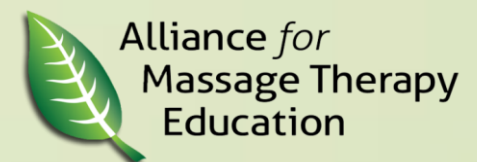
The AFMTE provides a national, voluntary teacher certification program to individuals who wish to exemplify the highest excellence as educators of massage and bodywork. AFMTE certified teachers integrate theory and practice of teaching, learning, and assessment for adult student learners in a somatic-based curriculum. They build engaging and self-motivated learning environments that address varied patterns of student development and make central concepts, tools of inquiry, and subject matter accessible to all learners.

Certified massage therapy educators also link instruction to well-defined learning objectives, and create strategies for motivating and retaining learners. They foster students to develop deeper critical thinking skills to improve learning outcomes, achieve a high level of ethical awareness, and encourage collaboration with colleagues and other healthcare professionals. The competencies of the AFMTE teacher certification program will help to graduate ethical, employable massage and bodywork therapists with the knowledge, ability, and skills that can positively impact the massage and bodywork profession.

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Certification Portfolio Process for Classroom Teachers

Grounded by NTESP Core Competency work

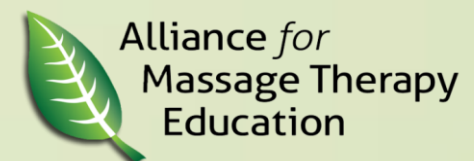
The Entry-Level Classroom Teacher Certification portfolio pathway is open to

- Applicants with a foundation in a somatic-based area of expertise (MT, Chiropractic, Acupuncturist, etc...)
- Applicants who have at least two (2) years of continual classroom teaching experience that includes teaching a minimum of one (1) course per year in somatic-based education.
- Applicants can be either a teaching assistant or lead instructor but formal teacher training is not required for certification.
- At this time, State regulations for teaching massage therapy and bodywork courses supersede this certification.

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Certification Portfolio Process for Classroom Teachers (cont.)

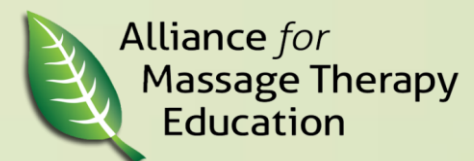
Ancillary Documents

- Online form application (name, address, education, etc...)
- Course syllabus
- Statement of Interest
- Video Evidence
- Letters of Recommendation
- Course Teaching Evaluations
- CV/Resume
- Formative and Summative Assessments
- Graded Student Evidences

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Statement of Interest

Directions to Applicant:

Please share your approach to teaching in a massage therapy classroom. In your narrative, please discuss your teaching philosophy and how that philosophy aligns with the core competencies (Standard I: 1,2,3). In your discussion, include specific examples that demonstrate how you address learner development and well-being, learner differences, integrative approaches, and learning environments

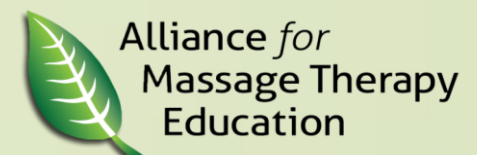
Instructions:

Please limit narrative to two (2) pages, typed, Arial 11pt, single-spaced

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Video Evidences

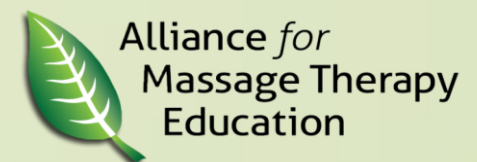
Directions to Applicant:

Please submit two (2) video recordings that demonstrate your ability to explain a concept, interact with the classroom, and reply to students' questions. Each video should be 5-10 minutes in length, and you must appear in the video frame. Use examples that demonstrate standards 1-5, and 7-9 of the Core Competencies.

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Letters of Recommendation

Directions to Applicant:

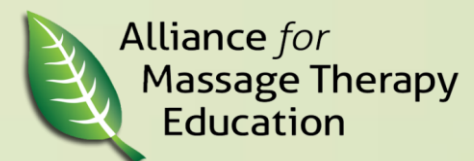
Using the online form, please request 2 recommendations from a teaching supervisor, administrator or colleague who has observed your teaching and can comment on your mastery of the Core Competencies.

The form includes specific questions about your demonstrated competencies, and a section for a personalized letter of recommendation.

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CV/Resume

Directions to Applicant:

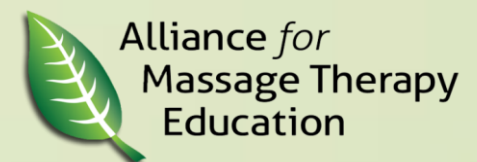
Please submit your current resume or CV

The Certification Committee will utilize these materials to determine your mastery of competency standards 4-10

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Classroom/Course Evaluation

Directions to Applicant:

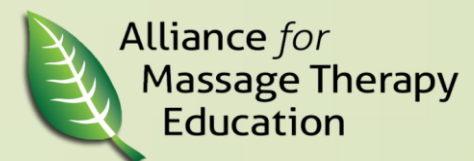
Please submit teaching evaluations from the course that will serve as the example that you meet standards 1-9 of the Core Competencies.

The most recently available classroom teaching evaluations performed by students can be submitted as a summary of evaluations compiled by your program administration, or as a packet of copies of the individual evaluations for this class.

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Formative and Summative Assessments

Directions to Applicant:

For each of 2 Lesson Plans, please fully describe

- One (1) evidence of formative and one (1) summative assessment from the course you are submitting with the application
- Submit four (2 per lesson plan) examples of students' graded evidences. Please remove any student identifiers.

All documents should reflect how the lesson plans meet standards 1, 2, 4-6, and 8 of the Core Competencies.



Guiding Discussion Questions


- What do you feel about having teacher certification for our profession?
- What was your pathway to becoming a massage therapy and/or bodywork educator?
 - Why might that have been (or not have been) helpful?
- Thoughts/feedback about the certification portfolio requirements presented here?

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Guiding Questions Continued

- Do you envision 1 certification that covers all 3 areas (classroom, CE (live) and CE (asynchronous/recorded) or 1 overall certification with add-ons?
 - Why or why not?
- What do you consider a reasonable application fee?
 - Renewal timeline and fee?
 - Other questions for discussion?

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Next Steps

We want to hear from YOU!

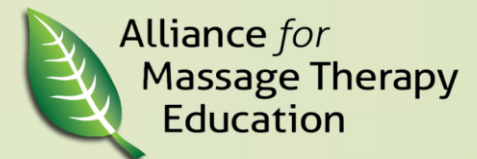
Share your voice about the CPC project by emailing Dr. Penny Jeffrey at NTESPFfeedback@afmte.org



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Afternoon Schedule

- 1 - 2:30 pm – Lunch, Visit exhibitors, Network, Join a FB live, take some selfies, share your voice via interview
- 2:30 - 4:30 Breakout Sessions
- 4:45 - 6:00 Roundtable Discussions



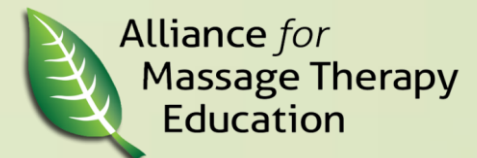
Saturday Schedule

- 8:00 - 9:00 Visit Exhibitors
- 9:00 - 12:00 Breakout Sessions
- 12:00 - 2:00 Lunch, Visit exhibitors, Network, Whova App
- 2:00 - 4:00 Breakout Sessions
- 4:00 - 4:30 Visit Exhibitors
- 4:30- 5pm Closing Ceremony

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Further Exploration of Massage and Bodywork Teacher Education

Let's explore the landscape of teacher education within massage and bodywork professions.

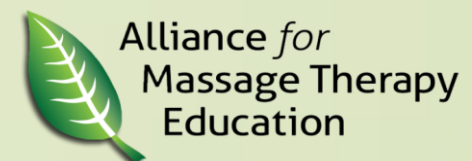
Questions for AOBTA and S4OM

1. Please give us a snapshot of your teacher curricula
2. Please give us a snapshot of your teacher requirements
3. What have you found to be the benefit of a teacher curricula and certification? Any pitfalls?
4. AOBTA membership link: <http://bit.ly/2tl7rQb>

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Attendee Discussion

1. What was your path to becoming a teacher of massage and bodywork?
2. What are your recommendations for a teacher training curriculum?
3. How do you envision the teacher training curriculum taking place?

Thank you!

- Be sure to fill out your overall evaluation on the Whova app
- See you in 2019!

