

# Ideas and strategies for massage education: CoVID-19

Presented by members of:  
Alliance for Massage Therapy Education



*Alliance for*  
**Massage Therapy  
Education**

# Your hosts:



Jodi Scholes  
Dawn Hogue  
Virginia Cowen



# Agenda

- School and Program Considerations
- Logistics of Alternatives for Teaching and Learning
- Active Learning Strategies



**Alliance for  
Massage Therapy  
Education**





Considerations

# SCHOOL AND PROGRAM

# Assessing risk to health

- Transmission at school
  - Students, faculty, and staff
  - Clinic clients
- Transmission off-site
  - Clinical rotations
  - Your community
- Risks to family members, roommates, neighbors





**Handwashing keeps**

**You Healthy.**

LIFE IS BETTER WITH

**CLEAN  
HANDS**



[www.cdc.gov/handwashing](http://www.cdc.gov/handwashing)



CS31 1003A

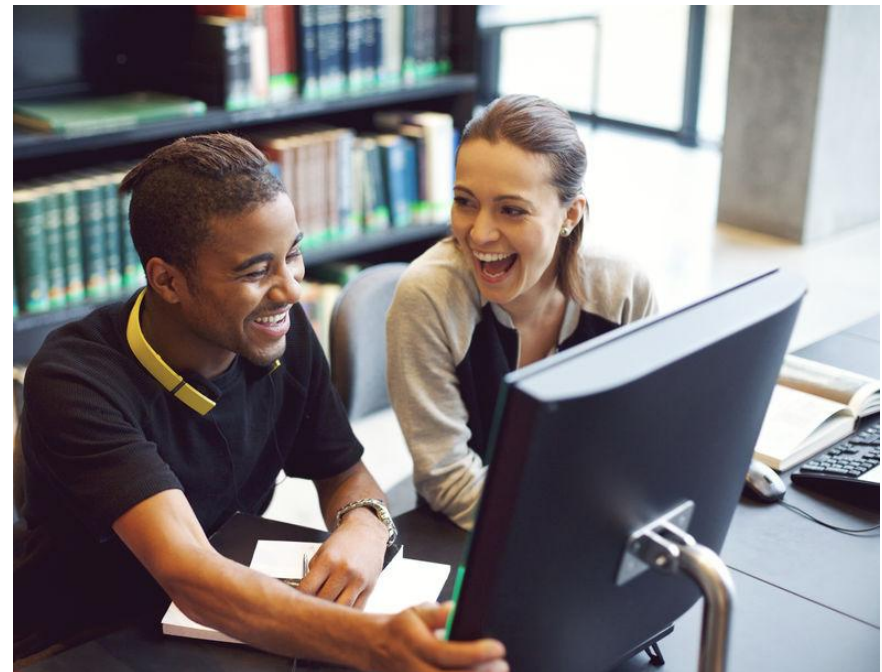
# Considerations

Should in-person contact be minimized?

- What are other schools and major employers doing?
- Recommendations by states and municipalities

Possible alternatives

- Suspending classes
- Cancelling classes
- Alternate methods of instruction
  - Individualized assignments
  - Online learning



# Places to look for guidance

- Local health departments
- Other health science schools in your community
- Accrediting bodies
- Your home State MT Boards
- Centers for Disease Control



## U.S. Centers for Disease Control and Prevention

<https://www.cdc.gov/Coronavirus/2019-ncov/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html>

## U.S. Department of Education <https://www.ed.gov/coronavirus>

<https://ifap.ed.gov/electronic-announcements/030520Guidance4interruptionsrelated2CoronavirusCOVID19>

## World Health Organization <https://www.who.int/health-topics/coronavirus>

**>Links will be sent via email after session<**



# School policies

- Attendance
- Participation
- Time limits on course/program completion
- Tuition refunds
- Accommodations for students with disabilities
- Students on F1, M1, (or J1) visas?



# Planning and Implementation



## Communication

- Faculty and staff
  - Students
- Accrediting bodies
  - State boards

## Critical mass

- Collective approach from massage schools in your state
  - Cooperation with other health profession schools and training programs



LOGISTICS OF ALTERNATIVES  
FOR TEACHING AND LEARNING

# Materials

## Textbook ancillaries

- Games
- Quizzes
- Slide decks
- Case studies

## Course documents

- Syllabus
- Course outline
- Slides
- Handouts
- Assignments

## Open Education Resources

*Burden on faculty to set up course activities and tech support to get things up and running*



# Platforms

In place already at your school?

Open source to develop

- Moodle
- Sakai

Retail options

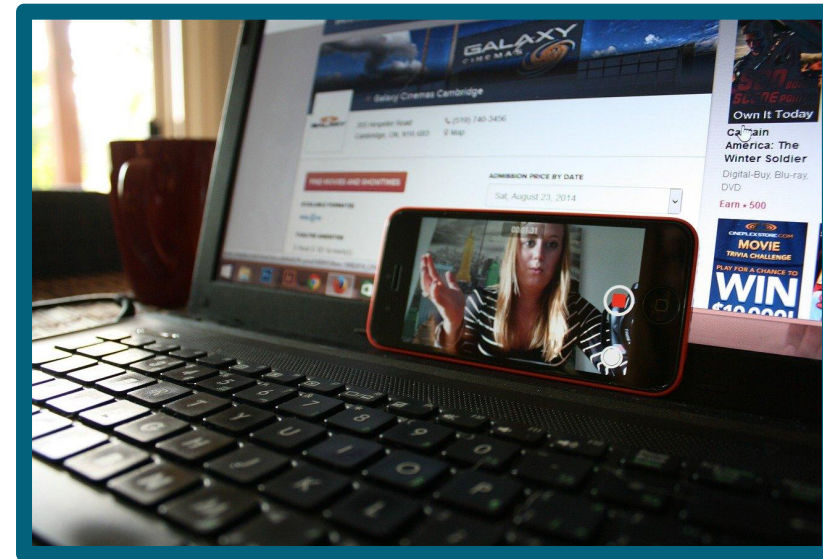
- Teachable
- Thinkific
- Kajabi
- Learn Dash

Familiarizing faculty

- Enroll in free courses
- Coursera, Udemy, etc. To practice participating
  - To get ideas



# Learning Formats



## Synchronous

Real-time interaction

- Webcam
- Skype

Lectures

- Q&A
- Demonstrations

## Asynchronous

Recorded lectures

- Camtasia
- Screencast-O-matic
- Audacity

Scheduled deliverables

- Course discussions
- Timed quizzes and tests

# Learning Formats

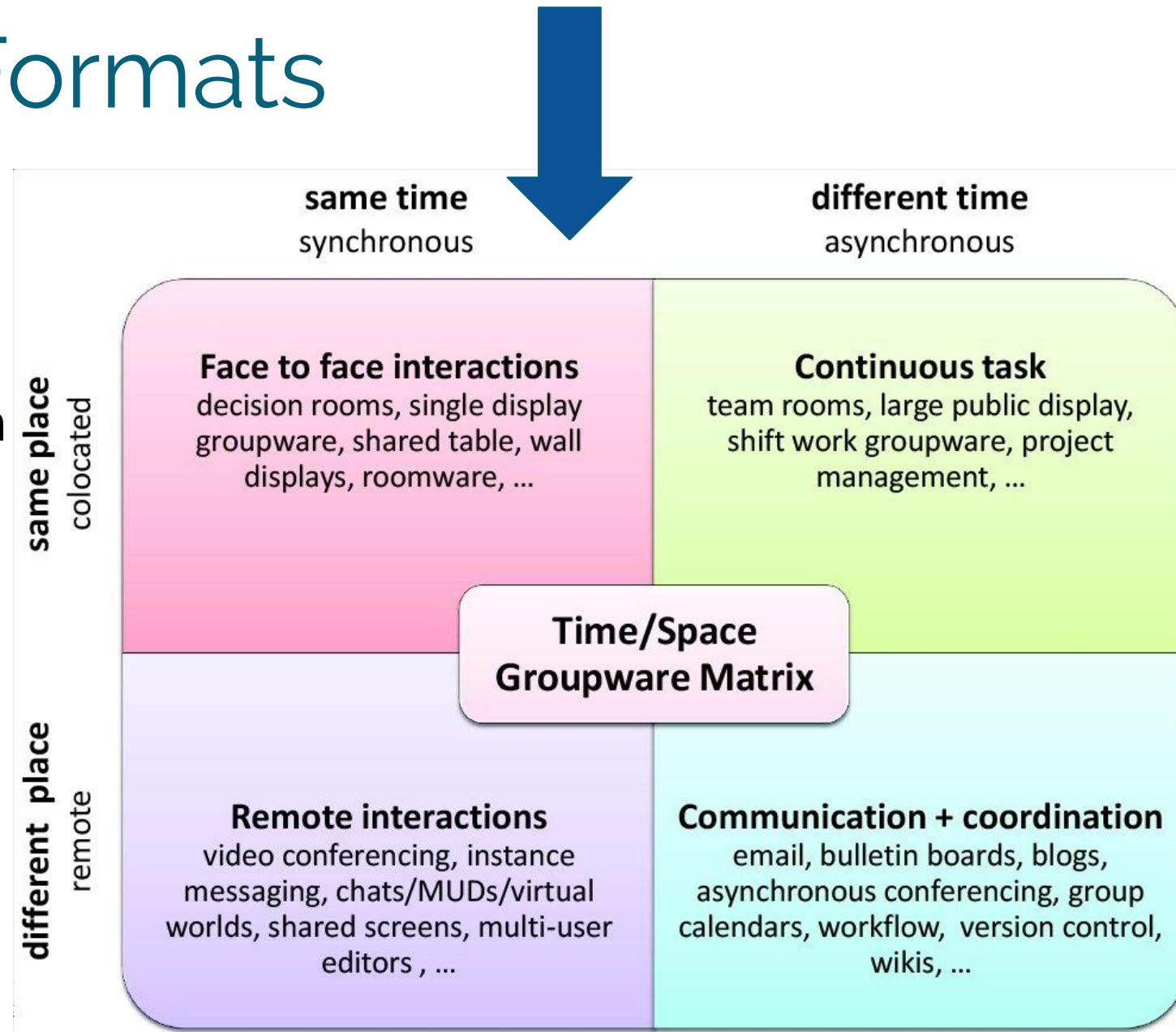
## Synchronous

- Real-time interaction
  - Webcam
  - Skype
- Lectures
  - Q&A
  - Demonstrations

*Considerations*

*The family computer*

*Bandwidth*



# Learning Formats



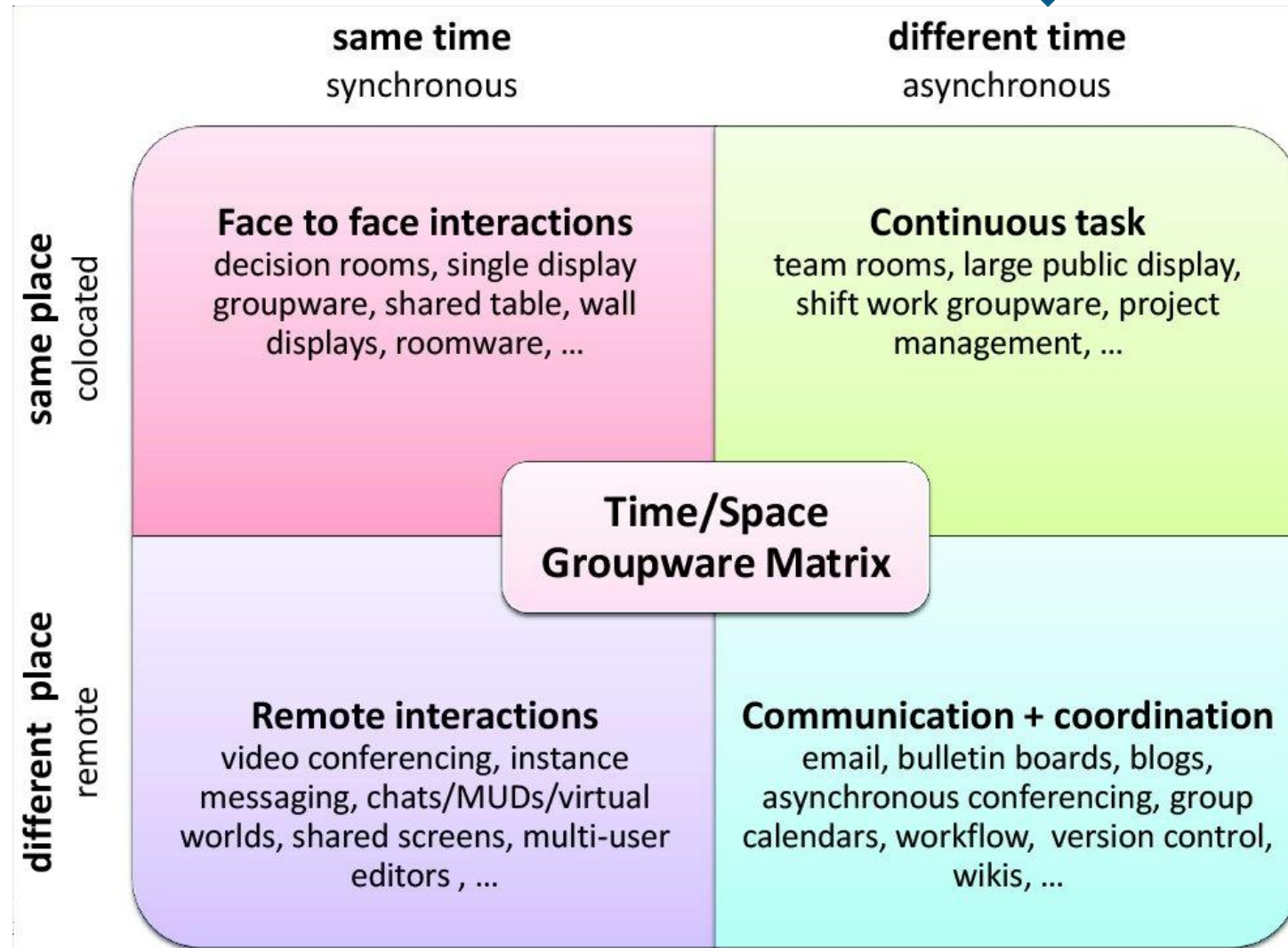
## Asynchronous

- Recorded lectures
  - Camtasia
  - Screencast-O-matic
  - Audacity
- Scheduled deliverables
  - Course discussions
  - Timed quizzes & tests

*Considerations*

*Motivation*

*Office hours*





# Assessments and Testing

## • Testing procedures

- Timing
- Time limits
  - Special accommodations
- Use of resources

## What happens:

- Technology malfunctions
- Confidentiality of material
- Grades (and appeals)

## Peer-to-peer grading

## • Group assignments

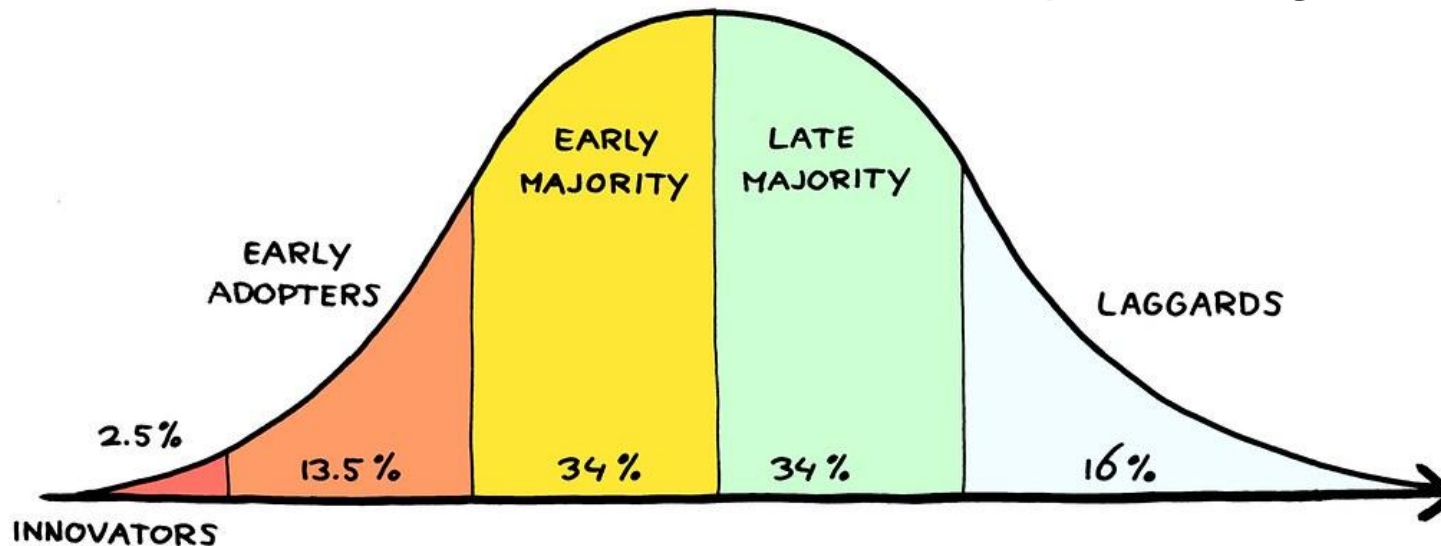
- Balanced participation



# Learning Curve

Getting technology to work  
Navigating the online school  
and classroom  
Time management  
Academic integrity  
Participation expectations

Privacy and confidentiality  
Unexpected costs?  
(JourneyEd, Academic  
Superstore)  
Encouraging students and  
empowering faculty



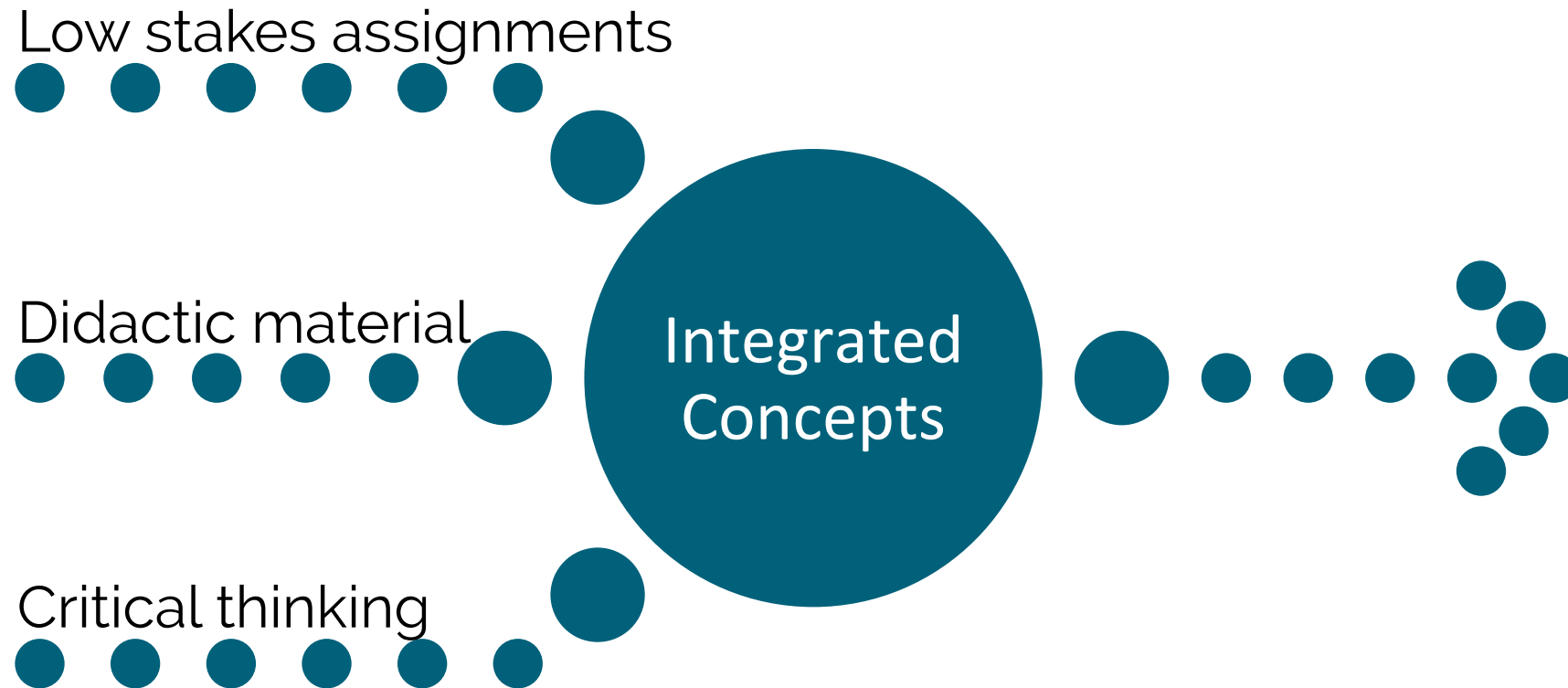


Alliance *for*  
Massage Therapy  
Education

***“Don’t learn to do, but learn in doing.” –  
Samuel Butler, author***

ACTIVE LEARNING

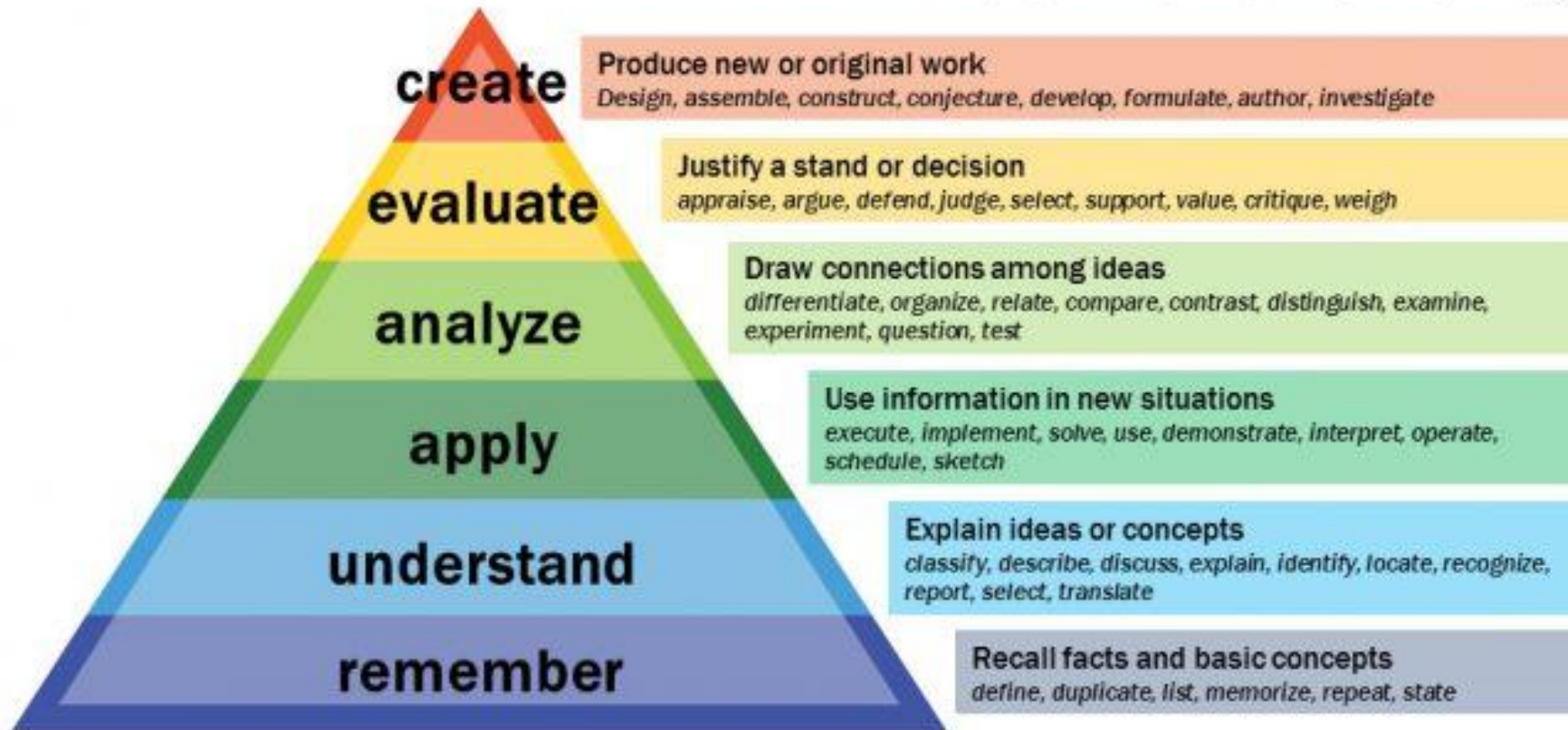
# Roadmap





# Revisiting Course & Program Objectives

## Bloom's Taxonomy



# Virtual Clients

## Communication skills

- Role play
- Clinic documentation

## Professionalism

## Integration of material

## Visualization

- Treatment design

## Reflection



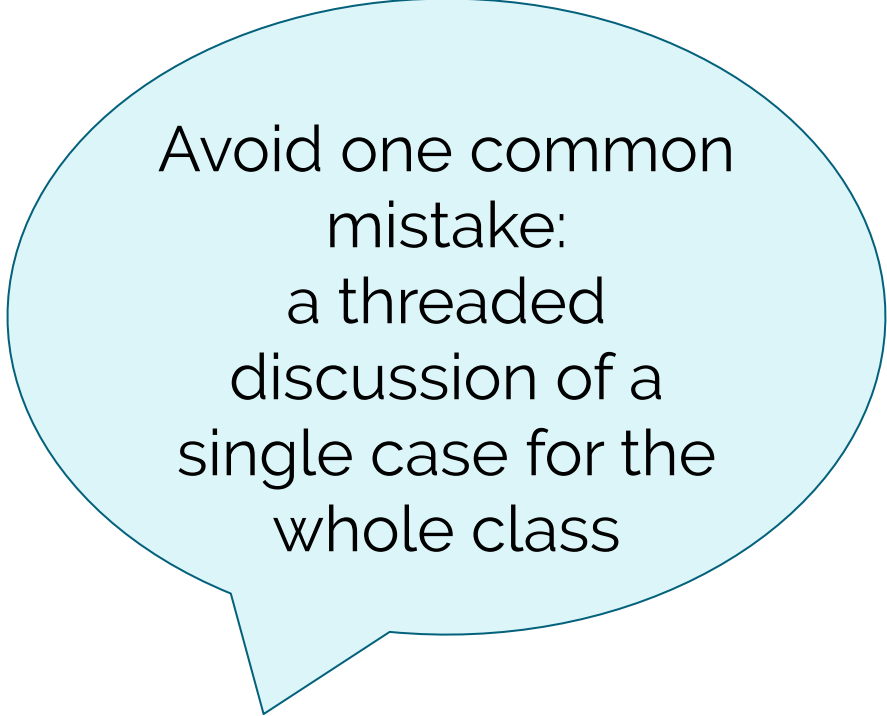
# Case-based Learning

## Wiki collaborations

- Relevant information
  - Precautions, contraindications
- Assessments
- Treatment plans

## Student case presentations

- Clinic clients
- Virtual client scenarios
  - *Massage humanities*
  - Popular culture resources



Avoid one common mistake:  
a threaded discussion of a single case for the whole class



# Using Small Groups

## Problem-solving activities

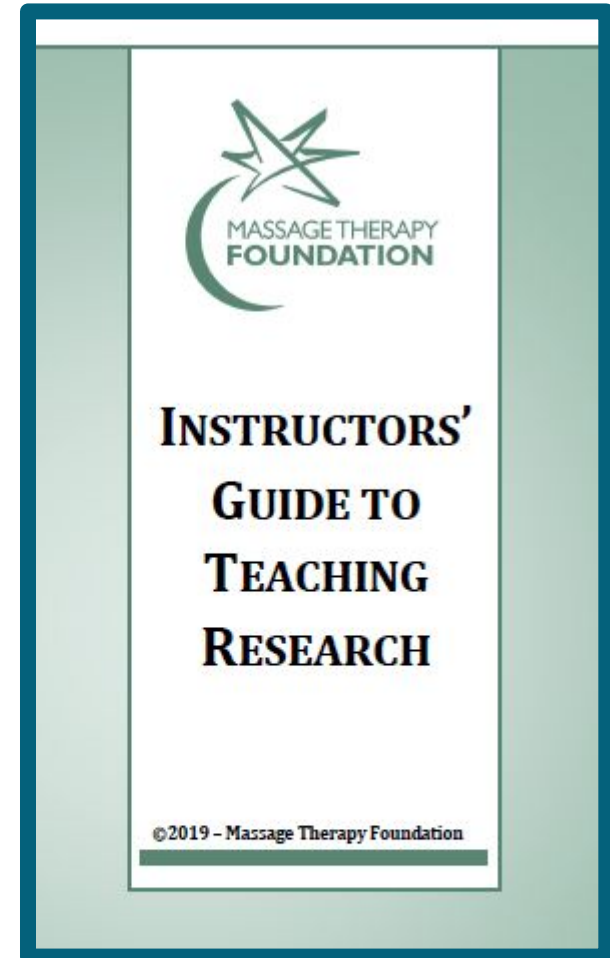
- Information literacy
- Research evidence

## Critical thinking exercises

- Case-based learning
- Debates
  - Compare and contrast different treatment approaches

## Collaborative work

- Shared documentation across client records



# Evidence-based Work

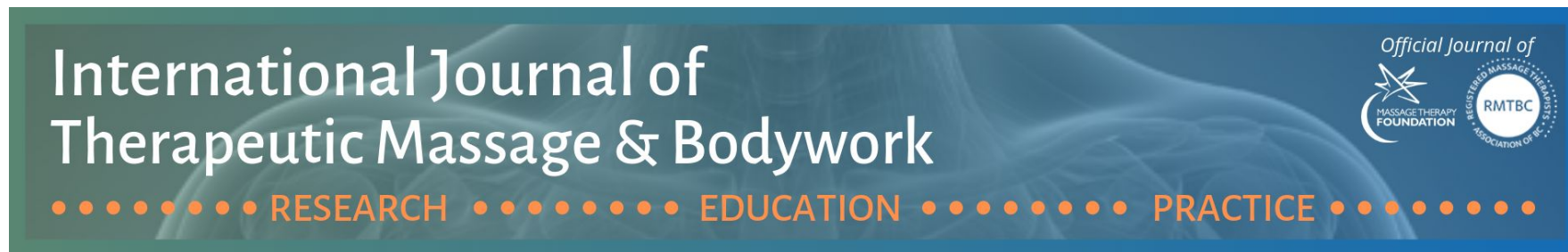
Extract information from research articles (next slide examples)

Attend research tutorials

- Elsevier Researcher Academy
- CITI Program Training for human subjects research

Compare and contrast modality approaches

“Ask Me 3” type handouts



The banner features a blue background with a faint anatomical illustration of a human back and shoulder. The text is white and orange. On the right side, there are two circular logos: one for the Massage Therapy Foundation and another for the Registered Massage Therapists Association of BC (RMTBC).

International Journal of  
Therapeutic Massage & Bodywork

RESEARCH EDUCATION PRACTICE

Official Journal of  
MASSAGE THERAPY FOUNDATION  
RMTBC  
REGISTERED MASSAGE THERAPISTS ASSOCIATION OF BC

# Evidence-based Work

## Ten Open Access Articles for Massage Educators

Jain, N. B., Wilcox, R. B., Katz, J. N., & Higgins, L. D. (2013). Clinical Examination of the Rotator Cuff. PM&R.

<https://www.ncbi.nlm.nih.gov/pubmed/23332909>

Kennedy, A.B., Patil, N., Trilk, J.L. (2018). 'Recover quicker, train harder, and increase flexibility': massage therapy for elite paracyclists, a mixedmethods study. BMJ Open Sport & Exercise Medicine.

<https://www.ncbi.nlm.nih.gov/pubmed/29387449>

Kennedy, A.B., Munk, N. (2017). Experienced Practitioners' Beliefs Utilized to Create a Successful Massage Therapist Conceptual Model: a Qualitative Investigation. Int J Ther Massage Bodywork.

<https://www.ncbi.nlm.nih.gov/pubmed/28690704>

Martin, R., Martin, H.D., Kivlan, B.R. (2017). Nerve entrapment in the hip region: current concepts review. Int J Sports Phys Ther.

<https://www.ncbi.nlm.nih.gov/pubmed/29234567>

Nahin, R. L., Boineau, R., Khalsa, P. S., Stussman, B. J., & Weber, W. J. (2016). Evidence-Based Evaluation of Complementary Health Approaches for Pain Management in the United States. Mayo Clinic Proceedings.

<https://www.ncbi.nlm.nih.gov/pubmed/27594189>

Pelletier, R., Higgins, J., & Bourbonnais, D. (2015). Is neuroplasticity in the central nervous system the missing link to our understanding of chronic musculoskeletal disorders? BMC Musculoskeletal Disorders.

<https://www.ncbi.nlm.nih.gov/pubmed/25887644>

Rossetini, G., Carlino, E., Testa, M. (2018). Clinical relevance of contextual factors as triggers of placebo and nocebo effects in musculoskeletal pain. BMC Musculoskelet Disord.

<https://www.ncbi.nlm.nih.gov/pubmed/29357856>

Ryan, V., Brown, H., Lowe, C. J., & Lewis, J. S. (2016). The pathophysiology associated with primary (idiopathic) frozen shoulder: A systematic review. BMC Musculoskeletal Disorders.

<https://www.ncbi.nlm.nih.gov/pubmed/27527912>

Shah, J., Thaker, N., Heimur, J., Aredo, J., Sikdar, S., & Gerber, L. (2015). Myofascial Trigger Points Then and Now: A Historical and Scientific Perspective. PM&R.

<https://www.ncbi.nlm.nih.gov/pubmed/25724849>

Vigotsky, A. D., & Bruhns, R. P. (2015). The Role of Descending Modulation in Manual Therapy and Its Analgesic Implications. Pain Research and Treatment.

<https://www.ncbi.nlm.nih.gov/pubmed/26788367>

# Community Connections

## Virtual field trips

- Alumni massage practices or clinics
- Local employers

## Practice-building resources

## Analytics

- Community demographics
- Common health-related issues
- Massage opportunities





# Stay Positive!

## Multiple stressors at play

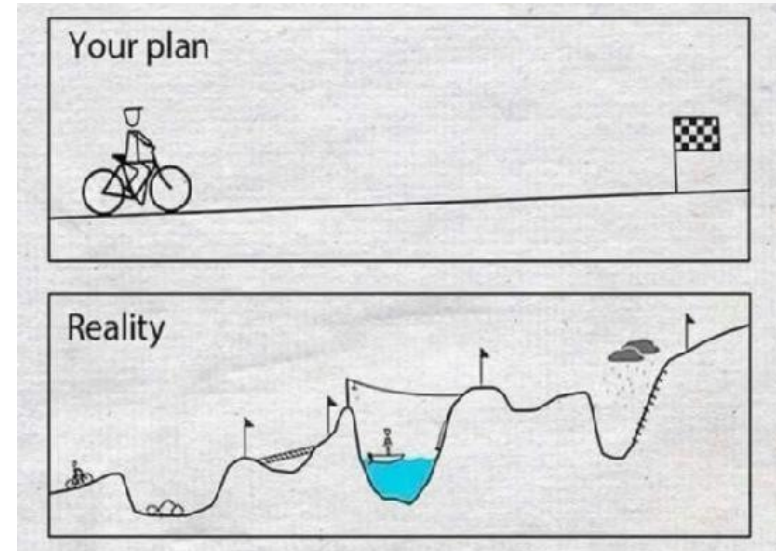
- Lack of personal interaction
- Taboo surrounding touch
- Being a student

## Handle uncertainty

- Help students, faculty, and staff feel valued and supported
- Keep your school/program running

## Opportunity to connect for ideas and support

- Massage educators
- Other health professions educators in your area



**Alliance for  
Massage Therapy  
Education**