



# Oregon

John Kitzhaber, MD Governor

## Board of Massage Therapists

748 Hawthorne Ave NE  
Salem, OR 97301  
Phone: (503) 365-8657  
Fax: (503) 385-4465  
[www.oregon.gov/OBMT](http://www.oregon.gov/OBMT)

**Exam Task Force Committee Meeting**  
**October 28, 2013**  
**East West College Room 220**  
**Portland, OR**

### Attendance

#### Committee Members:

Kelley Rothenberger, Chair/Liaison  
Heather Bennouri, LMT  
Glenath Moyle, LMT  
Jenny Rock, LMT  
Peter Szucs, LMT

#### Board Members & Staff:

Kate Coffey, Executive Director  
Ekaette Udosenata, Policy Analyst

**Public:** Brandon Saggio, LMT  
Erica Baern LMT

**CALL TO ORDER – Kelley Rothenberger** called the meeting to order at 6:30 pm.

INTRODUCTIONS: Present at time of introductions **Bennouri, Coffey, Moyle, Rock, Rothenberger, Szucs** who disclosed a potential conflict of interest and **Udosenata**.

The Exam Task Force committees reviewed and briefly discussed the Job Task Analysis from the FSMTB and the NCBTMB. The committee decided they will need some time to look it over.

#### The Exam Task Force reviewed the minutes:

**Szucs** - Moved that the minutes from the previous meeting be accepted.

**Moyle** - Seconded the motion

**Coffey** – Provided a brief explanation of the handouts. There were 6 handouts 1) NCBTMB Job Task Analysis; 2) FSMTB Job Task Analysis; 3) Entry Level Analysis Project Summary; 4) Entry Level Analysis Project Presentation Document; 5) Minutes from the Previous Meeting; 6) Exam Task Force Working Group Agenda.

**Coffey** - Presented the compliance statistics from the massage boards of Arizona and New Mexico. New Mexico had two orders in a seven year period one order was a scope of practice issue and the other was sexual in nature. The State of New Mexico board of Massage stated that the majority of their compliance issues were unlicensed practice. The State of Arizona board of Massage had 68 orders in a period of 7 years in the following categories:

- 30 – Sexual
- 28 – Criminal History
- 11 - Unsafe Practice/Scope
- 1 - Practicing Massage while in an inactive status
- 1 – Practicing while impaired
- 1 – Failure to report
- 2 – Ethics
- 2 – Fraud

**Bennouri reported on her homework** – Still in the process of researching. Will present findings at the next meeting.

Discussion – Oregon statistic mirror Arizona's, (three main ones – professional conduct, sexual and unlicensed practice) how do you test for alleged sexual predators? How do you test for scope, boundaries and sexual misconduct? There should be indicators in place to test for misconduct. Such as communication, style and meaningful feedback that the board can provide people on the exam. Sexual misconduct could be tested with a list of things that if they fail, they do not get a license. Look at other countries to see how they handle sexual misconduct.

**Szucs** – Recommended that the board raise public awareness on safety issues to protect both the public and therapists.

**Baern** – Noted that the issues that affect candidates during a practical exam is simply that, people become so afraid to fail that, their anxiety increases thus resulting in a possible failure. This raises concerns of what can be done to create a stress free exam environment. What is the scope of the exam? Materials that can be tested in writing should not be tested in a practical setting. What is the purpose of a practical exam? As a teacher, I like the idea of providing meaningful feedback however, I need to be careful when it comes to a licensing exam due to lack of consistencies. There needs to be consistency in the examination and scoring process.

**Moyle** – Preparing the students for the examination is the responsibilities of schools.

**Bennouri** - What about the out of state students?

**Rock** – Having a practical that is transparent and all applicants knows what is tested is imperative. The exam and expectations of the exam need to be transparent because, the current test has specific ways that information is presented.

**Saggio** – Questioned if the exam is testing entry level massage or competencies of safety. If the exam is based on safety; there is a lot that can be over looked.

**Szucs** -What do you think can be measured in a practical exam for public safety?

**Bennouri** - There are different types of harm. You can have harm in the form of being misled by a practitioner and ethical violations.

**Rock** – How many times do we check for safety during the exam before the person is deducted a point on their exam? Where is the line? What are the goals of the exam and what are we trying to measure? Safety of the public or the person on the table and when is the line crossed?

**Bennouri** – The exam is testing for client safety, this is what needs to be tested, and this is where the exam needs to fulfill its purpose. There needs to be a clear direction on what needs to be tested and what needs to be done.

**Baern** – One of the challenges that I feel as an observer of the students taking the exam are the objectives clear for meeting public safety. For example draping, there are practitioners who do not use draping, is it fair for someone who only practices Thai massage to do draping? The board needs to look at how it reviews people that are coming from out of state. We already have two different standards. Client communication for instance, asking permission to touch a client too many times during a practical exam. Is it appropriate in a practical exam? Should we rely on what the schools are doing? Should the schools be held responsible for the practical exams?

**Baern**—What is our expectation of an entry level massage therapists? There are many massage therapist who are very good at what they do, but cannot outline the muscles. What is the goal of the exam? The purpose of the exam should not be a learning opportunity; it should be to test whether people are going to be safe in their practice. It should not be about giving them the opportunity to test their fear.

**Rothenberger** – do you feel there should be a practical exam?

**Baern** – I do not think there should be a practical exam.

**Rock** – for people coming from out of state, what do we do to make the test environment more similar to a real world situation? Perhaps instead of making the old exam better, create a new exam. The candidate can meet their client, look at their intake form and it should take all the anxiety out of the test.

**Szucs** – We need to take into account that a massage therapist is a healthcare professional.

**Bennouri** – In finding a practical exam that supports the basic competencies, we want to see what the pieces are and determine what the recommendations should be.

**Moyle** – what is an entry level massage? We should look at the entire exam rather than the individual and include all forms of bodyworks. Exam candidates asking permission to touch, is it too much? If you look at it from a different prospective, there are times when it is very important to ask permission to touch. The exam is broken up into sections, it is necessary to ask over and over again.

**Coffey** – Asked if the task force will be able to consider a two prong effort. Will the task force be willing to look at the current exam and make modification? Rewriting the exam could take years. There is a large number of out of state exam candidates who do not pass. Can the task force work on something to make some near term recommendation to make the exam more transparent.

**Moyle** – I was under the impression that schools were going to be doing an overview of the exam.

**Saggio** – The biggest reason people from out of state are not passing is they are not reading the candidate handbook. Students need to look at the guidelines because the information is all there. The only thing I think is missing is transparency in the muscle action.

**Rock** - The review outlines specific things that are not very clear. Either modify the current exam review or start a new one.

**Baern** – Would like to say a piece about a possible way that an exam could look. At this time, the exam feels like it is more useful in some ways and in other ways it is much more challenging. I am a strong proponent of the idea of authentic assessment. All assessment that is conducted at the school test people in the way that they are going to be using the materials. One of the out of state people that approached the school told the school about her story of applying for the exam. The candidate has been practicing Ayurveda in California for 10 years. “Why am I being tested on Swedish massage when I wanted to do Ayurveda for my exam and she was told she cannot do that due to allergic reaction that people may have to the variety of oil”. She can do Swedish however; the exam should test people on what they are going to do, rather than on something that they are not going to be doing. If the board is trying to access public safety, give people the chance to tested on something that they will actually be doing. The board needs to have some flexibility at the exam while at the same time having some structure. I will be in favor of an exam that will be in a setting that is similar to an everyday setting. You do that in a way that is objective and reliable as a testing mechanism. Want to make sure that the practical exam does what it is supposed to do. There is no consistencies on how grading is done. It is supposed to also protect the massage therapist as well. There is no consistency on what it is.

**Rothenberger** excused the public and entered into Executive Session to discuss the Oregon Practical

Examination at 8:05 pm.

**Bennouri** – want to look at module curriculum and came up with a list – came up with 4 categories that can be tested – list can be provided if needed. –

**Homework assignments:**

Coffey 1) will be sending out packet to committee members  
Bennouri 1) Will present findings at next meeting.

Next meeting 6:30-9:00pm, December 9, 2013 – Everest

Returned to public session at 9:05 pm

**Public Comments:** None in attendance

Meeting adjourned at 9:06 pm

DRAFT