



# Oregon

John Kitzhaber, MD Governor

## Board of Massage Therapists

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## Education Committee Meeting June 29, 2012 Oregon School of Massage

### Attendance

#### Committee Members:

Lisa Barck Garofalo, Chair  
Nick Chrones, LMT  
Steve Davis, LMT  
John Combe, LMT

#### Board Members & Staff:

Kathy Calise, Board Liaison  
Christine West, Policy Analyst

**By Phone:** Peter Szucs, LMT and David Frederickson, LMT Board Chair.

**Absent:** Kate Coffey, Executive Director and Pam Pennington, LMT

**Public:** Chris Calise

**CALL TO ORDER - Barck Garofalo** called the meeting to order at 10:05 am.

**INTRODUCTIONS:** Present at time of introductions Barck Garofalo, Combe, Calise; Szucs by phone; Davis, Chrones and Frederickson arrived late.

**MINUTES** – May 18 minutes approved with no changes.

**PUBLIC COMMENTS** - None at this time

Friday July 13, Calise & Barck Garofalo will meet with Teresa Green from the Department of Education.

### MODEL CURRICULUM 2012 REVIEW

Peter was unable to reach COMTA to verify if the COMTA standards are copyrighted. Christine did not receive a response from COMTA. Committee discussed the similarities of revised 6 standard model curriculum and to COMTA.

**Szucs** would like a legislative change to allow the Board to require the schools to use COMTA standards, rather than a model curriculum. **Szucs** felt that the Board should develop a model curriculum based on a health care standard rather than mirroring the Cosmetology Board's format, as we try to move massage toward of a health care industry rather than a licensing agency. Going forward we should review this proposal. **Barck Garofalo summarized the comments for the committee:** Szucs proposal was if COMTA has the mechanisms in place to accredit a school, why not just ask the board to require schools to be accredited by COMTA or another organization that accredits school.

### ***Peter Szucs clarification added 7.20.12***

***Szucs noted that most licensed healthcare professions (for example, nursing, physical therapy, chiropractic, etc.) do not have a model curriculum which is monitored by the licensing board. Rather, they require that applicants for licensure have graduated from a school or program that has been accredited. Szucs suggested that instead of creating a set of curriculum standards (the model***

curriculum) which are very similar to the COMTA standards, that the Board may wish to consider requiring that applicants for licensure graduate from a school or program that is accredited by a board-approved accrediting agency. This would have advantages for applicants coming from other states (since accreditation is not a state-specific process) and since schools would have to maintain accreditation status, it would also provide a mechanism for ensuring compliance with educational standards.

The committee discussed that this would likely take a statutory change and since that could take several years, the Model Curriculum could potentially fill this role until a statutory change took effect. At this point, it was determined that this discussion was not germane to the day's meeting agenda and should be tabled.

The use of which versions of the Model Curriculum was discussed. **Davis** commented that the model curriculum needs to be as rigorous or more than the federal standards, but cannot be less. **Calise** explained we undertook the revision of the model curriculum for the schools to be approved by the Department of Education not to receive accreditation from COMTA. The Board has no oversight over the schools; the Board only assigns a model curriculum for the schools to follow. **Chrones** would like to adopt the shortened six and meld the nine KSA's into the six today. **Barck Garofalo** will take the original Knowledge, Skills, and Ability and merge them into the shorted six standards, including wordsmithing the highlighted sections below. Prior to the July 13 meeting with the Department of Education **Barck Garofalo** will send the completed model curriculum to the committee.

Break, returned at 11:00 a.m.

The model Curriculum was reviewed for wording and verb usage, the committee agreed upon these changes:

<b>Standard I - Develop, communicate, assess and record plans for safe and personalized massage and bodywork sessions.</b>
<b>1. Conduct a thorough client intake, including;</b>
<b>a. health history</b>
<b>b. client interview</b>
<b>c. postural assessment</b>
<b>d. movement assessment</b>
<b>e. range of motion evaluation</b>
<b>2. Develop a plan for a safe and personalized initial massage and bodywork session, based on client goals and intake information.</b>
<b>3. Explain the session plan with the client in order to obtain informed consent, including:</b>
<b>a. describing the techniques to be used</b>
<b>b. identifying the areas to be worked</b>
<b>c. outlining the reasons for these choices</b>
<b>d. making adjustments to the plan as requested</b>
<b>4. Conduct a thorough exit interview to evaluate the client satisfaction and assess the effectiveness of the massage and bodywork session.</b>
<b>5. Explain plans for effective and safe on-going massage and bodywork sessions when appropriate, based on client goals, client intake and feedback during and after massage and bodywork sessions.</b>
<b>6. Summarize and securely maintain written records of massage and bodywork sessions, including:</b>

a. health history
b. assessments completed
c. treatment completed
d. goals
e. recommendations for self-care, referrals to other healthcare providers, and plans for future sessions
Standard II - Select safe, appropriate and effective massage and bodywork techniques.
Competencies:
1. Explain and apply to massage and bodywork the structure (anatomy) and function (physiology) of all systems of the body, including:
a. integumentary system
b. musculoskeletal system
c. cardiovascular system
d. lymphatic and immune system
e. nervous system
f. endocrine system
g. respiratory system
h. digestive system
i. urinary system
j. reproductive system
2. Explain the principles of movement of the body (kinesiology) including anatomical structures, physiological concepts and terminology.
3. Explain, describe and state indications, contraindications and precautions to massage and bodywork for pathologies commonly encountered in the practice of massage and bodywork. (See OBMT Pathologies list.)
4. Develop strategies for determining safe treatment options for individuals with pathologies not commonly encountered in the practice of massage and bodywork.
5. Explain clearly to the client the risks and benefits of specific massage and bodywork techniques.
6. Apply current information and research about pathological conditions and massage and bodywork techniques.
Standard III - Perform appropriate, safe and effective massage and bodywork sessions
Competencies:
1. Demonstrate safe and appropriate methods of sanitation and personal hygiene in the performance of massage and bodywork sessions, including the use of universal precautions.
2. Demonstrate safe and effective use of equipment (e.g., massage tables, massage chairs, bolsters, mats, hydrocollator packs, etc.) and supplies (e.g., linens, lubricants, gels, gloves, etc. Tools)
3. Choose and apply safe and appropriate client positioning techniques.
4. Choose and apply safe and appropriate client draping techniques.
5. Apply techniques and treatment protocols that are within the scope of practice and training of massage therapy and bodywork.
6. Apply techniques that are appropriate for each body area, including endangerment sites.

7. Regularly assess client preferences and soft tissue response, and modify the techniques or treatment protocols as needed.
8. Use clear professional language when communicating with clients, colleagues and other healthcare providers.
Standard IV - Develop and implement a self-care strategy.
Competencies:
1. Demonstrate biomechanical skills necessary for the safe and effective performance of massage and bodywork techniques.
2. Practice self-care activities to support well-being and prevent injury.
3. Explain self-care activities to the clients, including:
a. purpose and proposed benefit
b. instructions for the self-care activity
c. addressing client concerns and questions
Standard V - Develop successful, ethical and therapeutic relationships
Competencies:
1. Demonstrate active listening, rapport, empathy and constructive feedback.
2. Demonstrate strategies within the therapist's scope of practice for effectively dealing with emotional and behavioral client responses to massage therapy and bodywork
3. Define and discuss the differences between personal and professional relationships.
4. Define and describe the purpose of professional boundaries with clients, co-workers and other healthcare providers.
5. Establish, communicate and maintain safe and respectful professional boundaries with clients, co-workers and other healthcare providers.
6. Demonstrate ethical behavior in interactions with clients, co-workers and other healthcare providers.
7. Demonstrate strategies for effectively addressing conflict with clients, co-workers and other healthcare providers.
8. Outline a process for resolving ethical challenges, including:
a. applying ethical standards outlined by the OBMT (Standards of Professional Conduct) and professional organizations
b. applying the OBMT definitions of unprofessional or dishonorable conduct
c. reporting unethical or illegal behaviors as required by law
9. Safeguard client's confidentiality unless information released by client or compelled by law.
Standard VI - Develop strategies for a successful practice or employment situation
Competencies:
1. Create a comprehensive business/employment plan including but not limited to:
a. resume
b. business/employment goals
c. financial plan
d. marketing plan

e. plan for meeting federal, state and local business regulations
2. Demonstrate how federal, state and local regulations that apply to massage therapy and bodywork practice would affect their business/employment situation, including:
a. professional license requirements
b. business license requirements
c. zoning requirements
d. tax requirements
e. recordkeeping and privacy requirements
f. basic insurance billing
3. Outline marketing strategies and tools.
4. Develop professional practice policies and procedures which reflect OBMT Standards of Professional Conduct and applicable professional codes of ethics
5. Perform effective professional communication with co-workers, employers and other healthcare providers
6. Describe when and how to obtain support from other professionals regarding professional practice, including:
a. financial or tax advisors
b. legal advisors
c. marketing consultants
d. massage and bodywork technique mentors
e. regulatory or licensing agency professionals
f. insurance billing advisors
7. Outline the purpose of and a plan for ongoing education and skill development as a professional

**Homework:** review what Barck Garofalo sends prior to the 20<sup>th</sup>.

Next meeting 10-12pm, July 20th, 2012

Adjourned at 12:05